

# 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

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## Approvers

#### Chancellor/President

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Approved by Dr. Keith Flamer

03/30/2022 08:17 AM PDT

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Approved by Chris Gaines

03/29/2022 10:47 AM PDT

## 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 \*

The Guided Pathways Committee is synthesizing campus-wide feedback on meta-major groupings (conducted in early 2020); common courses across programs analysis; most efficient program completion analysis (conducted in 2021); and faculty-generated degree and certificate sequences (early 2020) to bring to programs for review and confirmation in Fall 2022. The resulting sequences will go into the catalog to guide students into pathways and through their chosen programs of study.

IT and the Admissions Office have determined how to program meta-majors into the application system. The Academic Affairs 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

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

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

### Term and Year

Spring - 2023

### Term - Detail (optional)

Not Entered

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## Support

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

### Challenge or barrier you are running into. \*

The college's website is not currently organized in a way that easily presents program or pathway information for prospective or current students. To update and maintain the college website so that guided pathways work is integrated throughout exceeds the capacity of our current staffing.

We do not currently have a curricular process that reviews general education course offerings holistically. This presents challenges for strategically aligning our general education offerings to pathways.

### Support Needed - Detail \*

Support for re-designing the college website around meta-majors, and research/models of college websites retooled to connect students easily with pathways information for colleges with similar total enrollments and budget considerations would help guide our next steps.

Funding and additional personnel support for redesigning the website.

### Type(s) of Support

- Regional training
- Connections with other Guided Pathways teams
- Other

## Practice B

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

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice \*

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 to partner with Cal Poly Humboldt, and a broadening of partnerships with Cal Poly Humboldt and our community business partners are highlighted as goals within our new Educational Master Plan (2021).

Cal-Poly and Redwoods Joint Summit meetings are occurring each semester to increase alignment and collaboration between the Community College and University for students. The information from these summit meetings is shared with the Director of Student Success Pathways to inform Guided Pathways areas of focus and planning.

## Timeline for Progress to Date

### Term and Year

Fall - 2018

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## 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 and increase clear and efficient transfer pathways between Redwoods and Cal Poly Humboldt.

### Term and Year

Fall - 2022

### Term - Detail (optional)

Not Entered

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## 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

Not systematic

## 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. Some transfer programs include employment or educational opportunity information, but it is inconsistent and not on a cycle for continuous review and updating. We have begun investigating a solution to provide continuously updated career and labor market data into our college catalog and connected to our pathways.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

We are planning to adopt software that will centralize career and academic pathway information for prospective and current students as part of their initial onboarding to the college and as support throughout their progression to degree. Coordinators will facilitate partnered work with academic programs and pathways and the career center to generate employment and further educational opportunities for each pathway/metamajor and programs within that pathway/metamajor.

### Term and Year

Fall - 2023

### Term - Detail (optional)

Not Entered

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## Support

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

### Challenge or barrier you are running into. \*

This type of work requires the integration of academic affairs/disciplines, the career center, and processes typically supported through counseling and advising. Part of the challenge is breaking down silos to improve how we collaborate and prioritize. Another challenge is identifying software that can support and, when appropriate, guide our new direction.

### Support Needed - Detail \*

Recommendations for onboarding/guidance/pathway software options that work well with webadvisor and ellucian and facilitated professional learning that can support the type of cross-role and cross-campus teamwork this effort needs to be successful.

### Type(s) of Support

- Regional training
- Connections with other Guided Pathways teams

## 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 \*

Campus-wide feedback on meta-major groupings (conducted in early 2020); common courses across programs analysis; most efficient program completion analysis (conducted in 2021); and faculty-generated degree and certificate sequences (early 2020) will result in metamajors and course sequences/maps, but ensuring the presentation of this information is clear, helpful and supportive of students is a next step. Existing surveys of students on degree requirements and confusion suggest we have a need to strengthen how we communicate pathway and program maps and milestones to students.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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### Next Steps

#### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

We need to assemble a cross-role team that includes students to review and assist in the designing of course and pathway map information for students. This information needs to align with catalog formatting requirements and include discussions of placement on the website.

