

Preview

Details

College

Laney College

Assurances

Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

Contacts

Project Director

Eleni Gastis

Guided Pathways Co-Coordinator

eeastis@peralta.edu

(510) 228-8511

Alternate Project Contact

Suzan Tiemroth-Zavala 3856328

Guided Pathways Co-Coordinator

stzavala@peralta.edu

(510) 986-6967

Responsible Person

Suzan Tiemroth-Zavala 3856328

Guided Pathways Co-Coordinator

stzavala@peralta.edu

(510) 986-6967

Responsible Person

Eleni Gastis

Guided Pathways Co-Coordinator

eeastis@peralta.edu

(510) 228-8511

Approvers

Chancellor/President

Tammeil Gilkerson
President
tgilkerson@peralta.edu
(510) 464-7875

Awaiting Submittal

Academic Senate President

Fred Bourgoin
fbourgoin@peralta.edu
(510) 464-3182

Awaiting Submittal

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

[Progress to Date Implementing Practice](#)

During our college-wide FLEX day in October, our Guided Pathways working group introduced a set of eight Areas of Interest for our college. These areas, or “meta-majors” include:

Science, engineering and math

Language and Communication

Human Services

Culture and Society

Visual and Performing Arts

Building and Skilled Trades

Business, Entrepreneurship and Management

Computers, Information & Technology

In cross-functional teams, our college participated in an activity to create student-gear descriptions of these Areas of Interest that we will utilize in not only clarifying the path for students but ensuring our marketing and communication is cohesive, fluid and concise. Our last step in this process is hosting Area of Interest meetings during the Spring 2020 semester to allow departments in each Area of Interest to collaborate on everything from certificates to social media marketing campaigns. We have talked about creating an Area of Interest manager position which will renew annually and put a faculty member and counselor in charge of marketing efforts and meeting organization for the Areas of Interest.

In May of 2019, we began a pilot mapping project in conjunction with our counseling department. We created three (3) sample program maps for two-year pathways for students who are majoring in Media Studies/Journalism, and Social Sciences, as well as for those who are Undeclared. The focus of the collaboration with counseling was on creating pathways that were not only clear to students, but also and included exploration of students’ natural talents and interests along with career possibilities. The pathways included AA/AS degrees while simultaneously allowing students to pursue both local and transfer degrees.

We have linked our program mapping and Areas of Interest efforts together by joining the Program Project Mapper -- Wave 3 -- and we are in the process of supplying our data to Concentric Sky for step one of the project. We have established our Areas of interest and will use these to expand program mapping into a student-friendly section of our laney.edu website. Students will ultimately be able to choose their pathways and drill down into class-by-class plans for their academic trajectory at Laney. Our Program Pathways Mapper project will be completed by August 2020.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Concentric Sky Program Pathways Mapper to be completed August 2020

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

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

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

Department Chairs have understood this to be a priority and that a project is beginning to update these sheets

Our college has made a previous effort at providing this information to students in the form of "Program, Job & Salary Outlook". Inspired by the work of our CTE departments, who have already begun making the connections between their programs and industry, our former PIO created these info sheets.

We decided to expand these sheets and include them in our mapping efforts. We have asked all departments to revisit the previously made outlook sheets and think about what information they'd like to include. During our May 2019 mapping pilot project, we asked counselors and department chairs to include this information on our program maps instead of keeping it separate.

As we expand our Areas of Interest work and begin our Program Pathways Mapper work for our website, this information will again take center stage and be accessible to students. We envision this "Program, Job and Salary Outlook" to be an integral part of our Pathways Program Mapper. We also hope to create new fact sheets for individual departments to place on their department websites.

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Department Chairs and Counselors will work to update information and provide it for Program Pathway Mapper efforts.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Counselors, Department Chairs, and Area of Interest groups will be working together to include this updated information for our mapping project. The template from Concentric Sky allows students to access pathways as well as employment data in addition to further educational opportunities. In general, the college is upgrading our Laney website to ensure that it is intuitive and made with the student in mind. Our website will be designed with our mission in mind: for students to dream, flourish and succeed -- the four pillars of Guided Pathways. This practice is closely aligned with the efforts in Practice B above.

