

Preview

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

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Awaiting Submittal

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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.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The last meta-major session for employees will take place at the Institutional Effectiveness Summit in spring 2020. This information will be analyzed and to identify a few potential sets of meta-majors. Those will be taken to students so that they can determine the meta-majors that make the most sense to them.

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

Term and Year

Spring - 2019

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

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 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

Fall - 2019

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 1st year 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

First-year sequences for transfer degrees will be added to the online catalog. Programs that can be taken fully online will be reviewed to ensure

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

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Advising materials have been created clearly showing which math course a student should take based on their major of study. Math pathways for students with a liberal arts program, career education program, STEAM 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

Spring - 2019

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

Placement workshops and orientations are available for all students. 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 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

Identify additional courses that could benefit from a math co-requisite support.

Term and Year

Spring - 2019

Term - Detail (optional)

Not Entered

Support

No support requested

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.

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 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 credit courses.

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.

Faculty utilize an early alert system and can make referrals to student services for at

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

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.

Term and Year

Spring - 2021

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.

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 via 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

Fall - 2019

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

Spring - 2019

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 Year**

Fall - 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 f	Self-Assessment	2/13/2020, 10:46:12 PM	N/A

Success Story

Success Story

Title

Re-Designed English & Mathematics Pathways

Follow-up Contact Persons(s)

No contacts assigned

Challenge

The English and math pathways each contained below-transfer level coursework. Many students were taking Accuplacer and placing into these courses. 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

Not Entered

Outcomes

Not Entered

Vision for Success Goals

- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups



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