#### Term and Year

Spring - 2023

#### Term - Detail (optional)

Not Entered

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### Support

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

#### Challenge or barrier you are running into. \*

Anticipated barrier of our existing catalog's structure driving how we determine the organization of pathway and program map information for students.

#### Support Needed - Detail \*

Examples from other colleges for how they utilized student focus groups or student guided pathways team members to assist in how programs are mapped for students. Assistance with challenges connected to programming and the catalog.

### **Type(s) of Support**

- Connections with other Guided Pathways teams
- 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 for any students attempting to self-enroll into Math 130, our one-level below math course for STEM majors who have not taken or passed Algebra II. Total percentage of students who are STEM majors and total estimated percentages, based on historical data, of students entering having not completed algebra II are utilized as factors to determine the total amount of Math 130 sections offered throughout the District. The combination of the consent form, the decreased section offering of Math 130 and the clear pathways by major have made a significant difference on aligning student enrollment in math courses with the math appropriate for their major and increase course success rates in mathematics.

### **Timeline for Progress to Date**

#### **Term and Year**

Fall - 2019

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### **Next Steps**

#### **Timeline for Next Steps**

#### **Next Steps Toward Implementing Practice at Scale \***

The correct mathematics courses are designed into the pathways and program map drafts. Next is integrating this information into the student pathway selection, application, and enrollment processes with an online guided self-placement tool for students.

We will review the throughput and success data for math 130 students (below-transfer STEM math course) compared to direct placement into Math 30/Math 31 (College Algebra/College Algebra with Support) and adjust Math 130 course offerings in response to the data.



### Term and Year

Fall - 2023

### Term - Detail (optional)

Not Entered

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## Support

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

### Challenge or barrier you are running into. \*

Currently, the suggested student mathematics course and level of support is communicated through a placement letter or via in-person counseling. These processes have a high likelihood of not connecting with students in a timely manner for initial enrollment to the college (1st semester), which may contribute to delayed enrollment in mathematics to meet program requirements. Attention is needed to ensure the GSP tool integrates with other elements of the developing pathway exploration and onboarding platform and, once integrated, that the college monitors first and second semester rates of mathematics enrollment to ensure students are taking the correct mathematics course(s) early in their progression toward their degrees and certificates.

### Support Needed - Detail \*

Examples of GSP tools utilized by other colleges. examples of successful "math and English in the first semester" campaigns launched by other colleges.

### Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support

## 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

Not systematic

### Progress to Date

### **Progress to Date Implementing Practice \***

Currently, we have several ways students can explore college and career options and we have an existing student education plan process that, when utilized, statistically increases the likelihood of completion and success, based on our institutional research office. We have online orientation and in-person orientation options available. Outreach, counselors and advisors 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 education plan.

The course My Future, My Plan was developed to help dual enrolled students create a 10-year education plan and career plan.

The creation of the Director of Student Success Pathways position centralizes guided pathways and dual enrollment programming as part of a more unified approach to creating bridges into and through the college.

### **Timeline for Progress to Date**

#### **Term and Year**

Fall - 2019

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### **Next Steps**

#### **Timeline for Next Steps**

#### **Next Steps Toward Implementing Practice at Scale \***

The availability of these career and college exploration and program guidance services to all students does not mean all students are currently helped to engage with them, nor has the college examined whether the methods currently in place for students to engage with these services are equitable in terms of access.

The evaluation of these existing services/their use across student groups and demographics and the development of a universal onboarding process, facilitated through a digital platform to create an abbreviated initial student education plan/program map, are next steps. College of the Redwoods has been selected for the 2022-2023 Strategic Enrollment Management Program and these areas of focus will be included in that work.

#### **Term and Year**

Fall - 2023

#### **Term - Detail (optional)**

Not Entered

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### **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 and a multilingual learners' support course has been developed to support English language learners enrolled in college level English. 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.