Departments are creating the information they'd like to share on the website.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The website updates -- including student-centered academic and employment information -- should be complete by the end of Fall 2020.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

As stated above, the college's mapping project using Concentric Sky's Program Pathways Mapper has begun and will be completed by the end of Fall 2020. These program maps, which include everything from which courses to take for which semester and potential career options along with degrees and certificates offered in every area, will be housed on our Laney website and will be easily accessible for students. It is important to note that some CTE programs, as well as individual departments like biology, have already mapped their course sequences and scheduled accordingly. We hope to tap into their insight to complete our mapping initiative and our goal is to make this information as easy to understand and access as possible.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Our college began a mapping pilot in Spring 2019 that will be expanded, enhanced and completed by the end of Fall 2020..

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

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

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Laney's two math pathways are called SLAM (Statistics & Liberal Arts Mathematics) and B-STEM (Business, Science, Technology, Engineering, & Mathematics). The transfer-level classes are:

- Math 13 (Statistics) or Math 15 (Mathematics for Liberal Arts) for SLAM
- Math 1 (Precalculus) or Math 50 (Trigonometry) for B-STEM

Students can visit our Laney website and actively participate in not only choosing but visualizing their pathway: <https://laney.edu/mathematics/student-info/choose-your-best-math-pathway/>. With students able to choose their pathway, we are not only in compliance with transfer level placement called for in AB705, but students are more likely to choose a pathway that is tailored to their interests and directly applicable to their transfer pathway.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Expand support for STEM students

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

When new students start who are undecided on their major or career goal, they are directed to take the SuperStrong assessment down in the Welcome Center. iEnroll at Laney includes our steps for student success that walk students through from the time they enter our "Welcome Center" to when they enroll in classes. After completing the assessment, students are then directed to speak with a counselor to help interpret their results and guide them toward options for majors that align with their which indicates categories of majors/careers that are a fit for their identified interests.

Laney's career counselor has a career counseling website that is updated regularly (<http://laney.edu/career>) and students are referred there for more self-exploration resources. She also meets one-on-one with students one-on-one who desire more in-depth self-assessment and career exploration support. In addition, the career counselor conducts outreach sessions to classrooms to educate students about the career exploration resources on campus.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Moving forward and scaling up, SuperStrong would be added to to the Career Coach tool within MyPath to allow options for students' career exploration.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

Additional professional development, efficient integration with CCC Apply and best practices from other colleges in the state shared with everyone.

Support Needed - Detail

Additional professional development, efficient integration with CCC Apply and best practices from other colleges in the state shared with everyone.

Type(s) of Support

- On-campus/individual training

Practice B

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Our early alert counselor was hired in Fall 2019 and has been working on the implementation of Starfish in partnership with the counseling department. In an ideal world, early alert would provide early interventions for students who might be struggling. Coordinating implementation of Starfish in our multi-college district, where many students “swirl,” has proven challenging. We are currently analyzing our infrastructure and a way to promote the use of early alert for faculty, students and counselors alike. We believe there are opportunities to build affinity teams that will work together to carry our students toward student success.

In addition to Starfish, we have expanded our tutoring offerings to include areas other than English and math such as chemistry and foreign languages. Our tutors are mostly students themselves who have completed these courses successfully. This peer tutoring model gives student tutors a resume boost and helps struggling students realize that they can be successful through the lens of their peer tutors’ full-circle experience. We hope to scale up our tutoring offerings and our peer mentoring model as two modes of support for students to “stay on the path”.

We have several new methodologies for student interventions as well: a new Student Success Center with Distance Education support as well as embedded tutoring and embedded counseling, which we piloted pre-AB705.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We hope to explore costs for expanding and institutionalizing tutoring for multiple gateway subjects. As soon as we pinpoint important courses and assess the need for funding and infrastructure, we hope to advocate for new funding.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

Check this box if support is needed to advance this work

Challenge or barrier you are running into.

