

**Become the Preferred Transfer Pathway to Cal Poly Humboldt**

**Education Master Plan Initiative #I**

Action	Lead(s)	Progress Update
Create a CR/Cal Poly Humboldt transfer team with access to CR and Humboldt student records.	VP of Student Success	<ul style="list-style-type: none"> <li>• <i>List the membership structure of your team and what areas are represented.</i></li> <li>• <i>Note any areas that are lacking representation.</i></li> </ul>
Research the development of an Accelerate College Program (ACE) to attract adults who are working, are parents, or have other familial responsibilities by offering compressed courses and structured schedules.	Director of the Multicultural Center	<ul style="list-style-type: none"> <li>• <i>List key components of this program, provide examples of what a compressed course and a structured schedule looks like.</i></li> <li>• <i>Can you provide your top two examples of implementation of an ACE program?</i></li> </ul>
Align admissions and enrollment terminology and technology to support enrollment across CR and Cal Poly Humboldt.	Transfer Specialist	<ul style="list-style-type: none"> <li>• <i>List areas that need improvement and suggestions for improving.</i></li> <li>• <i>Has this been completed? If not, what tasks or resources are needed?</i></li> </ul>
Articulate CR's new aquaculture program with programs at Cal Poly Humboldt.	VP of Instruction	<ul style="list-style-type: none"> <li>• <i>Has this been completed? If not, what tasks or resources are needed?</i></li> </ul>
Clarify Associate Degree for Transfer (ADT) Pathways with Cal Poly Humboldt.	VP of Instruction	<ul style="list-style-type: none"> <li>• <i>Have CR and Cal Poly met to discuss areas that need improving?</i></li> <li>• <i>Are there certain ADT's and/or classes that are historically problematic?</i></li> </ul>

Expand and Prioritize Offerings that Prepare Students for Living-Wage Jobs

Education Master Plan Initiative #2

Action	Lead(s)	Progress Update
Organize internship opportunities across areas <ul style="list-style-type: none"> <li>Develop new internship opportunities through the Basic Needs/Wellness Center such as for social work and addiction studies students</li> </ul>	VP of Instruction, Executive Dean of Career Education, Manager of the Career Center	<ul style="list-style-type: none"> <li>Has a comprehensive list of available internships been made public for students (eg. on the website)?</li> </ul>
Create a Workforce Development Plan supporting pathways to living-wage jobs. Evaluate the most desirable program options and prioritize their development. Ensure seamless transfers to Cal Poly where possible.	Executive Dean of Career Education	<ul style="list-style-type: none"> <li>List programs where this was done and any changes made.</li> </ul>
Explore noncredit/adult education workforce skills that may equate to the American Council on Education (ACE) credit/industry certifications.	VP of Instruction, Executive Dean of Career Education, Manager of the Career Center	<ul style="list-style-type: none"> <li>List certificates with most potential and what would be needed.</li> </ul>
Establish career and academic pathways (meta-majors) and suggested course sequences (pathways) for all programs. Update website and outreach materials according to the career and academic communities and pathways to help students matriculate and persist. Explore re-programming OpenCCCApply to enable students select a meta-major prior to selecting a program.	Director of Student Success Pathways	<ul style="list-style-type: none"> <li>Which program maps have been completed?</li> <li>What is the status of the website and outreach materials?</li> <li>All full-time program faculty were contacted by the Guided Pathways coordinators in October and again in December to schedule a time to sequence their courses into a suggested map for majors. To date, the guided pathways coordinators have met with faculty from all programs who agreed to schedule a time. These include: Kinesiology, Mathematics; Biology; Forestry; Construction Technology; Manufacturing Technology; Agriculture; Social Work and Human Services; Business Administration; Psychology; Early Childhood Education; Studio Arts; Physics; Automotive Technology; Anthropology; Welding Technology; and History. A working session is scheduled during January flex to continue to support faculty in their work. All program maps (course sequences by program) are due to Guided Pathways coordinators by February 14, 2023. Anticipated changes to District course sequencing technologies and curricular changes as a result of AB 928 mean that most if not all programs will need to make adjustments to their maps in the coming year. Because of this, maps will exist in document form only as advising tools for counselors and advisors until 2024</li> <li>Guided Pathways presented and facilitated discussion on Metamajors (career and academic pathways) with the CR Academic Senate three times in fall 2022. Guided Pathways will return</li> </ul>

