# 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 | | | |
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| | **Pre-Adoption** | **Early Adoption** | **Scaling in Progress** | **Full Scale** |
| **1. CROSS- FUNCTIONAL INQUIRY**<br><br>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.<br><br>College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence. | ○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success. | ● **Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.**<br><br>**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.<br><br>Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).<br><br>Guided pathways are consistently a topic of discussion. | ○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators.<br><br>Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.<br><br>Research on student success and equity are systematically included and focused on closing the equity gap(s).<br><br>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.

At Long Beach City College (LBCC), inquiry around guided pathways is occuring at multiple levels of the college. In its development, key elements of the LBCC 2016-22 Strategic Plan were aligned with the four pillars of guided pathways. In response to the college's commitment to building guided pathways, a dedicated faculty coordinator was appointed to develop, coordinate, and implement guided pathways. Several committees, workgroups, and project teams that include faculty, staff, administrators, and students have engaged in inquiry and discussion on the best ways to implement guided pathways at the college. In addition to these discussions, a guided pathways implementation team was recently developed that draws from all levels of the college and informs all components of the initiative's development. While these discussions are taking place across the campus, relevant data is systematically provided, but is not consistently utilized. Presently, there have been increasing opportunities for groups to communicate with one another and/or create cross-functional teams. Importantly, focus has been shifting from committee or group points of view to the institution as a whole.

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

**Alignment with Strategic Plan:** The college's development of a Strategic Plan that incorporated and anticipated guided pathways is a significant accomplishment. The development of the plan facilitated the initial discussions and steps that the college is taking, such as appointing a dedicated faculty guided pathways coordinator. The alignment between guided pathways and the LBCC Strategic Plan has also helped create a framework for measuring progress toward goals utilizing the Plan's one- and five-year benchmarks.

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

**Coordination of Efforts:** In some instances communication and coordination between institutional groups could be improved but understanding of guided pathways is beginning to grow as exposure to the framework increases. Efforts are being made to improve dissemination of the progress and work being done for guided pathways to address challenges of siloes and duplication of efforts. As with any institution LBCC is facing a challenge with institutional change, but this is being addressed in a supportive manner.

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

Institutional changes that have taken place at the college over the past five years have primed the college for success in implementing new programs and initiatives.

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| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| **2. SHARED METRICS**<br><br>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.<br><br>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.**<br><br>**They are beginning to be aligned across initiatives.** | ○ College has defined metrics that are shared across its different initiatives.<br><br>But, student data are not systematically or regularly tracked to inform progress across initiatives.<br><br>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.<br><br>College regularly revises and revisits college plans in response to those findings.<br><br>Data for all metrics are disaggregated.<br><br>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.<br><br>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.

LBCC's Office of Institutional Effectiveness (IE) analyzes a wide breadth of data in a multitude of areas. Currently, there are ongoing efforts to educate faculty, staff, and administrators on how to use student achievement data and metrics to inform their work to ultimately improve student success. In addition to these trainings, IE is working closely with the guided pathways coordinator to understand student progression through the college's programs of study. The development of a template to define student course-taking patterns will help with identifying instances where enhanced articulation will lead to greater student success. This data and resulting template will be disseminated for all programs of study before they are mapped. Additionally, distinct metrics and benchmarks in the Strategic Plan are based on the Completion By Design framework. Initiatives across the campus are beginning to adopt these metrics, however this adoption process is still in progress. The Strategic Plan metrics will begin to be disaggregated during the 2017-18 academic year.

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

**Tracking Metrics:** IE did an excellent job vetting the Strategic Plan metrics and having robust conversations around setting benchmarks for progress with college constituent groups. Individual initiatives have benchmarks to track key student activities as well as academic and employment outcomes. In addition to being a useful tool to measure and impact student success, these benchmarks create an awareness of the importance of properly utilizing data and metrics. For example, the college's recently developed Integrated Plan (i.e., Student Support Services Program, the Basic Skills Initiative, and Student Equity Program) utilizes shared metrics in alignment with the Strategic Plan to focus activities and track progress.

**Building Culture of Data Review:** Use of Tableau (i.e., interactive data visualization software) by the college has greatly increased the college's ability to disseminate data to faculty, staff, and administrators in a meaningful way. As Tableau is furthered rolled out to the College, all constituents within the college will be increasingly empowered to access data as well as understand and utilize data to impact student success. Tableau is used to disaggregate and visualize data in a way that allows individuals to manipulate and delve into the data across multiple student achievement metrics.

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

**Consistent Use of Metrics:** While the college has set Strategic Plan metrics to measure progress toward the Strategic Plan goals, many of which measure progress on the implementation of guided pathways, the college will need to have discussions on how these metrics align with the Chancellor's Office guided pathway key performance indicators. Further support and data use training will be needed to assist instructional departments in interpreting and utilizing student achievement data, as well as to assist non-instructional departments in aligning their service unit outcome assessments with strategic plan metrics and interpreting the resulting data to make adjustments to their programs and services as guided pathways is implemented.

**Technology:** Technological capacity directly impacts the college's ability to collect and supply meaningful data. Tableau has been an extremely useful and beneficial product for the college, but continued training on this software and additional resources need to be allocated to increase data utilization at the college. The ability to judge whether benchmarks are being met is dependent not only on analyzing internal data, but also having access to external data sources such as EMSI. In order to prepare students for their next steps, the college must have easily accessible data on both internal student progress and the labor market.