More specific funding from the State Chancellor's Office for tutoring support and implementation, as well as professional development for faculty around supporting students in their courses who may have lower-level skill sets. We surmise that the new funding formula, which is rife with expectations of the colleges for student success, will heighten the expectations. We need additional support for faculty, tutors, classified staff and administrators to build support systems for students.

Support Needed - Detail

We surmise that the new funding formula, which is rife with expectations of the colleges for student success, will heighten the expectations. We need additional support for faculty, tutors, classified staff and administrators to build support systems for students.

Type(s) of Support

- Policy guidance
- Reporting/data

Practice C

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

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

In addition to implementing early alert and expanding tutoring support, in congruence with AB705's default rule set, students who place into transfer-level math with a GPA below 2.6 will also be enrolled in a co-requisite support course. Our co-requisite course has embedded tutors. At Laney, equity for students was a concern and we have created noncredit support courses so that students are not penalized financially for having to enroll in a support course mandated by law.

Our noncredit math support course provides reinforcement of important skills for statistics students. In addition, students have an opportunity to attend our Math Camp, a preparation course for students before they enroll into statistics.

In our scheduling and mapping efforts, we will aim to identify "capstone" classes college-wide, so that we are aware of what the gateway courses are outside of English and math for not only scheduling purposes but to pair additional support and interventions with those courses.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Additional tutoring support is needed.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

Support to build, develop and enhance noncredit pathways for pre-transfer level so that students may succeed within one year.

Support Needed - Detail

Expanded support for tutoring. Professional development for all faculty who teach capstone and gateway courses that includes a partnership with our early alert counselor and training on the Starfish platform.

Type(s) of Support

- On-campus/individual training

Practice D

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

In addition to the Early Alert, Starfish and tutoring support provided above, in congruence with AB705's default rule set, students who place into transfer level English or math with a GPA below 2.6 will also be enrolled into a co-requisite support course. At Laney, equity for students was a concern and we have created noncredit support courses so that students are not penalized financially for having to enroll in a support course mandated by law.

District English departments came together to discuss adopting default rule sets and examining student data. A district-wide English retreat was held by the district's AB705 English point person (Laney faculty) to discuss implementation plans, best practices, marketing to students and alignment with student services. In the end, English departments across the district came together to implement a shared Guided Self Placement tool that is used at three of the four colleges.

Our English sequence, 508ABC, is a three-module support co-requisite that reinforces important skills from English 1A and has embedded tutors. Our English department also has drop-in tutoring available at the James Oliver Writing Center and provides brown bag lunch workshops for students who want to learn more about specific skills such as thesis statement writing.

In spring/summer 2018, English and ESOL faculty joined forces for a community of practice. There had been some questions as to whether the ESOL Department's advanced reading and writing course (ESOL 52) adequately prepared students for college-level English composition. It was discovered that the course outlines of record aligned very well and faculty in both departments teamed up to visit each other's classes and share curriculum. We concluded that the alignment and rigor of the advanced ESOL reading and writing did adequately prepare students. In fact, success and retention rates in English 1A were higher for students who had taken advanced ESOL than for students who went straight to English 1A.

In Spring 2020, the college convened an AB705 "One Year Later" meeting where disciplines including ESOL, English, and math discussed implementation so far and the next steps for planning.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Support to build, develop and enhance noncredit pathways for pre-transfer level English skills

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

Support to build, develop, and enhance noncredit pathways for pre-transfer level English skills.

Support Needed - Detail

Support to build, develop, and enhance noncredit pathways for pre-transfer level English skills.