to Senate in January to, hopefully, complete any additional discussion requested by Senators prior to a Senate endorsement of the existing metamajors proposal. Marketing and website changes cannot begin until the Senate moves forward with metamajors, however, discussions with IT and Marketing can begin in January to identify external programs or District resources necessary to restructure academic information on the website and through marketing into a career and academic community framework.

Expand program offerings at Pelican Bay State Prison to include a degree in Social Work and Human Services, ADTs in Communications and Psychology. Explore whether an existing certificate is appropriate or if a certificate should be developed.

Dean of Del Norte Education Center & Pelican Bay Scholars Program

*List the degrees/certificates to be offered at DNPB.*

**We are currently offering, officially, the following degrees:**

- Liberal Arts – Behavioral and Social Science
- Liberal Arts – Humanities and Communication
- A.D.T. – Sociology

**With planned future course offering we will be able to add the following degree:**

- Liberal Arts – Science Exploration
- A.D.T. Communication Studies
- A.D.T. Psychology
- A.S. Social Work and Human Services\*

**Upon successful recruitment of approved full-time faculty of Business position:**

- Small Business/entrepreneur A.S. Degree/Certificate

*What resources are still needed to support the expanded offerings?*

- We need to successfully recruit FT Business faculty – failed search in spring 2022
- A FT Psych and/or SOC Instructor to expand PSY/SOC offerings
- Program Development stipends (just had a SARTCO approved for SWHS)

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Create a More Nimble and Adaptable Institution

Education Master Plan Initiative #3

Action	Lead (s)	Progress Update
Orient new full-time faculty using a cohort model.	VP of Instruction, Academic Senate Leadership	<ul style="list-style-type: none"> <li>Describe the orientation process/components.</li> </ul>
Develop a Manager and Staff Orientation/Onboarding Program using a cohort model.	Director of Human Resources	<ul style="list-style-type: none"> <li>Describe the orientation process/components.</li> </ul>
Create an orientation and onboarding program for new and current associate faculty.	VP of Instruction	<ul style="list-style-type: none"> <li>Describe the orientation process/components.</li> </ul>
Create integrated coordinated professional development offerings that support the Education Master Planning initiatives.	Professional Development Committee	<ul style="list-style-type: none"> <li>List the offerings.</li> <li>What was the attendance of each offering?</li> </ul>
Form stronger partnerships with Tribal members through initiatives such as the Promise Neighborhood Grant to implement CTE pathways with the Yurok Tribe and through CR's Outdoor Campus Collaborative.	President/Superintendent	<ul style="list-style-type: none"> <li>What educational opportunities have the Tribal members expressed interest in?</li> <li>The Bear River Rancheria and Hupa Tribe have expressed interest in CR providing more career education/workforce classes in water conservation/restoration, wildland fire, climate resiliency, solar maintenance, and electricians. The Yurok Tribe has requested that CR provide degrees/certificates/training in renewable and offshore energy technologies, wave energy, information technology, healthcare, hospitality and resort management, indigenous governance, tribal justice, and court administration.</li> </ul>
Identify strategies to fund and execute high priority recommendations from the new Facilities Master Plan.	VP of Administration, Director of Facilities	<ul style="list-style-type: none"> <li>How do the recommendations align with the EMP?</li> <li>List any barriers that have been identified.</li> </ul>
Develop data driven recommendations on methods for determining a reasonable unrestricted general fund balance.	VP of Administration	<ul style="list-style-type: none"> <li>What recommendation(s) were made?</li> <li>How were they determined?</li> </ul>

Coordinate with IT to enhance technology infrastructure for instruction and student services, including student computers in the Library.