An English and Adult Education full-time tenure track position has been approved for hiring to begin Fall 2022. This position will assist in supporting English Language Learners to transition from non-credit ESL to credit courses.

### **Timeline for Progress to Date**

#### **Term and Year**

Fall - 2019

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### **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 and this information is included within each discipline's program review. As the college finalizes its metamajors and program sequences, courses that traditionally have high nonsuccess rates will be evaluated to design or revise support.

#### **Term and Year**

Fall - 2023

#### **Term - Detail (optional)**

Not Entered

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#### **Next Steps Toward Implementing Practice at Scale \***

Peer mentoring and additional tutoring services are in discussion as ways to scale. These discussions will be connected to evaluation of courses and programs with lower success rates.

#### **Term and Year**

Spring - 2023

**Term - Detail (optional)**

Not Entered

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**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 \***

A basic mathematics course Math 252 (non-credit) is in place for students needing significant support. Short Math Jam courses (MATH-301, 302, 303) are offered to support students needing to refresh specific mathematics skills.

Math support courses are in place for the gateway “first-year” math courses with historically lower success rates: Algebra: Math 16 (Statistics with support course) for students taking transfer-level statistics, Math 31 College Algebra with support course) for students taking transfer-level algebra for STEM.

The college also has designed and articulated two contemporary mathematics courses that fulfill CSU GE area B4: Math 5: contemporary mathematics and Math 10: Contemporary Mathematics for Technical Fields. Although neither of these courses has a special support structure grafted to it, the existence of these two courses allows students to more closely align their math course and its learning content to their future academic and career goals, which has increased course success rates and serves to provide more relevant and applicable learning. That in itself functions as a support.

**Timeline for Progress to Date**

**Term and Year**

Fall - 2019

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**Next Steps**

**Timeline for Next Steps**

**Next Steps Toward Implementing Practice at Scale \***

Ongoing evaluation the effectiveness of support courses and curriculum design and the percentage of students completing transfer-level math at the end of each term and/or academic year, disaggregated by race and ethnicity. This evaluation is included in the mathematics disciplinary program review.

Ongoing opportunities for culturally responsive and equitable teaching professional development for faculty

#### **Term and Year**

Not Entered

#### **Term - Detail (optional)**

Not Entered

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## **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 \***

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

Intermediate ESL non-credit courses are offered to all students and a Community and Career English as a Second Language, Certificate of Competence is available as a pathway into college-level English.

An English and Adult Education full-time tenure track position has been approved for hiring to begin Fall 2022. This position will assist in supporting English Language Learners to transition from non-credit ESL to credit courses.

An English co-requisite support course for transfer-level has been developed for academically under-prepared students and a multilingual learners version of that support course exists as well.

A drop-in writing support staffed by tutors is available to students.

#### **Timeline for Progress to Date**

##### **Term and Year**

Fall - 2019

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Ongoing evaluation the effectiveness of support courses and curriculum design and the percentage of students completing transfer-level English at the end of each term and/or academic year, disaggregated by race and ethnicity. This evaluation is included in the English disciplinary program review.

Ongoing opportunities for culturally responsive and equitable teaching professional development for faculty

#### Term and Year

Not Entered

#### Term - Detail (optional)

Not Entered

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## 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 \*

The college offers several noncredit courses to support students seeking certificates or degrees.

General Studies (GS) courses and Guidance (GUID) courses are available. GS-6, First Year Experience, is offered each semester and 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 basic mathematics course Math 252 (non-credit) is in place for students needing significant support. Short Math Jam courses (MATH-301, 302, 303) are offered to support students needing to refresh specific mathematics skills. 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 based on multiple measures assessments.

A non-credit READ-260 is available to all students. Intermediate ESL non-credit courses are offered to all students and a Community and Career English as a Second Language, Certificate of Competence is available as a pathway into college-level English.

In addition to curricular support through coursework, the college offers intensive support through the Academic Support Center: instructional support services for all students and The Light Center: learning disabilities assessment and instructional support services and study strategies and skills for students with disabilities.