Type(s) of Support

- On-campus/individual training

Practice E

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

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Our categorical programs -- EOPS/CARE/CalWORKs/NextUp and DSPS serve students with educational challenges. These programs have dedicated counselors and embedded supports such as textbook waivers, tutoring, peer mentoring and priority registration. Laney College also has several learning communities designed to support underprepared students. We have Puente, Laney's Veteran's Resource Center, Latinx Cultural Center, Umoja/UBAKA, and Restoring Our Communities for formerly incarcerated students. Our ROC program has been successful in advocating for grants and has received over a million dollars in funding to further the mission of supporting formerly incarcerated students navigate the community college system and advocate for themselves. Our ROC program is considered a best practice program and we are creating a "toolkit" of materials for other campuses to adopt statewide.

All of these learning communities have embedded tutoring, a dedicated counselor and move through their coursework together in a cohort learning environment, community. Although we believe support like this shouldn't only exist in a learning community, our learning communities are time-tested models of student support.

The Laney Student Support Center has just reopened on campus and provides tutoring for some subject areas such as chemistry and foreign languages. In addition, grant funds have made it possible to hire tech tutors to help students with technology issues since Canvas is now used in most classes for web-enhancement. Laney also offers many online and hybrid courses for underprepared students, such as our ESOL hybrid listening and speaking classes and hybrid reading and writing courses from level 2- level 4. Next fall the first completely online level 4 course will be offered as demand has increased. The ESOL Department is now able to serve students who work full time with more flexible course offerings. It might not seem as though poorly prepared students could succeed in a DE course, but our ESOL department is committed to changing that narrative and not looking at poorly prepared students through a "deficit" lens.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Our ROC program will receive a dedicated part-time counselor and continue to build the toolkit. Our Puente program will have completed the first cohort in Fall 2020, and we are anxious to see how we can build capacity and support for our Latinx students to ultimately become an HSI institution.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

We feel that both full time classified support and counseling could build a greater support network for students and we hope more funding could help us accomplish this.

Support Needed - Detail

We feel that both full time classified support and counseling could build a greater support network for students and we hope more funding could help us accomplish this.

Type(s) of Support

- On-campus/individual training

Practice F

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

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

The Laney College Recruitment, Assessment and School Relations Department promotes career and college pathways access, retention and success for diverse and multicultural students through high touch recruitment in high schools and the community; and promotes assessment for placement through multiple measures for improved student success completion.

The department informs students on its webpage “that students may qualify for transfer-level math and English course (s) with the implementation of California Assemble Bill 705.” Additionally, the webpage informs students that “California Community College research demonstrates that high school grade point average is the strongest, most reliable predictor of performance in college-level course work. Students will place using their high school transcripts if applicable. Students also have the right to take a transfer-level math, English and credit ESOL classes with the implementation of California Assembly Bill 1805.” The website also provides the current recruitment activities calendar for the month.

Laney College has an identified Dual Enrollment liaison with OUSD (Dean of humanities and social sciences) who plans regularly with OUSD counterparts to identify courses that will move students toward CSU? get certification during their last two years of high school, thus ensuring timely degree attainment. Moreover, the college has collaborated with Oakland Adult Career Education to offer GED courses and completion opportunities on the Laney campus, while promoting career pathway offerings from Laney CTE programs at the county’s many adult education sites. To date, as a result of this initial step in the partnership, the college has identified Computer Information Systems as an area of demand among the county’s adult learners.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continuing to identify college level coursework and subsequent pathways that we will optimize, streamline and promote through scheduling and marketing. We also would like to create a tracking system for students who have completed a GED program at Laney so we can learn more about their next steps and how we can be best prepared to serve them.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

A tracking system for GED completers

Support Needed - Detail

A tracking system for GED completers

Type(s) of Support

- Technology support

Pillar 3. Stay on the Path

Practice A

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Laney currently does not have a specific system to “flag” students for program requirement completion. Our process is to create an initial abbreviated Student Education Plan at first and then encourage follow up after that initial meeting. Students come in as needed to update their SEP as needed. Data is pulled for students who have completed transfer level English and Math and have completed 45 unit milestone and they do a communication marketing campaign to promote graduation and visit counselors to finalize steps for graduation.