VP of Administration,  
VP of Instruction,  
VP of Student Success

- *What improvements have been made?*
- *How many computers are available in the library?*

Expand wireless access throughout the district, including hotspots to transmit and receive data.

Manager of IT

- *List any needs that still need to be addressed.*
- *Describe the increase in both range and bandwidth.*

Phase One of District Wi-Fi improvement project, upgrade all existing wireless network gear, is complete. Del Norte and KT were completed before the Fall 2022 semester began. Eureka Campus was completed Thanksgiving week 2022. Phase Two is in process, which will add additional access points indoors around areas of high-saturation. Phase Three will begin in Spring, and will expand wireless access to more outdoor areas on campus.

Current Implementation has improved connections inside of buildings, adding more access points in areas of heavy saturation of clients and adding access points where service had been lacking or non-existent. Phase three will expand coverage to several outside areas around the Learning Resource Center and Café and Food Truck. A plan is in place to add wireless access to areas inside and outside of the new Art Complex.

Working with CENIC to improve the Internet bandwidth delivered to the Eureka Campus from 1GB to 10GB. This project will hopefully be completed by Summer 2023. Working to add a redundant 1GB CENIC Internet connection to the Del Norte Campus and always working to improve bandwidth to Klamath/Trinity location. CENIC has not scheduled the additional work in Del Norte or KT as of this time.

Establish Stronger Wraparound Experiences for Students' Total Connection

Education Master Plan Initiative #4

Action	Lead(s)	Progress Update
Hold Counselor Day for High School Counselors throughout the District.	VP of Student Success	<ul style="list-style-type: none"> <li>Which schools were represented?</li> <li>What topics were covered?</li> </ul>
Hold an Open House for parents to bring prospective students who are currently in high school to meet with support staff after the work day.	VP of Student Success	<ul style="list-style-type: none"> <li>What was the attendance?</li> <li>What themes emerged from the parents?</li> </ul>
Provide more support for students (i.e., advising) through the registration process during the summer, especially at peak times of demand. Provide guided enrollment events, registration workshops and other proactive actions to reach students throughout the summer to avoid fall bottlenecks.	VP of Student Success	<ul style="list-style-type: none"> <li>What changes or activities took place?</li> <li>What was the outcome?</li> </ul>
Coordinate student surveys (administration and sharing of results) and explore ways to increase input from students to reduce barriers and enhance the student experience.	Director of Marketing & Communications, Dean of Institutional Effectiveness	<ul style="list-style-type: none"> <li>How many surveys were sent and what was the response rate?</li> <li>What themes emerged from the surveys?</li> <li>Which areas were represented in the surveys?</li> </ul>
Fully implement the mobile CR phone App and explore its value to help students explore programs.	Director of Marketing & Communications, VP of Student Success, Manager of IT	<ul style="list-style-type: none"> <li>What changes or additions have been made to the app?</li> <li>What has been the response from the students?</li> </ul> <p><b>Erik Sorensen, Jose Ramirez, and Jason Maki met with ReadyEd and plan on integrating the Campus app with Single Sign-on. This work will be done before the beginning of the 2022 Spring Semester. Ready Ed Integrator will reach out to Marketing, and with the help of VP of Student Success, will determine how best to re-integrate the app for student success. IT will continue to work with Marketing and VP of Student Success to assist integrating the Campus App into other College services such as Canvas.</b></p>
Assemble a cross-role team that includes students to review and assist in the designing of course sequences/pathways	Director of Student Success Pathways	<ul style="list-style-type: none"> <li>What was the membership structure of the team?</li> <li>Provide an example of a completed course sequence or pathway.</li> </ul>

for students that align with catalog formatting requirements. Placement information will be integrated into the pathways.

