

Preview

Status: Approved

Details

College

College of the Redwoods

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

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02/24/2021 11:36 AM PST

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02/25/2021 09:00 AM PST

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

Committees are currently participating in a Meta-Majors activity to identify areas that are intuitive to students.

Participants are working in small groups to arrange cards with each of the college's programs into 3 - 7 groups. They then name each of the groups. Some of the same names are emerging from the groups as clear meta-majors.

IT and the Admissions Office have determined how to program meta-majors into the application system. The curriculum analyst has determined how the meta-majors will be used in the structure of the catalog.

Prior to thinking about meta-majors, the College's existing liberal arts degrees that are multidisciplinary in nature were analyzed to see how they provide paths to specific transfer degrees. In January 2020, faculty convened to sequence the liberal arts degrees with the intent of providing direction for students within each of these meta-majors.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Guided Pathways coordinators will conduct tabling sessions around campus to gather information about barrier for students identifying a program. They will also collect feedback about potential meta-majors. students so that they can determine the meta-majors that make the most sense to them. This information will go back to the GP Committee to identify the most viable meta-majors.

Once the meta-majors have been established, the website and outreach materials will be updated to organize programs accordingly. OpenCCCAApply will be reprogrammed so that students will select a meta-major prior to selecting a program.

Term and Year

Not Entered

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

The College's website is aesthetically pleasing, but organizing content intuitively is a challenge.

Support Needed - Detail

Support for re-designing the college website around meta-majors, and how existing division and department pages should be re-designed would be helpful.

Type(s) of Support

- Regional training

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

All Career Education programs have community advisory committees comprised of industry partners who help inform curricular offerings to ensure that our programs are well-designed and are meeting industry needs. Some Career Education programs have a cooperative work experience requirement.

Greater efforts are being made across campus to partner with Humboldt State University (HSU) faculty and advisors. Multiple counseling and in-discipline events are bringing HSU faculty and advisors to campus to consult with students about specific disciplines.

A Program Viability Committee meets regularly to review new program proposals and to review programs and make recommendations about revitalizing or discontinuing a program. That committee reviews labor market data and the extent to which programs articulate with 4-year institutions for transfer.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to review programs to ensure they lead to strong careers or clear transfer pathways.

Term and Year

Not Entered

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

Websites for Career Education Programs include Fast Facts about student outcomes, employment opportunities, wages, job growth, and job openings.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Websites for programs in the liberal arts will be developed to show employment opportunities, wages, etc.

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

Guided Pathway Coordinators are working with faculty to identify course sequences that will allow students to branch off into several specific programs of study. Career education programs have clear course sequences.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Course sequences for transfer degrees will be added to the online catalog. Programs that can be taken fully online will be reviewed to ensure that courses are scheduled so that students can complete the degree online in two years.

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.

Challenge of coding and maintaining degree requirements for students. Add challenge of intuitively displaying course sequences and degree requirements to students.

Support Needed - Detail

Software? Staffing?

Type(s) of Support

- Technology support

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Advising materials have been created clearly showing the math course a student should take based on their major of study. Math pathways for students with a liberal arts program, career education program, STEM program, and programs requiring statistics are distinct and clearly presented. An informed consent form has been developed that students must sign acknowledging that they are aware of AB 705 and the research about remedial coursework.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Assess the pathways to see if students are entering into the correct path based on their desired program of study. Self-reported data on the informed consent process will indicate students opting for remedial coursework, and why they are doing so.

Term and Year

Not Entered

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

An online orientation and in-person orientations are available for all new students. Counselors and advisers make visits to local high schools and provide application and registration workshops. In these workshops, and in in-person orientations, students develop an abbreviated student education plan and they are encouraged to meet with a counselor to develop a comprehensive ed plan.

A new enrollment services advisor position was created to provide one-on-one support for students.