In March 2020, the college will begin the transfer credit testing project, but the district’s more official degree audit program will not be implemented until the next round of degree awarding.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

In March 2020, the college will begin the transfer credit testing project, but the district's more official degree audit program will not be implemented until the next round of degree awarding.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

The PeopleSoft Student Education Planning System allows students to view their courses in progress which are listed in yellow and future courses students need to take. Counselors do review the CSU and IGETC requirements in order for students to analyze the course requirements they have completed. Completed courses are also listed on their student transcripts. At present the college is drawing not only from CTE pathways but also the collaborative scheduling practices biology, chemistry employ when coordinating their programming with Math.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Some of these issues will be addressed through our adoption of the Program Pathways Mapper in Fall 2020. Students will easily be able to see their progress and will know which courses they need to take once they are on a pathway. Our plan is to inform students of the new Program Pathways Mapper and link to it directly through the Laney College student portal.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The Starfish Early Alert system has been in place for two years at Peralta, but our district continues to face challenges with its implementation. With this tool, instructors can identify students has the capability to flag students. The students are flagged by their instructors if they need additional support for everything from mental health counseling to tutoring at certain milestones during the semester. If students are flagged, the system directs them to the appropriate support service.

Students who are placed on probation or dismissal status due to unsatisfactory academic progress, are required to meet with a counselor for reinstatement.

We hope to develop this system as we move to further operationalize Starfish and other retention efforts at our college and create affinity teams that will tackle milestones and interventions

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Counseling meetings and a faculty senate support campaign for Fall 2020. The early alert counselor and the counseling department will be working on a robust plan for retention efforts.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

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

Scale of Adoption at Our College

Not systematic

Progress to Date**Progress to Date Implementing Practice**

Counselors do not try to guide students to alternate pathways as it is felt that it is impossible to say whether students will be admitted to programs for their chosen course of study. They are advised to apply to campuses with potentially more spaces even if the campus is not their first choice. This happens on an individual basis.

Creative scheduling with the other colleges in the district

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

.

Creative scheduling with the other colleges in the district

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Our Guided Pathways inquiry groups, student surveys and student focus groups pinpointed for us that students needed more options when it comes to scheduling. They also specifically told us that they needed more student services aligned with those courses.

In response, our Guided Pathways Working Group worked in collaboration with the VPI's office to create several new time blocks: 7:30 a.m., 5:30 p.m. and weekend course offerings. These classes were piloted in Fall 2019 with great success. We have also asked department chairs In addition, we have asked department chairs to make two and three-year plans for students that they will agree to implement.

Our Strategic Enrollment Management plan, which was informed by our Guided Pathways work, was drafted in Spring 2019 after a cross-functional team took part in IEPI's SEM training in 2018. Our SEM working group and committee is committed to liaising with all areas of the college to improve our enrollment management initiatives -- which are largely rooted in scheduling and student voices.

In our next phase, we will be asking department chairs to work on our Program Pathways Mapping tool and put these plans into action.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Cross-functional participation in order to gather information needed for our Program mapping efforts and more collaboration between Areas of interest and student support services.

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Program Learning Outcomes are part of our assessment and Program Review cycle. Department chairs complete a Comprehensive Program Review on a four-year cycle and complete an Annual Program review on a yearly cycle (when

they don't have a Comprehensive Program Review scheduled). Currently, this practice and alignment to industry is only systematic in CTE programs, but we hope to change this as we prepare to roll out our new "Program, Job and Salary Outlook information". This alignment will occur organically through this process.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

"Program, Job and Salary Outlook information" project and mapping

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

Rich LMI data and another idea: a success story campaign from the state chancellor's office that showcases CCC alumni and where their pathways have taken them!

Support Needed - Detail

Rich LMI data and another idea: a success story campaign from the state chancellor's office that showcases CCC alumni and where their pathways have taken them!