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

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| **3. INTEGRATED PLANNING**<br><br>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):<br>Student Success and Support Program (SSSP)<br>Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT)<br>Equity Planning (Student Equity/SE)<br>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.**<br><br>**There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.**<br><br>**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.<br><br>Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.<br><br>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:<br>Instructional, counseling, and student support faculty and staff, administrators, and students.<br><br>All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.<br><br>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.<br><br>Integrated plans and over- arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.<br>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. | | | | |

Integrated planning has been a major focus for LBCC, starting with our Strategic Plan, which represents the integration of all college reform efforts. Input into the development of the Strategic Plan was provided by constituent group members at all levels of the college, creating a consensus among college leaders on the broader goals of the plan. Incorporation of and alignment to the guided pathways framework is encouraged through the college's annual planning process, which requires that departments, school-level planning groups, and vice president-level planning groups align their goals to the Strategic Plan goals. However, some individual departments are still working to strengthen the integration between their strategies and goals and the Strategic Plan goals. The college's comprehensive planning process is continuing work to strengthen the integration of all funding sources at the college into the college-wide resource request process.

Following the development of the Strategic Plan, initial conversations pertaining to the utilization of the guided pathways framework have occurred within stakeholder leadership groups, including the Classified Senate, which was recently recognized as an official participatory governance body. Conversations have also taken place within the Department Plan/Program Review (DPPR) Subcommittee on the integration of guided pathways into the annual instructional department plan and program review templates and processes.

Over the summer, a stakeholder workgroup of faculty, classified staff, and administrators, met multiple times to develop the college's Integrated Plan focused on student success. This was a first step in strategically leveraging efforts outlined in the plans for the Student Equity, Student Success and Support Program (SSSP), and Basic Skills Initiative (BSI). The co-chairs of the plans facilitated planning through a series of workshops and embedded activities in order to align the Integrated Plan with the college's Strategic Plan. The college has begun to align the guided pathways framework with the integrated plan goals in multiple areas. Future integrated planning at the college will also include the Strong Workforce program and the Adult Education Block Grant.

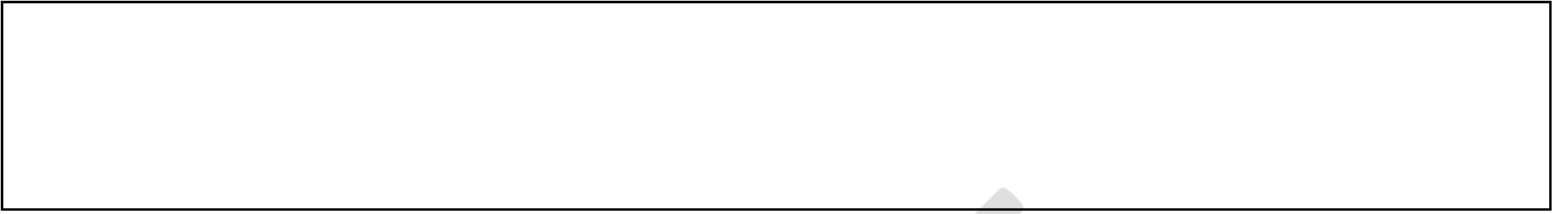| 2. Describe one or two accomplishments the college has achieved to date on this key element. |
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**Engagement Processes:** The Strategic Plan, which was designed to facilitate and incorporate guided pathways, has been a major accomplishment and has served as a guiding framework to align and integrate planning efforts across campus. The plan encompasses the goals of all reform efforts, and was developed by a group of cross-constituency leaders. This wide-scale input has created a foundation for the collaboration necessary to institutionalize guided pathways within Long Beach City College. Explicit efforts to hear from voices from across the college have included a guided pathway-centered brainstorm series called "Friday Nighters," town halls, and dialogue sessions with the Strategic Plan Oversight Taskforce (SPOT). Additionally, as noted above, the development of the Integrated Plan was developed by a cross-functional team using a facilitated process that gave voice to numerous college stakeholders.

| 3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element. |
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**Change Challenges:** As with any large organization, understanding of change initiatives may produce some reticence. It is challenging to align initiatives through benchmarks, communication, and budgeting. The work on the Integrated Plan, with an eye towards the guided pathways framework, is a positive model as the college moves forward.
**Priority Coordination:** The college has a robust Integrated Plan for student success and college planning process that references guided pathways. This guided pathways framework will need to be holistically understood and integrated into all college-wide plans to ensure efforts are collaborative and not duplicated across the college to develop pathways, as well as to ensure that the resource allocation process for all plans is aligned with the college's annual planning process.

| 4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above? |
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| DESIGN (4-8) |
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| Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways. |

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| | Pre-Adoption | Early Adoption | Scaling in Progress | Full Scale |
| **4. INCLUSIVE DECISION- MAKING STRUCTURES**<br><br>College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.<br><br>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.<br><br>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).<br><br>Cross-functional teams are in communication and collaboration with college governance bodies. |

| *Please respond to the following items (500 word maximum per item)* |
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| 1. Please briefly explain why you selected this rating. |

Information on guided pathways has been shared and discussed with many constituency groups at the college, including SPOT, the Senior Leadership Team (SLOT), and the College Planning Committee (CPC). A team with representatives from the Associated Student Body, the Classified Senate, the Academic Senate, administration, the counseling department, academic affairs, student support services, and student success participated in the state-sponsored Guided Pathways workshop as a first step in bringing together a cross-functional team of students, faculty, staff, and administrators to focus efforts on building the college's guided pathways framework. Additionally, the Superintendent-President has recently established a cross-functional project team to steer the design and implementation of guided pathways at the college. The team has representation from and coordinated communication with college-wide governance bodies.

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

**Information to Constituency Groups:** The guided pathways framework has been introduced to many of the college's constituency groups in some capacity. In spring 2017, four guided pathways dialogue sessions open to all constituent groups were held on both campuses to discuss and explain the framework, as well as to answer questions individuals may have. Furthermore, guided pathways is a consistent topic for the college's LEAD (Leadership, Engagement, and Development) Academy, a professional development program aimed at building institutional knowledge and professional skills for faculty, classified staff, and management team members.

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

**Coordinated Communication**: While there is not currently a strategic communication plan in place to ensure communication about guided pathways college-wide, this is a primary goal of the college-wide guided pathways project team. The momentum behind guided pathways is developing at different paces depending on the department or area.

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)
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| **5. INTERSEGMENTAL ALIGNMENT**<br><br>*(Clarify the Path)*<br><br>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.