The course My Future, My Plan was developed to help dual enrolled students create a 10-year education plan. Short math review courses are in place for students needing math review to help them with math and chemistry.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

STEM faculty and counselors are working to develop and pilot a core course for potential STEM majors.

A new informational document is being created to clearly show the math pathway supports for students upon their first contact with the college.

A locally developed question will be added to OpenCCCApplly asking students how committed they are to their declared program of study.

Term and Year

Fall - 2021

Term - Detail (optional)

The core course will take much longer than creating the question on the application and advising materials.

Support

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

Challenge or barrier you are running into.

Challenge of identifying students who are truly undeclared. Most students declare a program for financial aid.

Support Needed - Detail

Changes to CCCApply to identify potential students who are uncertain about their major.

Type(s) of Support

- Technology support

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

Math and English support courses have been developed for academically under-prepared students. The writing center has been revamped to support all students through drop-in. Math review courses serve to help STEM students in chemistry and nursing.

A supplemental instruction task force has been formed to research and identify effective supports to help students academically.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The College will evaluate the effectiveness of support courses, and the percentage of students completing transfer-level math at the end of each term and/or academic year.

A co-requisite support lab is being developed to support English learners taking transfer-level English. This will be offered for the first time in fall 2020.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

The recommendations of the Supplemental Instruction task force will inform the development of a supplemental instruction program, or a peer mentor program, and/or a restructuring of tutoring services.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Scaling in progress

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

Math support courses are in place for all of the gateway "first-year" math courses: Math 52 (and Math 252, non-credit): Math Lab courses that provide support for students taking liberal arts or career education math requirements (Math 5 or 10) Math 15S (support course for Statistics course) for students taking transfer-level statistics, Math 30S (support course for College Algebra course) for students taking transfer-level algebra for STEM.

Short Math Jam courses (MATH-301, 302, 303) are offered to support students needing to refresh specific mathematics skills.

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

Fall - 2019

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

Evaluate the effectiveness of support courses, and the percentage of students completing transfer-level math at the end of each term and/or academic year.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Scaling in progress

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

An English co-requisite support course for transfer-level has been developed for academically under-prepared students. A drop-in writing center staffed by tutors is available to students.

A non-credit READ-260 is available to all students.

Intermediate ESL non-credit courses are offered.

An ESL Task Force is meeting to revise the placement process and to develop support for English Learners taking transfer-level English.

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

Fall - 2019

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

A co-requisite support lab is being developed to support English learners taking transfer-level English. This will be offered for the first time in fall 2020

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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**

General Studies (GS) courses are available. GS-6 First Year Experience are offered each semester. EOPS students are highly recommended to enroll. GUID-205 Supervised Tutoring is offered to students needing support in transfer-level courses outside of math and English. A variety of non-credit courses are offered to support adult learners.

MATH-130 (Foundations of Algebra for Math Intensive Fields) was developed to better prepare STEM students who need more intensive support to succeed in transfer-level coursework.

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

Fall - 2017

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

Additional supports are being developed for English learners. Additional support will also be provided following in-depth research and analysis into the effectiveness of a previous supplemental instruction program. A new program will be developed that provides academic support.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

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

Planning to scale

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

Counselors and advisers make visits to local high schools and provide application and registration workshops. In these workshops, and in in-person orientations, students develop an abbreviated student education plan and they are encouraged to meet with a counselor to develop a comprehensive ed plan.

The college just developed GS-7 My Future, My Plan. Seven high schools are offering the class via dual enrollment.

Four local high schools also offer career education courses in welding, construction, and computer information systems.

Seventh graders throughout the service area take an annual trip to the college. They tour labs, and faculty provide them with engaging lectures and activities in their classrooms.