Type(s) of Support

- Technology support

Practice B

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

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Our college's institutional learning outcomes work as the "tie-in" for these kinds of skills. They include:

1. Communication

Students will effectively express and exchange ideas through various modes of communication.

2. Critical Thinking and Problem Solving

Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.

3. Career Technical Skills

Students will demonstrate technical skills in keeping with the demands of their field of study.

4. Global Awareness, Ethics and Civic Responsibility.

Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice, and cultural diversity.

5. Personal and Professional Development

Students will develop their knowledge, skills, and abilities for personal and/or professional growth, health, and wellbeing.

Assessments are conducted on a regular cycle, thus allowing for a meaningful course, program and institutional assessment. Both process and product are discussed at the college's Learning Assessment Committee, a body consisting of faculty, staff, and administrators in both instruction and student services. Also sitting on the committee are the PD coordinators, who plan professional development activities that are informed by assessment data and findings. For example, Ethnic Studies faculty Alicia Caballero-Christensen developed a social justice cohort for students to apply learning from their ethnic studies coursework into activism and advocacy. The small cohort of students was putting their learning into action to organize themselves for change and organize our campus as well. Our ILOs are on an annual assessment schedule and ask faculty to consider how their programs link back to these more global skill sets.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We'd like to create a more robust campaign for faculty awareness around intentionally tying more ILOs to coursework and thinking about projects that culminate in applying these outcomes to learning -- such as the projects that already exist. This could be a partnership between the curriculum committee, the faculty senate and faculty who have successfully integrated these outcomes into their lesson planning.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

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

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

Laney's CTE programs have paved the way for this kind of collaboration by providing apprenticeships, collaborative projects with industry and internships for students that allow students to tie their learning to the world around them. Our district works with college faculty to plan, implement and execute a handful of study abroad programs that are directly tied to disciplines. There have also been efforts to embed service-learning into various disciplines such as English and ethnic studies. Our ethnic studies students, for example, were able to apply for the Civic Engagement Learning Cohort, where they learned about political activism and organizing through practice. We hope to continue to scale up this kind of learning, but it is not currently not systematic throughout all programs.

In another campus highlight, Laney's journalism department has partnered with OnSpec podcast, a startup media project for international freelance reporters who report about social justice issues. Students have been selected to work as interns, writing stories and working on branding/social media marketing for the publication. Students have published stories with OnSpec, adding to their career portfolio and practicing pitching, researching, writing and editing with a journalist mentor.

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps**Timeline for Next Steps**

Next Steps Toward Implementing Practice at Scale

Professional development with best practices could help instructors think about creating these projects in their own disciplines.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

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

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice**

Assessment is a critical component at Laney College, as it serves as the foundation for what informs program review, which is integral to the college's planning processes. The assessment calendar is robust, (four year comprehensive as well as annual) as all programs at Laney use data to engage in both introspective and global goal setting. In fact, even resource allocations are driven by the validity of program review and how institutional improvements are prioritized within the framework of the college. This emphasis has led to greater participation in the past two years as Laney strives to make such planning more systematic across the college.

The Laney College Learning Assessment Committee has an extensive list of programs that have been assessed. Efforts have recently been made by the Institutional Effectiveness Committee to tie Comprehensive Program Reviews and Annual Program

Timeline for Progress to Date**Term and Year**

Fall - 2018

Next Steps**Timeline for Next Steps**

Next Steps Toward Implementing Practice at Scale

Tightening of timeline to allow for greater discussion during resource allocation process. Also, the college will begin to consider how discipline pathway maps will inform program review. Training is planned in Student Services for the development and assessment of service learning outcomes.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

The Laney College Professional Development Committee regularly schedules workshops on understanding data to help departments make informed decisions for supporting students and improving student success. In addition, the Learning Assessment Committee provides workshops to support faculty in SLO, PLO, and ILO assessment for gathering data and interpreting it for future curriculum decisions. Program Reviews are required to report on intentional SLO assessment plans and although some departments fulfill this requirement, not all do and it will be stressed more by the Institutional Effectiveness Committee for the next academic year. Assessment of SLO's, PLO's, and ILO's is stressed at the college and the Learning Assessment Committee supports faculty in this effort. However, the challenge remains that some departments are chaired by part-time faculty and these chairs struggle to find time to spearhead assessment while balancing other part time work.

