



**INSTITUTIONAL POLICIES TO SUPPORT GUIDED PATHWAYS  
POLICY SELF-ASSESSMENT FOR GOVERNING BOARDS**

INSTRUCTIONS: PLEASE COMPLETE THE FOLLOWING ASSESSMENT WITH MEMBERS OF YOUR GOVERNING BOARD, IF POSSIBLE, AND SUBMIT TO CORAL NOONAN-TERRY BY OCTOBER 13<sup>TH</sup>. ([NOONAN@CCCSE.ORG](mailto:NOONAN@CCCSE.ORG)).

INSTITUTION NAME: **Laramie County Community College**

| Policy  | Adopted/<br>Date | If adopted prior to pathways work, has policy been revisited/<br>revised?  | If not adopted, steps toward adoption?  |
|---|------------------|--|---|
| <b>Clarify the Pathways</b>   |                  |  |   |
| Has your governing board officially endorsed the institution's work to develop and implement guided pathways at scale – for all students in the college?                            | Sept. 2013       | No, although the Board has formally endorsed our application to Pathways 2.0, as well as approving the strategic plan which has significant Pathways components to it.           | Board is working on a resolution to provide formal endorsement.                   |
| Has your institution mandated redesign of developmental math and English, with the goal of ensuring students complete college-level gateway courses during the first academic year? | Sept.2013        | The Board approved strategic plan includes strategies to redesign developmental English and Math. Significant work has been done in each area, with greater progress in English. | This will be a core component of the Pathways 2.0 work (one of our "Must Have's") |
| Has your institution mandated focus on and monitoring of equity, inclusion, and diversity in program design and review?   |                  |  |   |
| Does your governing board explicitly support institutional partnerships with K-12, transfer institutions, and regional employers to ensure alignment of pathways across sectors?    | Sept.2013        | Yes, within Goal 2 of the strategic plan. Although greater emphasis from the Board may be beneficial.  |   |

| Help Students Choose and Enter Pathways   |           |  |   |
|---|-----------|--|---|
| Has your institution mandated multiple measures assessment for all students, to identify the level and type of support needed for success in college-level courses? | Fall 2016 | Quasi multiple measure model, using multiple measures for placement. Major changes were use of High School GPA and incorporating the McCann reading/writing test and ALEKS. Revision to the first implementation was to require 3 hours of practice & learning prior to testing in ALEKS for those needing this test for math placement. |   |
| Has your institution mandated orientation for all entering students prior to registration?  | Fall 2015 | Yes. Mandatory for degree-seeking students. A few exceptions allowed.  | Revisions being considered to narrow # of students doing it online due to lower 1 <sup>st</sup> semester success of students who did online orientation.  |
| Does your institution prohibit late registration?   | Fall 2014 | Students are not allowed to register for classes after the course has started. We initiated later starting enrollment blocks to ensure late applicants can still enroll.   | Revisions include eliminating one of the late start blocks due to low enrollment, revisions being considered to make better course options available for late start blocks that will be of use to new students on program maps. |