There has been significant intersegmental work done through the Long Beach College Promise, a successful initiative focused on providing a college education to every student in the Long Beach Unified School District (LBUSD). Funding through the Governor's Innovation Award not only supports guidance for students, early exposure to college, promotion of college readiness, and scholarships, but also the Pathways Initiative, composed of eight pathway groups (i.e., Life and Physical Sciences, Engineering, Liberal Arts, Education, Health, Business Administration, and English and Math Remediation), working on curriculum mapping and alignment. Through the Pathways Initiative work, conversations are occurring among faculty from LBUSD, LBCC, and CSULB.

LBCC has expanded the number of high schools who are signed on to have their students participate in the Promise Pathways Program, one of the college's student success strategies using evidence-based multiple measures placement and prescriptive first-semester success plans with registration priority for participating students. In 2011 only LBUSD, Mayfair High School, and St. Joseph's High School had students participating in the program. The college has now expanded the program to also include students from three additional school districts, four more high schools, and Long Beach Job Corps.

Additionally, strong efforts have been made to develop Associate Degrees for Transfer (ADTs). As mandated by Senate Bill 1440, ADTs are intersegmental agreements between California community colleges and the California State University system. Students who complete an ADT are guaranteed admission to the CSU system and once accepted to a similar major, students are guaranteed graduation with no more than 124 units. While the UC is not mandated by SB 1440 to accept ADTs, it has taken an active role in working with students who complete ADTs by guaranteeing them that it will provide a comprehensive evaluation of their application to the UC.

Career education programs have established advisory committees that include industry partners and supporting alignment with career education certificates with industry need. Furthermore, through the strong workforce program, industry partnerships are being established and/or strengthened in certain career technical education programs.

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

**Pathway Alignments through College Promise:** The Promise partners (LBUSD, LBCC, and CSULB) have created eight pathway teams (i.e., six subject focused and two focused on basic skills) through the Governor's Innovation Award that are focused on cross-institutional path alignment and coordinated curriculum between institutions. The Health pathway team created a new health information technology pathway, which starts in high school with early college credit, continues through LBCC and aligns to industry certifications, and course sequences to CSU for a bachelor's degree in health administration. This work involved cross-institutional evaluation of labor-market data and employer engagement, assessment of occupational skill needs, creation of new curricula, alignment across institutions, and design of articulation and dual enrollment. Additionally, curriculum maps have been created for several disciplines, with plans for converting these maps into electronic formats that students from all segments can access and utilize starting in k-12. Pathway teams have shared resources, syllabi, and texts; identified exit skills in writing to create assignments that bridge the goals for each institution; developed common language for writing in the field of history and social science; and hosted transfer events for history majors and minors at LBCC and CSULB. There is definite enthusiasm for the project, and the benefit for students is clear.

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

**Time and Resources:** A major challenge, as with any new college-wide effort, is time to do the work. Designing cross-institutional pathways aligned with industry need takes significant time for research and design with the involvement of multiple stakeholders. Getting all of the key players together to discuss curricular alignment requires a great deal of coordination and commitment. Similarly, maintaining strong partnerships is a highly involved process requiring a lot of time. Regular efforts to maintain cross-institutional relationships occur at all levels, but could be enhanced.

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)<br>Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways. | | | | |
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| **KEY ELEMENT** | **SCALE OF ADOPTION** | | | |
| | **Pre-Adoption** | **Early Adoption** | **Scaling in Progress** | **Full Scale** |
| **6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES**<br><br>*(Help Students Choose and Enter a Pathway)*<br><br>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.<br><br>College has not yet implemented meta-majors/interest areas.<br><br>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.<br><br>Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.<br><br>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. | | | | |

There have been significant discussions and some piloting of alignment and organization of LBCC programs and courses to industry clusters, which can lead to the future creation of sector-based career exploration and/or meta-major introductory courses. Additionally, the counseling department offers career exploration courses, workshops, and career counseling to help students explore majors. Campus groups are beginning to have discussions on how to strategically offer career and employment opportunities for students within a chosen major. Efforts by some programs for career exploration, such as Science Night or the Math and Science Showcase, provide examples on how the college can connect programs to careers, in addition to college-wide coordinated events such as Major Declaration Day.

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

**Major Declaration Day:** Each fall, the College hosts Major Declaration Day on each campus, providing a way for students to declare a major, as well as to spark self-exploration and research into potential majors or careers for students uncertain about their paths. The event features booths from the majority of campus programs, staffed by faculty armed with information on majors, program courses, career paths, and labor market data connected to specific majors, in addition to booths with academic and student support services. Additionally, the counseling department holds career education workshops leading up to and following Major Declaration Day to support students who are unsure where to start with choosing a career or major.

**Early Career Assessment:** With the upcoming implementation of Career Coach, an early career assessment tool, the college has had premlinimary conversations regarding adding career assessments to the college's current assessment processes so counselors and students can create better-informed student education plans. Additionally, the college has secured an agreement from LBUSD, the College's k-12 feeder, to extend use of Career Coach into high school so students are accessing career data and beginning to think of career and major options before arriving on campus.

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

**Ongoing Discussions:** There are ongoing challenges to offering career exploration activities and assessment within identified gateway courses and self-led exploration opportunities across departments.

**Coordination with Industry:** Involvement of industry partners in delivering career exploration activities (e.g., workplace tours, classroom speakers) is widely prioritized at the local K-12 level, but not at the same level in postsecondary schools. However, concomitant efforts through workforce development have prioritized the implementation of Computer and Office Studies and Culinary Arts career exploration activities with anticipated expansion planned. The recent cyber security event at a local employer is indicative of the potential for such partnerships.