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 reach out to all high schools in the district to offer My Future, My Plan through dual enrollment. This will include high schools that feed into the branch campuses.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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

Not systematic

Progress to Date

Progress to Date Implementing Practice

Counseling performed a half way there campaign for students with 30+ units. The Klamath Trinity Site does a mid-semester celebration to honor academic progress, and they carefully monitor the progress of all students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Additional outreach will be provided to students who are not making progress towards their comprehensive education plan. A program will be institutionalized so that students' completing a high number of units but who have not completed a degree are contacted.

Term and Year

Fall - 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

At scale

Progress to Date

Progress to Date Implementing Practice

Students can run a degree audit for a select program. The college hired a consultant to help enhance the accuracy of the programming rules used by the degree audit system.

Counselors and advisors have started holding office hours within the divisions so that they can have more contact with students and faculty.

Timeline for Progress to Date

Term and Year

Fall - 2017

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Degree sequences will be added to the catalog for all transfer degrees.

The College will implement Colleague's self service student planning module.

Term and Year

Spring - 2021

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

Not systematic

Progress to Date

Progress to Date Implementing Practice

Counselors and advisors discuss progress towards SEPs in one-on-one appointments. Financial aid evaluates to see if students who are close to their maximum unit cap are following their education plan. Career education has done advising campaigns calling all students who are close to completing a program to provide them with help to finish missing coursework.

Athletics and housing checks students' grades to ensure they are on track with their academic progress.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Additional outreach will be provided to students who are not making progress towards their comprehensive education plan.

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

Students can meet with Counselors and Advisors in one-on-one counseling appointments.

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 explore alternative viable paths for students who are unlikely to be accepted to the nursing program.

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Two-year course sequences are published on the college website for programs. Programs with cancelled classes and low enrollments are reviewed through the AP 4021 Program Revitalization and Discontinuance Process.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Online courses will be scheduled such that a student can complete certain programs fully online. These programs will be advertised to students as fully online programs. The College already has some programs for which all of the requirements can be met with courses the college offers online. The next step is to ensure the scheduling aligns with the completion of the degree vial all online courses in two years.

Term and Year

Spring - 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

At scale

Progress to Date

Progress to Date Implementing Practice

Advisory committees meet to identify workplace skills. Some transfer disciplines have systematically undertaken this alignment effort. Articulation ensures that courses have outcome that align with transfer institutions.

Timeline for Progress to Date

Term and Year

Summer - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Review additional programs using the program revitalization and discontinuance procedure.

Term and Year

Not Entered

Term - Detail (optional)

Not Entered

Support

No support requested

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

At scale

Progress to Date

Progress to Date Implementing Practice

General Education outcomes and requirements via curricular review and assessment ensure that students think critically, solve problems, and work to communicate effectively with others. Active and applied learning happens throughout the curriculum.

Math courses are offered to support the development of critical thinking skills of students studying liberal arts (contemporary mathematics) and career education (contemporary mathematics for technical fields).

Timeline for Progress to Date

Term and Year

Summer - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Evaluate the effectiveness of the new contemporary mathematics for the technical fields course.

Term and Year

Not Entered

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

Not systematic

Progress to Date

Progress to Date Implementing Practice

Career Education students in Welding and Construction Technology are engaged in project-based learning as a part of the cross-disciplinary “Tiny House” project which also includes transfer pathway students in Art.

Agriculture students in leadership classes engage in group community service projects outside of class, including helping to organize a county-wide “Ag Field Day” for local high school agriculture students.

Cooperative work experience courses are available to all students and required of a few programs.

The college has a coordinator to help students find relevant experiences. Health Occupations and human services programs have ample clinical experiential requirements.

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 is hiring a staff person to develop and offer career exploration and preparation. A new and central location for the career center is being developed to better serve students.

Term and Year

Fall - 2020

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

At scale

Progress to Date

Progress to Date Implementing Practice

Faculty regularly participate in SLO assessments. All course, program, general education, and institutional learning outcomes are assessed on a regular cycle.

Timeline for Progress to Date

Term and YearFall - 2016

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

The College is transitioning to eLumen for assessment with the goal of making the process more meaningful. A pilot is underway in the spring for full adoption in fall 2020.