The Guided Pathways Co-Coordinators hold positions on most committees, including Institutional Effectiveness -- in order to ensure coordination with the guided pathways efforts.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Provide assessment support for part-time faculty department chairs.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

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

Scale of Adoption at Our College

Not systematic

Progress to Date

Progress to Date Implementing Practice

Project based learning and portfolios often occur in CTE programs such as our construction management and carpentry programs, for example, that culminate in our tiny homes project which is well known throughout the community. Our journalism program helps students build a “clips” portfolio of published articles that they can use to show employers. Our graphic arts department holds a graphic arts and media showcase with products from their semester body of work. These items are sold to community members who purchase them.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Expand project-based learning to more departments on campus by showing best practices.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

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

Scale of Adoption at Our College

Not systematic

Progress to Date**Progress to Date Implementing Practice**

Our last CCSSE was conducted in 2017, but the results are not currently tied to professional development activities directly, although some of our professional development activities inadvertently tie back to areas of the CCSSE such as student success and course completion, and various intervention strategies. The college is exploring the possibility of applying for the SENSE survey, and this could be an intentional and official effort to tie GP, PD and student feedback together.

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

The college will examine the possibility of investing and using the SENSE survey.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

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

- Student survey(s)
- Student focus groups

Engagement Efforts - Details

We completed the first round of student surveys and focus groups in Fall 2018. These surveys and focus groups informed scheduling changes, such as adding a more robust night program and a new block scheduling system to take better advantage of class hours requested by students. We are now ready to send out surveys to students to get their input and reactions to the changes we have already made. We are also making changes to support undeclared students who told us they had trouble navigating Peralta's course selection system.

Course Alignment

The culmination of our newly defined Areas of Interest, in conjunction with our career exploration tools such as SuperStrong assessments and the integration of SuperStrong into our MyPath website, serve as a framework for informing our ultimate outcome: our mapping project. These tools are helping students explore, clarify and ultimately stay on their desired path. Our last component will be planning and scaling up our efforts that help ensure students are learning: support services.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 gp_proposals_gp_v1_2705_preview.pdf	Self-Assessment	3/6/2020, 7:36:29 PM	N/A

Success Story

Success Story

Title

Areas of Interest

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Suzan Tiemroth-Zavala	Guided Pathways Co-Coordinator	stzavala@peralta.edu	(510) 986-6967
Eleni Gastis	Guided Pathways Co-Coordinator	eegastis@peralta.edu	(510) 228-8511

Challenge

Our workgroup had identified clustering and the creation of "meta majors" as a goal at our Summer 2019 Guided Pathways work group retreat. The question then became how we were going to implement this idea without the campus community feeling as though this was just another part of a threatening initiative. In order to confirm this as a viable goal, we knew we had to consult with students to understand if this was something that could help them.

Success Story

During our inquiry phase, we had particular questions about Pell grant students, age 25+ students, first year students, part time students, full time students and undeclared students. We wanted to know what their needs were and what barriers they faced. In order to find out this information, we conducted cross-functional inquiry groups that utilized surveys, focus groups and data gathering for an inquiry process into these student groups. We incentivized and recruited students to participate and received over 500 pages of data that we summarized for our college community. We also collected videos of student interviews and recordings of focus group interviews. This was just the start of our Guided Pathways efforts!