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

One defined aspect of roadmap development is the identification of a standard gateway course for each credential. Standard gateway courses are defined as courses where career exploration is or should be elemental and potential academic support might be mandated. The idea of standard gateway courses must be discussed with teaching faculty both during citation and following for standardization of the course educational experience across all sections. Once identified on a program roadmap this then follows with a recommendation to update the course outline as needed to include career exploration (i.e., objective and content pages) through the routine course review process.

| | DESIGN (4-8) | | | |
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| **7. IMPROVED BASIC SKILLS**<br><br>*(Help Students Choose and Enter a Pathway; Ensure Students are Learning)*<br><br>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:<br>● The use of high school performance for placement (i.e. cumulative GPA, course grades, non- cognitive measures) for placement<br><br>Co-requisite remediation or shortening of developmental sequence<br>● 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. | ● **College has scaled one or more instances 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. | | | | |

LBCC has consistently innovated in developing practices to increase access and student success for students in the area of basic skills. The college began large-scale basic skills innovation – use of multiple-measures-informed alternative placement – six years ago with a pilot cohort of 1,000 students. Using students' high school transcripts to assess placement, an increased number of students were placed into transfer-level math, reading, and English than previous cohorts, and with no decline in overall course success. The college is also exploring the possibility of using self-reported high school coursework and GPA to expand multiple-measures-informed alternative placement.

In subsequent years, the math and English programs have each introduced compressed and/or accelerated basic skills course sections, which have shown tremendous early success, with students able to move through basic skills coursework faster. These innovations are slowly scaling up, with additional compressed and accelerated sections added each semester. The reading department is in the process of shortening their developmental sequence to speed students' time to completion and proficiency. The English department is also considering a co-requisite remediation. The math department is introducing a two-course series, Statway, which allows students to complete college-level statistics regardless of a student's placement level.

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

**Innovations in the Math, Reading, and English Departments:** ENGL 105AX, an accelerated course, began as a small pilot of six sections and has scaled to 40 sections in 2017. The department will continue to scale, and is looking into offering ENGL 1 as a co-requisite course that may be scaled within the next two years. Success in our accelerated English sections is growing and many students are attaining transfer level in a single term, whereas before it would have taken them at least three terms. The department continues to use multiple measures for placement, but is also refining placement scores to allow for more student entry based on student "predictive" success rather than placing students in lower level developmental coursework.

The math and engineering department is committed to increasing access to students through effective course scheduling and cross-curricular partnerships. The department has tried different ways to shorten the time a student needs to spend on basic skills, creating, for example, two back-to-back 8-week courses such as Math 805/Math 815 or Math 110/Math 130 so students can get through two courses in one semester. The department has also created and offers ALEKs sections of math (i.e., adaptive learning system that provides student with an individualized learning experience tailored to their unique strengths and weaknesses), which have shown that the positive impacts (i.e., success) in the ALEKS module courses are nearly twice as high as traditional algebra sections, and subsequent success is not diminished for students who go through this sequence.

The reading department has worked with assessment to add additional multiple measures for reading placement. The department also offers compressed reading courses, and has two accelerated courses going forward to Curriculum for review.

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

**Professional Development and Faculty Time:** More instructor training needs to be offered on effective teaching practices that focus on accelerated learning and computer-based classrooms. Faculty release time would be helpful to fully implement innovative practices. Additionally, scheduling effectively is a time-intensive process that may need additional funding for key support staff.

**Buy-In and Embracement of New Structures & Practices:** Faculty buy-in to new scheduling structures, courses, and practices remains a challenge to scaling up. While some faculty have embraced scaling newer compressed and/or accelerated models, some remain skeptical about scaling these courses and eliminating lower-level courses. Additionally, transformation of sequences is cumbersome and challenging to implement.

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. | | | | |
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| **KEY ELEMENT** | **SCALE OF ADOPTION** | | | |
| | **Pre-Adoption** | **Early Adoption** | **Scaling in Progress** | **Full Scale** |
| **8. CLEAR PROGRAM REQUIREMENTS**<br><br>*(Clarify the Path)*<br><br>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.<br><br>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.**<br><br>**A few course offerings and schedules are designed to meet student demand.**<br><br>**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.<br><br>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.<br><br>Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.<br><br>Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.<br><br>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. | | | | |

Faculty have begun to express interest in collaborating with other departments and disciplines to help students complete required coursework. Departments have begun work on implementing strategies to improve scheduling based on student demand. This summer some departments participated in a pilot using backwards design for roadmap development and scheduling. The college has also implemented an annual schedule to help facilitate student education planning. Other tools, such as Starfish and 25 Live, once fully implemented, will help bridge communication and encourage cross-departmental planning and schedule design.

The college uses curriculum guides as its tool for advising. Some guides have course sequencing within majors. Both the catalog and the curriculum guides have program student learning outcomes for degrees, but not all certificates have student learning outcomes identified yet. However, faculty are working on completing program student learning outcomes for all certificates during fall 2017. The degree audit system is new and will help with student education plans, but is not yet fully functional.

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

**Technology Tools Aligned with Student Education Plans:** The introduction and scaling of student education plans has helped students start thinking about completion of a specific program much earlier in their tenure. More students are taking program-specific course work earlier. This has contributed to a dramatic increase in the number of students achieving intent-to-complete, and completing ADT programs. IE has made data and related technical tools available to help inform academic departments about student course-taking behavior.

**Roadmap Pilot:** Five enthusiastic departments (i.e., business, child development, computer and office Studies, history, and counseling) participated in the Summer 2017 Roadmap Pilot Project. Cross-disciplinary department teams, comprised of faculty and counselors, developed a variety of roadmaps for specifically agreed upon degrees and certificates. Their feedback helped create the processes and support materials available for scaled-up roadmap development and implementation.

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

**Lessons Learned from 2017 Pilot:** The aforementioned pilot program highlighted philosophical and practical concerns in addition to organizational challenges. Concerns were voiced about choice, basic skills, collaboration, and pass rates for key courses, which will be discussed by the guided pathways project team prior to scaling the development of roadmaps.