The College of the Redwoods Academic Support Center offers in-person and online tutoring in math and writing as well as regular coverage for selected science, social science, humanities, and language courses. Students can meet one-on-one or in small groups with peer, faculty, and paraprofessional tutors by appointment or on a drop-in basis. Additionally, students receive extensive access to online tutors covering a wide range of subjects through our partnerships with STAR-CA and NetTutor.

Students in Special Categorical Programs such as EOPS, CARE, TRiO, and CalWorks and students supported through our Disability Programs and Services for Students receive access to additional tutors as well as the ability to make longer and more frequent appointments.

## Timeline for Progress to Date

### Term and Year

Fall - 2017

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Next steps include evaluating the existing curricular, co-curricular and extra-curricular supports and centralizing information for students, faculty, faculty counselors, and advisors. Once centralized, this information could also be added to a case-management system such as Starfish or Aviso so that faculty counselors and advisors can connect students easily with appropriate supports, based on their needs and academic progress.

### Term and Year

Fall - 2023

### Term - Detail (optional)

Not Entered

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## 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**

Scaling in progress

## Progress to Date

### Progress to Date Implementing Practice \*

An outreach coordinator position has been established to centralize outreach, exploration, application, and registration efforts with high schools within Humboldt and Del Norte Counties.

The college currently supports dual enrollment with seven high schools in Humboldt County. All the schools offer GS-7 (My Future, My Plan): a general studies course developed to assist students in career and academic exploration. Courses in English, Computer Science, Business, Welding, and History are also offered through dual enrollment.

The College works closely with the Humboldt County Office of Education to coordinate outreach activities, college visits, and college fairs in support of local students' exploration of their higher education and career options.

The college supports group/class concurrent enrollment through courses at two local schools and on the Eureka campus through Academy of the Redwoods. The Academy of the Redwoods is a high school located on College of the Redwoods' Eureka Campus that utilizes CR course offerings in order for students to achieve A-G eligibility for CSU and UC schools. Our students run through a tiered support system when they begin as first years at AR. The Tier 1, 2A, 2B, and 3 courses, as well as Foundations (9th grade), College & Career (11th grade), and Senior Seminar (12th grade) all serve as supports and orientations for taking college courses at CR. Our goal is to prepare AR students to become exceptional CR students.

The college relocated dual enrollment under the direction of the Director of Student Success Pathways so that more comprehensive pathways can be established to and through the college using dual enrollment, concurrent enrollment and outreach.

## Timeline for Progress to Date

### Term and Year

Fall - 2022

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Continue to expand dual enrollment offerings and, where appropriate, develop course sequences and pathways for CTE certificate areas. Develop standardized scheduling blocks of course offerings so that charter high schools in the Eureka area and Del Norte High School can access college courses through concurrent enrollment on the Eureka and Del Norte campuses.

Expand partnerships with adult education/noncredit and the alternative high school programs to support transitions from GED coursework and completion to college exploration and enrollment.

Research and develop credit for prior learning (CPL) structures and pathways to welcome and support working students and adult students.

### Term and Year

Fall - 2022

### Term - Detail (optional)

Not Entered



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## 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 \*

Students enrolled in EOPS meet with a counselor every semester as a way to monitor and continuously support student persistence and completion.

### Timeline for Progress to Date

#### Term and Year

Not Entered

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### Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Select, program, and integrate online retention and progression software to move the college to a case-management approach to student advising. Create a cross-role task force to identify roles for faculty, faculty counselors, advisors, student ambassadors and student mentors within the case-management frame. Create and offer professional development on using the software and developing and sustaining a cross-campus, multi role approach to student persistence and success.

#### Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

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## Support

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

### Challenge or barrier you are running into. \*

Shifting to case-management and cross-role support framing will be a notable shift in how the college has traditionally operated and how employees have seen themselves and their roles within the larger college structures. Any work of this size and scale will likely be met with hesitancy as the college works through the change.