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

At scale

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

Faculty regularly participate in SLO assessments. All course, program, general education, and institutional learning outcomes are assessed on a regular cycle.

A plan to assess each institutional learning outcome (ILO) in an assessment cycle was established, and the college holds regular dialogue sessions to review data associated with each ILO. Actions from this dialogue feeds into the College's annual plan.

Timeline for Progress to Date**Term and Year**Fall - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The next ILO dialogue session will take place in April at the Institutional Effectiveness Summit.

Term and Year

Spring - 2020

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

Some disciplines (art, drafting) have students gather portfolios showcasing their work.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The graphic design certificate will have students develop a portfolio of work to present to employers.

Term and Year

Fall - 2020

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

Planning to scale

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

The college regularly administers the Noel Levitz Student Satisfaction Inventory (SSI). The SSI was administered this spring 2019.

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

Not Entered

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

The Office of Student Equity & Success is coordinating with an organization to conduct a student climate 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



The Director of Student Equity and Success has a plan to hire student workers to help her office conduct student focus groups. Specific areas of input will include meta-majors, and student's supplemental academic support needs.

Course Alignment

The College has pulled all of the planned courses from students' education plans. The initial goal was to use the number of times a course appeared in a plan to determine how many sections of the course to schedule. That practice was not effective because further analysis showed that students do not regularly take the courses they have planned for future terms.

An increase in students declaring online as their primary campus, and an increase in demand for online courses, is driving the college to align online course offerings with the ability to complete a degree fully online in two years.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 Redwoods GP March2019.pdf 	Self-Assessment	2/13/2020, 2:46:12 PM	N/A

Success Story (Optional)

Story: Re-Designed English & Mathematics Pathways

Title

Re-Designed English & Mathematics Pathways

Follow-up Contact Persons(s)

Name	Title	Email	Phone
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Challenge

The English and math pathways each contained below-transfer level coursework. Many students were taking Accuplacer and placing into these courses. Prior local research (2017) showed that over 20% of Redwoods students self-advised and electronically enrolled in the lowest level of developmental math or English, having never taken the Accuplacer test nor met with a counselor or advisor.

A low percentage of students starting in the pathways below transfer-level successfully completed transfer-level coursework.

Additionally, most students were being directed to a math pathway (via intermediate algebra) that was misaligned with their educational program.

Success Story

In October 2018, College of the Redwood's Guided Pathways Committee began developing an informed consent form and process to increase student enrollment in transfer-level math and English courses while also informing students of their rights under AB705. Increasing enrollment at the transfer level and increasing communication with students so that they make informed choices to maximize the likelihood of their success fit under Vision for Success goals 1, 3, and 5: increasing earning of credentials, decreasing average number of units, and reducing equity gaps.

After the committee reviewed an initial draft, they created a survey and a series of interviews to gather student feedback on the form. We wanted the form to be vetted by students to give them a voice in the decision-making process and to also gather more information on how they made decisions regarding the option to enroll below-transfer or at the transfer-level. A diverse group of students participated in this project (students from our Multicultural and Diversity Center, Math Lab students, student athletes, ESL students, peer leaders from EPIC Program and students from various campus clubs). Not only was the form revised through the dialogue with students, but the weeks of conducting interviews also served as an early step in our process of informing students of their rights, one of our efforts to meet AB 1805. The resulting revised form returned to the Guided Pathways Committee and was shared with Counseling and Advising for further review. The final version of the informed Consent form, we feel, is truly collaborative: created by students, faculty, counselors, and classified professionals.