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

**Additional Needs Indicated by Pilot Effort:** Clear and coherent program maps (which include course sequences (major and general education), progress milestones, and program learning outcomes) that are aligned to what will be expected of students upon program completion in the workforce and in education at the next level in a given field are central to pathways design. A staggered implementation of program maps will commence in spring 2018 and continue for approximately two years. Support services will need to be developed and resource allocations will need to be made to allow faculty and counselors time for this work. Furthermore, a scope of work will need to be ascertained for website enhancements and upgrades that include guided pathway features, such as roadmaps.  Moreover, future electronic tracking of student progress will only be available if IITS is afforded the resources to enter roadmaps into the data management system as well as enter multiple existing programs (e.g., degree audit, student education plan, early alert).

| 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** <br><br> *(Help Students Stay on the Path)* <br><br> 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.** <br><br> **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.** <br><br> **There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and support services.** | ○ Collaboration between the instructional and support services occurs in specific programs. <br><br> 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. <br><br> 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. <br><br> Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. <br><br> 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. | | | | |

There are four Success Centers that provide academic support to students. Success Center instructional specialists and tutors visit classrooms at the beginning of every semester to give students information about the centers and encourage them to take advantage of services. There is also room for growth as far as incorporating other support areas, like counseling, into the Success Centers. While solidly established, the Success Centers are not yet fully scaled and are working closely with a subset of faculty. Thus, their focus is currently aligned with specific courses. The Success Centers would benefit from a stronger collaboration with additional disciplines and instructors.

The college has also acquired Starfish Early Alert, an early warning system that allows faculty to provide students with immediate feedback on course performance. This tool is currently being piloted among an enthusiastic group of faculty and counseling faculty over the fall 2017 semester.

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

**Starfish Early Alert:** As noted, the college is piloting the use of Starfish Early Alert, which is used to monitor student progress and provide early alert to those in need of extra support. Faculty are able to "raise flags" that alert other departments or programs that an intervention may be needed for a particular student. Nine faculty, six counseling faculty, and select support services are all participating in the pilot of Starfish Early Alert. Feedback from the launch will be used to refine business processes to enhance timely management of concerns. Data collected from Starfish will also be used to develop interventions for at-risk groups. Messaging of "kudos" is also being piloted and initial reports indicate positive student response.

**Success Centers:** The Success Centers provide integrated academic supports for many gateway courses, which are aligned with course learning outcomes. The centers were designed to directly support the students and the material they are learning in class. Supplemental Learning Activities (SLAs) were developed to directly relate to content taught in these foundational-level classes. The Math Success Center has been planning ways to support all students in a math course that allows for the most amount of students to be served and supported. The Writing and Reading Success Center has increased its outreach to non-English and reading courses whose students have need of writing assistance, and faculty in these disciplines have welcomed the support. Additionally, online tutoring and SLA completion using Skype has been added to center services, as well as a host of trainings to ready tutorial staff. There is broad institutional buy in for the Success Centers and the college fiscally supports them.

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

**Expansion Challenges:** The Success Centers and Starfish Early Alert pilots are strong. Successful implementation and scaling of Starfish Early Alert may present a challenge, as it will require additional personnel resources, such as counseling faculty, and dedicated Information and Instructional Technology Services (IITS) support.

Additionally, there are challenges in scaling up services at the Success Centers to help all students, and getting the word out to students and faculty about services provided. There exists a need to create and provide staff development that helps to inform faculty and staff about all of the resources available to students through the centers. Buy-in from faculty has been attributed to their direct involvement and collaboration with Success Centers.

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

A significant portion of roadmap development is identification of standard milestones each term as reminders/indicators of progress and achievement toward completion of student goals. Labeled as either academic or nonacademic, these "nudges" may include helpful progression steps, application-filing reminders, suggested or mandated visitations to academic and nonacademic support services offices and centers, suggested guidance about any specific program of study progression activities, and mandated or strongly suggested academic supports for challenging classes. A particular note is made to determine if the gateway course should include outside academic support for student success. Consultation with the learning and academic services department for options and collaboration is recommended.

Once roadmaps are developed, Institutional Effectiveness is planning to conduct research analyses of course completion to ascertain "critical" courses (i.e., required courses that predict success in a degree) for each degree. Determined by course completion upon first attempt, this will provide departments with feedback to map academic milestone options. Also, this can potentially develop a "starter kit" for meta-majors. Identification of critical courses for each of the meta-majors is planned as part of the pathways mapping process. The next step is to ensure that such courses have adequate academic support integrated into them (e.g., tutoring, SI, peer tutors, specialists, in-class and out-of-class supports).

| 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**<br><br>*(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)*<br>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:<br>• Link student demand to scheduling<br>• Ability for students to monitor schedule and progress (e.g., Degree Audit)<br>• System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.)<br>• Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other)<br>• Others | ○ 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.<br><br>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. |
| *Please respond to the following items (500 word maximum per item)* | | | | |
| 1. Please briefly explain why you selected this rating. | | | | |

Several technology-based tools are in place to support academic planning and counseling. Institutional Effectiveness, for example, provides departments with labor market demand data for their programs each fall for use in department planning and program review. This information, pulled from EMSI (Economic Modeling Specialists Incorporated), includes projected job growth/decline, the number of annual openings, and median hourly earnings for target occupations for graduates of each program in the region. Departments are also provided with this data for use in flyers at Major Declaration Day each fall. This fall, department heads were also trained in the utilization of the labor market data included in the Launch Board. While this data is provided, not all departments utilize labor market data consistently to inform their department planning or program reviews. Direct widespread access and integration of LMI data by departments has been limited primarily due to costs.

Other tools are available, or will be in place soon. However, there are challenges in use of these products in optimizing the benefits for students. Starfish Early Alert, as described previously, is currently being piloted by a small number of faculty and counselors this semester. The college has tools for Degree Audit and Student Education Plans, both of which are beyond the pilot phase this fall. PeopleSoft Degree Audit is available but does not include transfer credits, and the potential for course demand analysis has not been used in schedule planning at this time. The college maintains waitlists and has begun to track class cancellations to link student demand to scheduling. All of these pieces need further technological infrastructure to support these efforts.