### Support Needed - Detail \*

Examples of success-team and cross-role support team approaches to student persistence at other colleges. Opportunities (through case studies, professional development days, and/or webinars) to engage with tangible examples of this work and the data to show it benefits students.

### Type(s) of Support

- Regional training
- Connections with other Guided Pathways teams

## 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 selected program, however, the technology that facilitates this process is cumbersome and not student-focused. Therefore, it has become clear to us that we need to explore alternate technology solutions to simplify and enrich this process for students.

### Timeline for Progress to Date

#### Term and Year

Fall - 2017

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## Next Steps

### Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale \*

Review and select software/digital programming that allows students to see their pathway, courses to be completed/program maps based on their progression to date, and additional steps/milestones based on their pathway and the college's processes and timelines. Ideally, students and counselors and advisors should be able to see the same pathway, steps, and milestones, tailored for the audience.

Populate the software/complete the programming so that the programs maps are up to date within the system and set to be reviewed on a regular cycle in alignment with curriculum review cycles.

#### Term and Year

Fall - 2023

#### Term - Detail (optional)

Not Entered

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## Support

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

#### Challenge or barrier you are running into. \*

We do not, as of yet, have software or packages selected for these next steps. Selecting, purchasing, and populating the program will take time and human resources, followed by training.

#### Support Needed - Detail \*

Examples of pathway support software options developed for the student user and for employee/success team use.

#### Type(s) of Support

- Regional training
- Connections with other Guided Pathways teams
- Technology support

## 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. Student athletes, students living in the dorms, and students at the Hoopa Campus complete progress reports each semester (completed and signed by faculty).

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

The college will develop an efficient and strategic response process for early and critical alerts received through student tracking software. This will likely involve the development of student success teams so that the several employees connected to each student (faculty, counselors and advisors, coaches, student ambassadors and mentors, and staff connected to support resources like housing, food, and social and emotional wellness) know how to respond, based on their role.

### Term and Year

Fall - 2023

### Term - Detail (optional)

Not Entered

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## Support

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

#### Challenge or barrier you are running into. \*

We do not, as of yet, have software or packages selected that will create alerts for all students based on their pathway progression. Selecting, purchasing, and populating the program will take time and human resources, followed by training.

Connecting non-academic support to academic success can be challenging from a research perspective. To best evaluate, innovate, and continue to develop non-academic support structures, we need to better understand how to gather and analyze data on non-academic support use and student success and develop program review and evaluation processes for non-academic support programs.

#### Support Needed - Detail \*

Examples of pathway support software options developed for the student user and employee/success team use.

Professional development for institutional research and administrators to develop effective and innovative program review, analysis, and evaluation methods and data collection for non-academic supports/programs.

### Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support

## 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 \*

The program mapping and sequencing research completed by the guided pathways coordinators in 2020 identified course and program options that could be developed and advertised to serve students who are unlikely to be accepted into limited-access programs.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## 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. The college will identify programs and pathways that are statistically likely to create barriers to completion because of limited course section offerings or other enrollment-related challenges to meeting student interest and needs. These programs and pathways can then be flagged, and innovative and alternative options can be developed to support students who select these programs and pathways.

### Term and Year

Fall - 2022

### Term - Detail (optional)

Not Entered

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## Support

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

### **Challenge or barrier you are running into. \***

Our remote location can create challenges to course offerings if we do not have sufficient faculty to teach sections. The existing faculty prioritization process is connected to program review but is not informed by how many students need to take courses to complete their programs and when because not all students completed education plans yet, nor do we have digital tools to generate reports of anticipated scheduling needs based on those student education plans.

### **Support Needed - Detail \***

Examples of enrollment management approaches that use student education plan/course map software to anticipate scheduling needs and inform faculty prioritization processes.

### **Type(s) of Support**

- Regional training
- Connections with other Guided Pathways teams
- Technology support
- Reporting/data

## **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**

Not systematic

### **Progress to Date**

#### **Progress to Date Implementing Practice \***

The college has utilized "one-reg" annual registration so that students can schedule a full year of coursework and plan in advance. This approach to scheduling was paused during 2020-2021 but is scheduled to resume in 2023-2024.