Alongside the form's development, the Guided pathways committee utilized local information to consider what processes, if any, should accompany an informed consent form:

- The prior research suggested that the form needed to be accompanied by processes that would limit students making enrollment decisions without speaking with a counselor or advisor and in the absence of knowledge about course options, corequisite support, and the likelihood of success based on whether they enrolled at or below transfer-level.
- There were also qualitative themes that emerged from the student interviews. The most frequent theme was student belief that the feeling of confidence/lack of confidence served as an accurate marker for placement/likelihood for success. This belief was so strong it persisted regardless of prior high school (or even college) preparation. Some faculty, counseling faculty, and advisors also shared this belief and the variable of perceived confidence was present in several advising materials. This theme surfaced a trend for students and employees to rely upon perceived likelihood of success, even in the presence of data-driven multiple measures. This suggested that removing the barrier to transfer-level courses and creating a form requirement would be insufficient without additional systems to students under-enrolling themselves by choice.

Based on this local research, the Guided Pathways committee chose to create a "ghost prerequisite" for all remedial math courses except intermediate algebra. The ghost prerequisite prevents a student from registering in a below transfer-level

math course without meeting with a counselor or advisor and engaging with the information on the informed consent form. A message appears on Webadvisor, notifying the student of their need to meet with a counselor or advisor to go over the Informed Consent form and to share all the possible support courses and services available to help students succeed. In order to ensure intermediate algebra is only utilized when appropriate for the student's math pathway and prior preparation, the amount of sections of intermediate algebra has been limited to reflect the total estimated percentage of students enrolling at CR who choose STEM-related fields, business programs requiring the STEM math pathways, or local degrees where intermediate algebra serves as the quantitative reasoning requirement. The Dean of Math, Science, Social and Behavioral Science also reviews student education plans for all students enrolled in intermediate algebra to ensure students are self-enrolling accurately. Math faculty survey students on the first day to ensure they have enrolled for the correct math course, based on their education goals and pathway. This systemic intervention supports the Vision for Success goal 5 (reducing equity gaps) because statewide, there is a correlation between underrepresented student groups and placement (both by test/advisor and self-placement) below transfer-level.

The Guided Pathways Committee also created standardized information about AB 705 and AB 1805 to share with all college counselors, advisors, and high school counselors. This was an important step to ensure clarity and commitment across areas of the college and with our High School partners and to support the paradigm shift we've made as an institution to operate from a belief in student capacity. Faculty in English and Mathematics and the deans of both divisions have attended District-wide counseling meetings to clarify information and courses as the mathematics and English departments revised their courses, including the creation of a contemporary mathematics course for construction trades (articulated with the CSUs as a transfer-level mathematics course), a revised contemporary mathematics course to serve liberal arts pathways, a mathematics corequisite course to support students in chemistry, and new co-requisite courses for English 1A, Math 15, and Math 30. The ESL task force, a subcommittee of the Guided Pathways Committee, is currently developing an English 1A corequisite with a multilingual learner emphasis to serve our English Language Learners currently within ESL pathways in the high schools. These curricular revisions fit beneath the Vision for Success goals 1, 2, 3, and 5.

Outcomes

After implementing these changes, our Fall 2019 course success and throughput comparison data looks strong.

- 100% of students enrolled in English 1A or 1A + 1S corequisite as their first English course (783 students). The combined success rate was 71%. This rate is higher than any time in the recent past when data was collected and a significant improvement over 3-year throughput rates of 39%, 29%, and 19% for students placed one or more levels below transfer.
- 617 students enrolled in a transfer-level Math courses as their first math class. This is nearly five times as many students enrolled compared to enrollment using Accuplacer (130 students enrolled in transfer-level math as their first math class in Fall 2017).
- Of those 617 students, 57% were successful in their first semester attempt (compared to 64% in 2017):
 - 59% of Statistics students were successful (192 of 326 students).
 - The highest success was in College Trigonometry with 71% success (15 of 21 students).

Vision for Success Goals

- × Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- × Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- × Decrease the average number of units accumulated by California Community College students earning associate degrees
- × Increase the percent of exiting CTE students who report being employed in their field of study
- ✓ 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



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