2.  Describe one or two accomplishments the college has achieved to date on this key element.
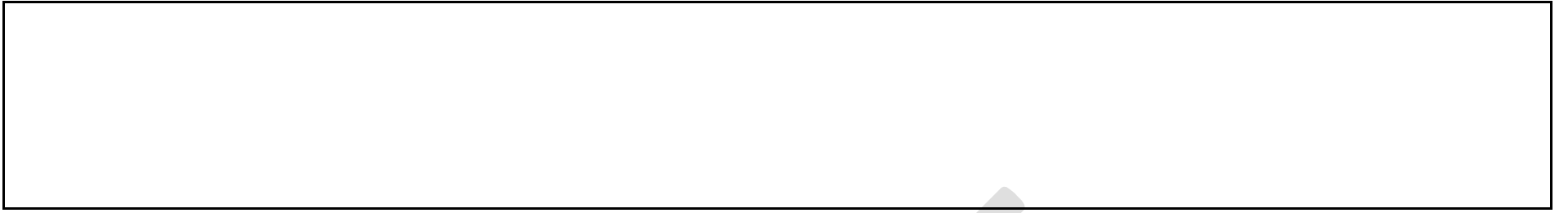
**Pilots/Early Interventions:** As noted above, there are a number of technology tools that the college has in place or will have in place soon that support instruction, counseling, and guided pathways implementation. The institution has acquired funding to contract with EMSI Career Coach, which will give students direct access to career exploration, labor market information, and corresponding information about LBCC pathways to help them achieve their occupational and career goals. Implementation is expected to occur in the next academic year. Cranium Café, an online academic advising system, was piloted in the summer of 2017, and full implementation began this fall. Providing labor market data to programs for use in department planning and program review was recently implemented in 2015-16. Prior to that, departments would have to search for this information themselves on websites, which provide inconsistent parameters for labor market demand information. The reports that EMSI provides are easy to read and interpret. Fruitful discussions on how to integrate these and other technologies have occurred throughout the college.

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

**Resources:** In order for current and future technology tools to be effective for students and college stakeholders, seamless and integrated approaches and programming is needed behind the scenes. IITS could further assist the college with an infusion of additional technology and staff. Successful implementation and scaling of tools such as Starfish Early Alert will require a variety of resources. Additionally, there is an ongoing need for regular subscription services for many of the tools currently used or needed by the college. When new processes are developed or when the college has a new initiative, ongoing requirements to operationalize and maintain these functions must be considered.

**Data on Outcomes:** The utilization of data related to careers, job demand, and salaries is necessary within the guided pathways framework. Department discussions based on such information is a component of the projected mapping model and further training will need to be provided to faculty to increase understanding and utilization of labor market data. In many instances, labor market data is currently more useful for career technical education programs than it is for non-career technical education programs. Labor market data is reported based on Classification of Instructional Program (CIP) code to Standard Occupational Code (SOC) mapping. Because of this, some liberal arts programs do not find the data to be as informative or meaningful, as the SOCs identified as related to their programs are not necessarily the jobs their students obtain following graduation with an associate's and/or bachelor's degree.

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** <br><br> *(Help Students Stay on the Path; Ensure Students are Learning)* <br><br> 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.** <br><br> **Strategic professional development includes systematic, frequent and strategic attention to:** <br> • **Using learning outcomes assessment results to support/improve teaching and learning.** <br> **Providing updated information across the college to enable faculty and staff to refer students to academic and non- academic supports and services as necessary.** <br> • **Improvements in those college processes directly serving students.** <br> • **Leadership capacity and stability for all areas on campus and the college as a whole.** <br> • **Practice analyzing student data (qualitative 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. <br><br> Strategic professional development includes systematic, frequent and strategic attention to: <br><br> • Using learning outcomes assessment results to support/ improve teaching and learning <br> • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. <br> • Improvements in those college processes directly serving students. <br> • Leadership capacity and stability for all areas on campus and the college as a whole. |

| | | | quantitative) and identifying structural decisions that can be based directly around student need. | • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.<br>• Continued broad engagement in cross-functional decision- making.<br>• 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 opportunities are frequently and consistently offered at the college and many are moving the Strategic Plan goals, and guided pathways, forward. The focus for professional development over the last few years has been on areas including leadership development, student equity, and student success.

For faculty professional development, a major focus has been on professional development for the College's 118 new full-time faculty hired over the past three years, in addition to other faculty professional development opportunities. The college's SLO Coordinators have also developed and provided multiple professional development opportunities for faculty on disaggregation of SLO data and utilizing results to take actions to improve student learning.

Through human resources, foundational leadership skills training has been conducted to provide all employee groups the opportunity to participate in professional development leadership programs that provide not only broad based institutional knowledge leading to an integrated view of the college, but also the project management skills necessary for successful implementation and completion of projects which support the college's Strategic Plan.

Institutional Effectiveness provides data use trainings to department heads and deans each fall, where they are trained on the definitions and interpretation of their student achievement data. In addition, there is also interest in offering professional development opportunities in alignment with the newly created Integrated Plan.

While components of all of these efforts often relate to guided pathways, trainings and facilitated discussions have not yet been systematically developed to align with all four pillars of guided pathways. However, current efforts are anticipated to build a strong foundation upon which to overlay training on guided pathways for all members of the campus community. In fall 2017 the College Planning Committee developed a Strategic Professional Development Plan work group tasked with developing a professional development plan in alignment with and to move forward the goals of the Strategic Plan, which include the implementation of guided pathways.

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

**Faculty Professional Development:** The college has a designated Faculty Professional Development Coordinator, who supports training and development of all faculty. This position has been instrumental, with the college hiring over 100 new full-time faculty members in the last few years. Established resources and structures in place through Faculty Professional Development (e.g., College Culture Fridays, designed for faculty in their first year of full-time teaching at LBCC) have been used to gain buy-in and build momentum around the guided pathways framework through coordinated training and information sharing. Trainings provided to multi-functional teams, such as recent Change Labs on race and equity, also offer foundations upon which guided pathways training can be built.