### **Timeline for Progress to Date**

#### **Term and Year**

Fall - 2018

## **Next Steps**

### **Timeline for Next Steps**

#### **Next Steps Toward Implementing Practice at Scale \***

The utilization of course mapping software should allow Academic Deans to better anticipate future scheduling needs by course and program.

This shift to pathways-informed scheduling will need to be accompanied by institutional research and planning to identify student needs in terms of course modality, campus, and time of day so that Deans can offer and schedule courses and sections in ways that serve the needs of the students while maintaining minimum enrollment thresholds.

#### Term and Year

Spring - 2024

#### Term - Detail (optional)

Not Entered

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## Support

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

#### Challenge or barrier you are running into. \*

There can be a tension between the benefits of longer-range planning and scheduling tools, like "one-reg" annual scheduling, pathways-informed scheduling, and supports like faculty prioritization processes based on program review and more nuanced, just-in-time challenges like serving undeclared/undecided students (who may lose opportunities to enroll in courses because they have less accurate student education plans early on), and responding to external changes in need based on local industry and the university, especially at a college located in a rural and remote area. It is more challenging to attract part-time faculty and offer the kind of efficient and responsive scheduling options larger institutions and more centrally located institutions can do.

#### Support Needed - Detail \*

Examples of other colleges similar in size and qualities (remote/rural, etc) and their efforts to enrollment management and scheduling based on guided pathways principles.

#### Type(s) of Support

- Connections with other Guided Pathways teams

## Pillar 4. Ensuring Learning

### Practice A

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

#### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice \*

Advisory committees meet to identify and align workplace skills in Career Education areas. Some transfer disciplines have undertaken this alignment effort. The Program Review process creates a cyclical review of learning outcomes as they connect to future education and articulation.

## Timeline for Progress to Date

### Term and Year

Summer - 2016

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Assess Program Review templates to determine how best to identify employment outcomes for programs, especially programs where the majority of students continue their education through transfer. Map programs to labor market data and career information to create more synthesis between program maps and future career possibilities.

### Term and Year

Spring - 2023

### Term - Detail (optional)

Not Entered

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## Support

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

### Challenge or barrier you are running into. \*

Many programs/degrees traditionally structured for transfer have not included active and ongoing review of careers connected to the program if most careers associated with that program occur after completion of a bachelor's degree and transfer. Shifting the focus and approach to developing/reviewing program and course learning outcomes to include both career and articulation needs will take time.

### Support Needed - Detail \*

Examples of integrating career research and career knowledge and skills into curriculum and program review/creation would help faculty in programs typically focused on transfer to adopt new approaches to existing work.

### Type(s) of Support

- Connections with other Guided Pathways teams
- Technology support



## Practice B

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

### Scale of Adoption at Our College

Planning to scale

## Progress to Date

### Progress to Date Implementing Practice \*

General Education outcomes and requirements via curricular review and assessment ensure that courses approved for general education have strong rationale and explanation within the course outline to illustrate students think critically, solve problems, and work to communicate effectively with others within the course.

Professional development offerings through the "Keep Teaching" faculty professional development center on campus frequently focus on active and applied learning techniques and teaching methods that equitize classroom learning opportunities.

The College has committed to a three-semester program offer through The Association of College and University Educators to engage faculty cohorts in professional development related to active and applied learning strategies in both face-to-face and online modalities with an emphasis on diversity, equity, inclusion, and accessibility. These cohorts began in Spring 2022 and will run through Spring 2023.

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

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Have program faculty identify the gateway courses in their programs as a first step toward consolidating the list of general education and first-semester offerings where active and engaged learning is critical for persistence.

Initiative 5 of the College's Education Master Plan (approved 2022) is "Pursue the Future of Learning". Embedded underneath this initiative is a specific charge to "supercharge external professional development to attract our most innovative and forward-thinking faculty in distance education, hands-on, problem based, and experiential teaching and learning" (5.3).