|  |             |   |   |
|--|-------------|---|---|
| Has your institution mandated a student success course for all students in their first semester (or summer prior)?   | Fall 2015   | COLS 1000: Intro to College Success is mandatory for new degree-seeking students with a few exceptions made. Course is revised every summer, was included in General Education Core as a required course, and formally approved for transfer and inclusion in Gen Ed Core for UW. | Some changes to COLS 1000 is anticipated as a result of Pathways work (e.g. Eagle's Academy specific COLS sections, stronger incorporation of career exploration, etc.).                    |
| <b>Help Students Stay on Their Path</b>  |             |   |   |
| Has your institution mandated early advising and career exploration for all students, leading to development of an education plan?   | Fall 2015   | Started with mandatory, holistic advising model, and working toward scaling of career exploration and filing of education plans for all students.   | More work to be done with early career exploration. President has set the expectation/goal that all degree-seeking students will have an education plan by the end of their first semester. |
| Has your institution implemented and scaled systems enabling students and their advisors to monitor progress and milestone accomplishments along the chosen pathway?                           |             |   | Working toward this, lacking an adequate tool and predictable processes being in place. Plans in place to accomplish in next year.  |
| Has your institution implemented and scaled systems for identifying students who are struggling and intervening with timely support (i.e., early alert)?                                       | Spring 2015 | Implemented early alert system, but did not have solid processes in place to make it work well. Abandoned the tool and now concentrating on establishing better processes before implementation of a new tool.  |   |
| <b>Ensure Students are Learning</b>  |             |   |   |
| Does your governing board have a policy statement mandating periodic review of student learning outcomes and their appropriate alignment with transfer and employment options upon completion? |             | While the Board has some policies that loosely support this expectation (e.g., program review, degrees and certificates, etc.), more could be done here.  | This will be a Must Have in our Pathways work.  |

|   |             |   |  |
|---|-------------|---|--|
| Does your institution mandate and fund professional development programs that focus on improving student success, including cultural competency and effective practices of teaching and learning? |             | Fund, yes. Mandate, no. Although we did implement the new faculty academy through the Center for Teaching and Learning (now the Center for Teaching Excellence or CET). We have also worked on the establishment of a Faculty Competency model for faculty development. | Need to finish the work on the Faculty Competencies and tie it to professional development and evaluation.   |
| Has your institution revised minimum qualifications and hiring practices for faculty to ensure effective teaching skills?   | Spring 2012 | Yes, this was completed through policy and procedure. See Board Policy 2.7 on minimum faculty qualifications.   |  |
| Has your institution revised evaluation, promotion and tenure guidelines for faculty to ensure effective teaching skills?   |             | Moderate work on these, but it is tied to the new faculty academy and Faculty Competencies model.   | We still need to work to ensure continuing contract consideration uses evidence-based analysis of proficiency on the faculty competencies. These should also be tied to faculty evaluation and used in goal-setting. |
| <b>Essential Conditions</b>   |             |   |  |
| Has your governing board adopted a resolution to increase completion rates?   | Fall 2013   | Yes, 5% annual increase each year through 2020. We did good the first two years, but have not met the goal the past two years.  |  |
| Has your governing board adopted a resolution committing the institution to achievement of equity in student outcomes?  |             | No  |  |
| Does your institution ensure that the strategic plan centers on student success and completion (as opposed to buildings, bonds, and budgets)?   |             | I would say yes. The first two of the four goals in the plan focus on student success and outcomes.   | An update to the Strategic Plan will likely come this spring highlighting the focus areas as identified in the President's fall state of the College address.  |
| Does the governing board agenda include at least one item on student success for every board meeting?   |             | No, not every one.  |  |
| Does the governing board have regular updates on the institution's progress toward scaled guided pathways implementation?   |             |   | These have begun as a result of our Pathways work.   |

|  |                      |  |  |
|--|----------------------|--|--|
| Does your institution require regular presentation and use of disaggregated cohort tracking data, including student progress and completion?                                       | Fall 2013            | Yes. It is part of our report card system and is included in the state of the college address as well as the Board Policy mandated institutional effectiveness report to the Board each fall.                                  | The KPI system may be too big and too exhaustive. We will use the Pathways data reporting for the duration of the Pathways work.                 |
| Has your institution mandated development of a comprehensive evaluation design, both formative and summative, for college processes and programs?                                  | Oct 2015 / June 2017 | Board Policy and Administrative Procedures are in place for comprehensive academic and non-academic (service and support function) review. These include annual plans and evaluation as well as summative (5 year) evaluation. | The non-academic process is in its early stages and will require additional work. We are building off of the model used for the CORE Initiative. |
| Has the governing board devoted sufficient time to understand the work of guided pathways reform and the related demands upon the CEO in leading large-scale institutional change? |                      |  |  |