**Tableau:** The Office of Institutional Effectiveness piloted the use of Tableau software in winter 2017 with instructional departments that received Strong Workforce funding, and moved to utilizing Tableau for most data reporting purposes in fall 2017. This semester, all student achievement data utilized in instructional program review and department planning has been provided to instructional departments using this software, which allows departments to filter and interact with their data, and to ask and answer their own questions through disaggregation of data. Multiple data use workshops were held for department heads and deans in fall 2017 to assist departments in utilizing and interpreting data in Tableau.

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

**Time and Scope:** Coordinated alignment of professional development efforts on campus could be broader and time constraints to align efforts present a challenge. Processes need to be developed to ensure that classified staff and management team members get professional development training to make integration of the guided pathways framework complete.

**Staffing:** Professional development on data use and program evaluation has not been consistently provided to non-instructional departments due to limited staffing in Institutional Effectiveness, but should be expanded to ensure understanding and utilization of assessment and analyses of data. This, in turn, would strengthen planning efforts to inform department goals and the implementation of guided pathways.

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

<table>
<tr><td colspan="5"><strong>IMPLEMENTATION (9-14)</strong><br>Adapting and implementing the key components of Guided Pathways to meet student needs at scale.</td></tr>
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| KEY ELEMENT | SCALE OF ADOPTION | | | |
| --- | --- | --- | --- | --- |
| | **Pre-Adoption** | **Early Adoption** | **Scaling in Progress** | **Full Scale** |
| **12. ALIGNED LEARNING OUTCOMES**<br><br>*(Ensure Students are Learning)*<br><br>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. | o 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.<br><br>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.**<br><br>**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.<br><br>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. | | | | |

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The Assessment of Student Learning Outcomes (ASLO) subcommittee and Student Learning Outcomes (SLO) Coordinators have made much progress in redesigning the methods by which faculty can request course and program SLOs. The subcommittee has developed criteria based on best practices and published literature on assessment, and uses these criteria when approving faculty requests to ensure that course learning outcomes and their assessment methods align with objectives and program outcomes, are rigorous, bear integrity and relevance, and are current. Assessment methods are modified by placing each relevant form online and integrating responses with the ASLO subcommittee in order to conduct a technical review of the request for approval. This brings the SLO creation and modification process into the local curriculum process and also helps to create a living record of requests for New, Modified, and Inactivated SLOs at the course and program level.

While general education outcomes and institutional learning outcomes are in place, there is not currently a set cycle during which they are reviewed to ensure alignment, relevancy, and currency.

While professional development opportunities are prevalent for assessment at the course level and faculty utilize course level assessment results to make modifications to course content, this is not the case for program-level assessment. Professional development on meaningfully assessing at the program level has not been consistent and departments are still working toward creating meaningful assessments of student learning at the program level. Program content changes are made by faculty, but in many instances these changes arise from faculty expertise, achievement data analyses, CTE advisory committees, and projects that are implemented and modified through the department planning/program review processes and not through SLO assessment.

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

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**Course to Program Mapping:** The SLO Coordinators and ASLO subcommittee have worked with the Guided Pathways Coordinator to better understand how program maps can be created. The ASLO subcommittee members agreed that the process for course-to-program mapping should be integrated into the Facilitator's Assessment Workbook to aid in program assessment. Members agreed that the ASLO Subcommittee should present a solidified process, preferably using technology, at the start of Fall 2017. Members also discussed the potential for including industry partners when mapping CTE programs.

**Robust Organizational Structure:** Currently, there are 3,979 course SLOs in TracDat, the college's platform for planning and management of assessment efforts. Of these, 91% have corresponding Assessment Methods, 55% have corresponding Results of Assessment, and 51% have corresponding Meaningful Actions. Traditionally, faculty members have collected data from their full- and part-time peers through Word documents, Excel spreadsheets, emails, or in hard-copy formats. This is often a time intensive and laborious process with little centralization. To streamline the data collection process, and simultaneously meet the disaggregation standards, the ASLO subcommittee is encouraging departments to host their SLO assessments on the college's Learning Management System (LMS) – Canvas. The number of SLOs that are being assessed using Canvas has increased from six in fall 2016 to 77 in the current fall semester.

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

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**Programs Without SLOs:** Currently, 65 programs do not have SLOs or assessment methods in TracDat. As of fall 2017 there are 435 program SLOs in TracDat. Half of those SLOs do not have corresponding Assessment Methods and only 15 of those program SLOs have Results of Assessment in TracDat. Another challenge the college needs to address is the assessment of General Education Outcomes (GEOs) and Institutional Learning Outcomes (ILOs). This will require many conversations within ASLO and Associate Degree and General Education (ADGE) subcommittees. The college is also investigating how to best assess its ILOs so that these results, in combination with the results from a direct assessment of the GEOs, can lead to changes to courses and programs. The college strives to more systematically take action following the assessments at the institution level.

**SLO Mapping:** The SLO Coordinators and SLO Facilitators are working to create SLO assessment maps wherein faculty identify courses and corresponding SLOs that are integral to or represent the knowledge, skills, and abilities that students should master within a program. However, more support will be needed to implement mapping college-wide. Departments are not yet prepared and may not fully understand the mapping process well enough to meaningfully implement it for all of their programs at the moment. There is need for concerted and widespread professional development so that Facilitators can work closely with program faculty to use the online Assessment Workbook to build SLO maps.

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

The ASLO subcommittee is currently developing additional criteria that will be used to evaluate the strength and relevancy of "Actions Taken" before actions are entered into TracDat. This will better enhance the connections between outcomes results, actions, and specific strategies such as increased faculty professional development.

| 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.** | ○ 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 tracks attainment of SLOs with the use of the college's database repository TracDat. The information held in this database includes student learning outcomes, assessment methods, results of assessment, and actions taken to improve student learning. This information is available to faculty in report form and by dissemination from departmental SLO Facilitators, who work closely with faculty to ensure course SLOs are undergoing continual assessment, that departmental faculty analyze results of assessment, and that faculty consider meaningful actions to effectively closing the loop.