As we began to follow up on this inquiry process, we had questions about how students accessed all of our offerings/programs/degrees/certificates and how those offerings were communicated and marketed to them. This question was rooted in the "Clarify the Path" pillar. We went on the "quad" (the middle of our campus) and interviewed students, asking them if they 1) knew what a catalog was 2) had ever used one and 3) were aware of all the programs and degrees we offer. We thought this was an important question to ask because our campus community made a lot of assumptions about the frequency that students used the catalog, their ability to understand it and their ability to use the catalog as a resource for clarifying their path and entering a path. Students unanimously told us that although some of them knew what a catalog was, none of them had actually used one. They told us the catalog wasn't a student-friendly source of information that allowed them to access all of their options. This "clicked" for us and we knew our campus had to do a better job of communicating this information to students. We made an iMovie of these Q&As entitled "Our Students Tell Us" and showed it to our Guided Pathways Working Group. The students explaining their difficulties was an entry point for not only members of our working group to better understand how to shape our Guided Pathways work moving forward, but also as a tool to inform the greater college community about the needs of students -- assumptions aside!

Our discussion then moved toward a goal we knew we wanted: clustering and meta majors. The "official" GP terminology is "clustering"-- which seemed ominous and scary. Much of the campus pushback we've received has been that Guided Pathways is just "another initiative" and it is a way to formulaically dismantle academic freedom and

eliminate “unnecessary” departments. With all of our feedback in mind, We wanted to ensure we had a proper approach that didn’t make faculty and classified staff feel as though something was being pushed on them or created without collaboration. We wanted them to feel as though they were a part of the process. Our GP Working Group looked at statewide examples of meta majors and learning clusters and created a draft set that we thought could comfortably house all of our programs, degrees, certificates and majors. We decided to rebrand this "clustering" as “Areas of Interest”. Our eight areas are:

Science, engineering and math

Language and Communication

Human Services

Culture and Society

Visual and Performing Arts

Building and Skilled Trades

Business, Entrepreneurship and Management

Computers, Information & Technology

Our GP Working Group (cross-functional) then decided to do an activity at mid-semester Fall FLEX to have attendees take ownership in these new Areas of Interest. Our activity was called “What’s the Tweet?” and we asked groups of attendees, each led by a working group member, to create no more than 140 characters of a student-centered description for a particular Area of Interest. We had two groups compete against each other with a Starbucks gift card as an incentive for the "winner". We had the audience applaud for the “Tweet” they liked best, and that group was named the winner. In our Spring 2020 Department Chair Retreat, department chairs participated in a categorization activity and were able to select which Area of Interest they felt their program or area belonged to. For example, ESOL chose the "Language and Communication" area.

Next, our workgroup edited the Tweets to become the official description of the specific Areas of Interest. We created graphics and hashtags for each area and hope to push our Areas of Interest out on our website -- as well as social media -- where students told us they want to see and easily access this information.

We would consider our Areas of Interest a success because this important step has served as a prime example of how student voices served as a catalyst for change and informed one of our major efforts. Once we were informed by our students about what they needed, we took this idea back through our Guided Pathways working group and then out again across constituency groups at FLEX. Having our Areas of Interest has provided a framework for our next project: our Program Pathway Mapper project, which is beginning this Spring 2020.

Other colleges in our district are asking us how we were able to arrive at our Areas of Interest and think it is a great idea -- but most importantly, we feel good about involving the whole campus, proceeding with carefully thought-out plans and creating something that is our own take on "clustering".

Our efforts are tied back to the Vision For Success and the Student Centered Funding Formula because this will ultimately help students choose a path based on their interests and career goals, eliminating the extra units many of our students take because they were not aware of the many possibilities in major, degree, certificate, program and potential career.

Outcomes

We have successfully created eight Areas of Interest for Laney College to best inform our planning and implementation of Guided Pathways efforts. Our project is a major step in clarifying the path for students. Our college community understands that this project was rooted in student need for clearer pathways, more communication and their ability to enter the path.

Vision for Success Goals

- Decrease the average number of units accumulated by California Community College students earning associate degrees
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults



California
Community
Colleges



2020 © California Community Colleges

NOVA Site Version: [4.13.20](#)