- The Guided Pathways team assembled to support the development of course sequences includes one full time instructional faculty member, two full time counseling faculty, one associate faculty member, one IR analyst (classified staff), the curriculum specialist (classified staff), and a manager (Dir. Student Success Pathways). Dir. Student Success Pathways submitted a list of guided pathways scale of adoption assessment areas in need of student advisory support to Dean Hill, as requested, on 04/20/2022. No additional communication or movement has occurred in relation to this request to date to my knowledge. Course sequencing (program maps) and career and academic pathways (metamajors) are tools for students to clarify their focus and guide their paths. District discussions with IT and Marketing January to identify external programs or District resources necessary to restructure academic information on the website and through marketing into a career and academic community framework and course sequencing should include student review and input, if possible.

Participate in the California Community College’s Strategic Enrollment Management program to:

- evaluate the existing new student orientation and onboarding efforts, including messaging to students and identify pain points where students get off track
- create a cross-department team with members who oversee all aspects of the new student experience
- create more holistic student profiles that lead to individualized student support

VP of Student Success,  
Director of Student Success Pathways,

- *What changes have been implemented?*
- Evaluation of existing student orientation has occurred and pain points have been identified. The Strategic Enrollment Management Team expanded to include Joseph Hays from Institutional Research and has gathered several reports to inform on the existing use of orientation and onboarding efforts.
- The Strategic Enrollment Management team is assembled and has been meeting bi-weekly since August. It includes representatives from Instruction and Student Services areas including Deans and Directors (Executive Dean of Arts and Sciences, Dean of Enrollment Services, Dean of Del Norte Education Center and Pelican Bay, Director of LRC, EOPS, and CARE, Director of Student Success Pathways); Counseling Faculty (General Counseling Del Norte and Eureka/Coordinator of the Transfer Center); and Classified Staff (Retention Coordinator, Outreach Coordinator, Research Analyst). This team has been focused on evaluation of the orientation component of the new student experience in Fall 2022 and will be expanding in January 2023 to evaluate and plan for the “digital front door” that guides students from career and academic interest to application through orientation and matriculation.
- Research and design on holistic student profile development has not yet started. Next steps include evaluation of student retention and support technologies such as Starfish, AVISO, and Maxient so that student profile development can be woven with retention monitoring software, early alerts, cohort student success analyses (including program retention and completion and student retention and completion data). These discussions will require strong partnership with the Academic Senate, IR, IT, and Deans and Directors in Instruction and Student Services.

Offer targeted advising workshops and expand advising resources to increase the number of students who have developed

VP of Student Success

- *How many comprehensive SEPs have been developed compared to previous years?*

and follow a comprehensive student education plan.



Pursue the Future of Learning

Education Master Plan Initiative #5

Action	Lead(s)	Progress Update
Expand the use of portfolios in liberal arts and STEM by providing professional development and identifying a portfolio platform for all faculty to use.	VP of Instruction, Director of Distance Education, Manager of IT	<ul style="list-style-type: none"> <li>• <i>How many professional development sessions have been offered?</i></li> <li>• <i>What was the attendance?</i></li> <li>• <i>What platform was chosen?</i></li> </ul>
Explore the classroom technology, professional development and administrative help to best support the various instructional modalities.	VP of Instruction, Director of Distance Education	<ul style="list-style-type: none"> <li>• <i>What recommendations have been made?</i></li> </ul>
Support the Outdoor Campus Collaborative to provide outdoor learning space, public recreation, and health and wellbeing opportunities through campus and community collaborations.	VP of Instruction	<ul style="list-style-type: none"> <li>• <i>Describe the work that has been done.</i></li> </ul>
Work towards the requirements to be a teaching college in the California Virtual Campus Online Education Initiative (CVC-OEI) Course Exchange.	VP of Instruction, VP Student Success	<ul style="list-style-type: none"> <li>• <i>Describe the work that has been done.</i></li> </ul>
Identify student demand for courses throughout California by exploring registration and search data from the CVC-OEI Course finder and prioritize the development of those courses for online delivery.	VP of Instruction	<ul style="list-style-type: none"> <li>• <i>What courses should we develop?</i></li> <li>• <i>What are the challenges we face in developing in these courses?</i></li> </ul>
Establish and support a Peer Online Course Review (POCR) process to facilitate robust peer review of online courses.	VP of Instruction, Director of Distance Education	<ul style="list-style-type: none"> <li>• <i>Describe the process.</i></li> <li>• <i>How many courses have gone through the POCR process?</i></li> </ul>
Provide credit for prior learning (CPL) by providing military credit for prior learning (MilCPL) for service members and veterans.	VP of Student Success	<ul style="list-style-type: none"> <li>• <i>What steps must a student take to receive credit for prior learning?</i></li> </ul>