SLO results may be made available to students at an individual level within individual courses and programs upon request, but individual course or program results are not made publically available. Currently the college is experimenting with placing SLO assessment tasks on the LMS, Canvas. The SLO Coordinators are working with faculty to learn how to make assessment results available to students either upon completion or at the end of the semester. Annual reports from the SLO Coordinators and the ASLO subcommittee that include counts of the total number of courses and programs with results, actions taken, etc., are consistently made available on the ASLO webpage.

Results of continual assessment of learning are utilized at the department level to assess whether students are mastering outcomes at the course and program level. Results of assessment are utilized by faculty to take meaningful action that improves the effectiveness of instruction, resource allocation, faculty professional development, and institutional planning. SLO assessments that are hosted on Canvas can be accessed by individual faculty in order to see their individual section's results in addition to accessing an aggregate of each section's result of assessment. SInce the LMS computes these results and provides item-level analysis many faculty have the opportunity to focus their time and efforts on data analysis and meaningful action.

While faculty are continually and consistently assessing at the course level and making changes to improve student learning, some departments have not yet engaged in assessment of their program learning outcomes.

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

**Use of Canvas:** The SLO Coordinators believe that placing SLO assessments on Canvas, where feasible, will increase the potential for the collection of SLO data and the sharing and analysis of SLO results to be scaled. Placing SLO assessments on Canvas has multiple benefits that include the streamlined the assessment process.

The creation of SLO Facilitator Assessment Workbooks in a dynamic online format has streamlined assessment procedures and the integration of online forms has focused faculty workload and preserved faculty efforts in online format. Online forms have replaced physical forms and the responses of these forms directly integrate with each SLO Facilitator's Assessment Workbook. This helps SLO Facilitators enter relevant information into TracDat.

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

**Program-Level Assessments**: The college seeks to effectively design SLOs at the course, program, and institutional level, and believes it is essential to address these difficulties, in light of guided pathways, to make improvement at the program level. Program SLOs are in place for degrees and faculty strive to develop and implement meaningful assessments at the program level that could lead to improvements in student learning. While this is the case, the majority of program SLOs have not been assessed. For instance, program faculty are only beginning to develop program SLOs for their certificates, design assessment methods for these SLOs, and systematically use results of assessment to effect meaningful change. The SLO Coordinators and Institutional Effectiveness are beginning to work with career technical education program faculty to utilize labor market data on soft and hard skills that are in demand for their programs which will help to inform their program-level student learning outcomes, however professional development in relation to this will need to be scaled.

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

When students log into the Canvas LMS with their Viking ID and password, they click into the appropriate assessment classroom and complete the assessment. It appears in their LMS dashboard as a unique class. Since students log in and complete the assessment with their unique identification numbers, utilizing the LMS also satisfies the accreditation standards to disaggregate assessment data. The SLO Coordinators and ASLO subcommittee are interested in helping faculty better analyze data, especially when that data has been disaggregated (e.g., analyzing data by students who have declared a major, analyzing data by students that are part of a promise cohort).

| 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 |
| **14. APPLIED LEARNING OPPORTUNITIES**<br><br>*(Ensure Students are Learning)*<br><br>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. | | | | |

The college has many courses within programs that offer opportunities for work-based learning. In addition, some courses have contextualized learning integrated, but course content may not be tied to industry credentials. A recent evaluation from Institutional Effectiveness of work-based learning activities (e.g., career fair, job shadow, project-based, workplace tour) found that while these activities are occurring across programs and courses (i.e., based on official course outlines of record, 40% of the college's career technical education courses include at least one opportunity for work-based learning), they are not consistent within some programs and many of these activities are optional assignments. Applied learning is not currently a part of many courses. The capacity to leverage existing resources to increase internship opportunities and to prepare and match students to internships is not fully formed. Faculty may need professional development or peer learning opportunities to fully infuse applied learning techniques or components into their curriculum.

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

**Internships:** LBCC has worked with LBUSD, CSULB, the local Workforce Investment Board, and the City Mayor's Office to create an intermediary to increase applied learning opportunities for all students in Long Beach (i.e., Long Beach CaLL; Long Beach Career-Linked Learning). The mayor is also adding his commitment to increase internship opportunities to the Long Beach College Promise. Additionally, within the last two years, LBCC has created staff positions focused on designing and implementing an institutional work-based learning plan, inclusive of all for-credit opportunities as well as special support programs (i.e., CalWorks career experience programming).

**Culinary Program:** LBCC has established both a student-run bakery and student-run bistro, where students are able to obtain real-life, real-time, food service working experience. The students not only get front- and back-of-the-house experience, but also participate in developing the menu, creating products, customer relations, and managing their "community profile" on social media.

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

**People Resources:** LBCC currently lacks the capacity and resources to develop and implement a robust program that provides applied learning opportunities that align with industry. The college should develop stronger ties to industry for many programs to produce partnerships that lead to internships and clinical placements. Cross-collaboration between departments for development of contextualized learning opportunities has some challenges and there are only a few work-based learning student service programs. For programs that have well-developed work-based learning integration, growth is sometimes limited by the resources available to coordinate and manage efforts.

**Tracking System/Measuring Effectiveness:** It is difficult to measure the effectiveness of some work-based learning activities. Additionally, there is not an institution-wide tracking mechanism (i.e., only program level) to capture all WBL activities a student participates in unless the activity is tied to a specific official course outline of record.

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

The college submitted a Work-Experience Plan to the Chancellor's Office that was approved in 2016-17. The college is ready to provide training on implementing work experience courses for career education programs as a means of broadening our work-based learning efforts. We anticipate the development of new work experience courses to launch in fall 2018.