Increase Commitment to Diversity, Equity, and Inclusion

Education Master Plan Initiative #6

Action	Lead(s)	Progress Update
Explore a process for including students in the faculty and staff hiring process.	Director of Human Resources	<ul style="list-style-type: none"> <li>How many screening committees have used a student representative?</li> <li>What challenges have surfaced and how have they been addressed?</li> </ul>
Engage students to get their voices directly heard in committee work and get a wider base of student involvement.	Dean of Institutional Effectiveness	<ul style="list-style-type: none"> <li>How many committees include active student representation?</li> </ul>
Provide Diversity, Equity, and Inclusion related professional development opportunities for all employees by building on current offerings, including learning opportunities for culturally responsive and equitable teaching for faculty.	Professional Development Committee	<ul style="list-style-type: none"> <li>How many of these professional development opportunities have been offered? What was the attendance?</li> </ul>
Develop a Wellness Center that centralizes support for students' basic needs and mental health services.	VP of Student Success	<ul style="list-style-type: none"> <li>What is the staffing structure at the Wellness Center?</li> <li>What services are being provided?</li> </ul>
Evaluate the existing curricular, co-curricular and extra-curricular supports and centralize information for students, faculty, faculty counselors, and advisors. Once centralized, explore how this information could also be added to a case-management system.	Director of Student Success Pathways	<ul style="list-style-type: none"> <li>Where can this centralized information be found?</li> </ul> <p><b>This evaluation has not yet started. Work set to begin on this action in March 2023.</b></p>
Continuously evaluate the effectiveness of support courses and curriculum design and the percentage of students completing transfer-level math and English at the end of each term and/or academic year, disaggregated by race and ethnicity.	Director of Student Success Pathways	<ul style="list-style-type: none"> <li>What weaknesses need to be addressed?</li> <li>Are there other courses that would benefit from having support courses?</li> <li>Disaggregated success data for ENGL IA + IS, MATH 15S/I6, and MATH30S/3I identify equity gaps and success gaps when compared to success data for ENGLIA standalone, Math I5 standalone, and Math 30 standalone. This data suggests continued research and design innovation are needed by program faculty to maximize the likelihood of completion of transfer level math and English and close equity gaps. This data also suggests that wraparound supports</li> </ul>

(curricular and student services supports) beyond curricular and pedagogical changes may be necessary to see changes in equity gaps and success rates. Next steps on this action are to facilitate and support discipline-specific professional development focused on curricular innovation, culturally responsive pedagogy, and data literacy alongside developing surveys and/or the facilitation of student focus groups to determine pain points and/or gaps in support invisible through quantitative data alone.

- Other disciplines requiring strong literacy skills and/or disciplines within STEM-Pathways may be places to add support course structures. Institutional Research is needed to determine the gateway courses in additional disciplines with high nonsuccess rates.

Continue to review policies, procedures, goals, and resource allocations to identify and eliminate biases or inequities and integrate the values of diversity, equity, and inclusion throughout all institutional practices.

President/  
Superintendent

- *What has been reviewed?*  
All board policies and administrative procedures falling into the 1000s, 2000s, 3000s and 6000s have been reviewed. The 4000s, 5000s and 7000s are in various stages of review.
- *What inadequacies are being addressed?*