One step toward that could more strongly connect first-semester courses, active learning, and the goals of our Education Master Plan will occur through the efforts of three faculty recipients of the (I3 Grant).

### Term and Year

Spring - 2023

### Term - Detail (optional)

Not Entered

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## Support

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

### Challenge or barrier you are running into. \*

Achieving the balance between respecting the primacy of faculty in determining appropriate pedagogy and advocating for active learning strategies that we know are helpful for students.

### Support Needed - Detail \*

Specific examples of how other colleges are navigating this dynamic so that we can learn from successes elsewhere.

### Type(s) of Support

- Regional training
- Connections with other Guided Pathways teams
- Reporting/data

## Practice C

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

### Scale of Adoption at Our College

Planning to scale

### Progress to Date

#### Progress to Date Implementing Practice \*

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 some programs.

We have created the Fabrication Lab to encourage project-based learning in manufacturing and welding programs.

A new and centralized career center and the addition of a Career Center Manager have been created to increase integration between career planning and preparation and course-based learning and to assist students in securing internship opportunities with local businesses and industry.

We require field-placement experiences in programs like Early Childhood Education, Addictions Studies, and Social Work and Human Services. Clinical placements occur in Nursing, LVN, and Dental for all students enrolled in those programs.

Agriculture students also have internship possibilities available through our Shively Sustainable Farm and in our on-campus farmer's market.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Project-based and portfolio-based learning are strong next steps to begin to scale more programs into applied learning approaches to coursework. Offering professional learning opportunities and workshops on this type of course design and assessment would help support faculty growth and development in these areas.

Create a centralized report of programs and courses that include project-based, portfolio-based, and cooperative work learning opportunities alongside internships, service and experiential learning so that students and faculty can see what learning opportunities are possible and faculty can learn from one another.

### Term and Year

Fall - 2023

### Term - Detail (optional)

Not Entered

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## 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

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

The current program learning outcome review is, in part, mapping courses to the program by evaluating the alignment of course learning outcomes to program learning outcomes. This is valuable and would be made more meaningful if students were producing artifacts to assess program learning outcomes more comprehensively--beyond the scope of an individual course's learning outcomes.

Capstone courses, project-based coursework, portfolios, cooperative work, experiential learning, internships, and other applied learning methods offer rich opportunity to evaluate PLO's through student artifacts and skills demonstrations. Creating a centralized report of courses and programs engaging in applied learning methods would allow the college to begin to evaluate PLO's in an additional and meaningful way.

### Term and Year

Fall - 2023

### Term - Detail (optional)

Not Entered

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## 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 and program review and course assessment faculty dialogues include the ability to request support through professional learning.

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.

The Office of Institutional Research has created a method for faculty to request their confidential, individual, disaggregated course success data and receive a synthesized report.

## Timeline for Progress to Date

### Term and Year

Fall - 2016

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

A cross-campus/role partnership between student equity, guided pathways, institutional research, and the multicultural and diversity committee has met to identify ways to partner faculty requesting their individual data with professional development opportunities focused on culturally responsive teaching, active learning, cultural competency, and student support.

### Term and Year

Fall - 2023

### Term - Detail (optional)

Not Entered

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## 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 departments and faculty (for example, Art, English) have students complete portfolio-based projects to assess learning in course learning outcomes.

GS-7 "My Future, My Plan" requires completion of a ten-year plan which can be layered into a digital portfolio to be utilized by multiple disciplines over the course of a student's academic career. GS-7 is offered both on high school and college campus sites.

The Career Center is facilitating workshops to help students develop skills-based resumes that also connect to the course learning outcomes in courses they have taken. The College has purchased Handshake: job and career connection software to assist students in securing employment.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

### Timeline for Next Steps

#### Next Steps Toward Implementing Practice at Scale \*

Project-based and portfolio-based learning are strong next steps to begin to scale more programs into applied learning approaches to coursework. Offering professional learning opportunities and workshops on this type of course design and assessment would help support faculty growth and development in these areas.

Create a centralized report of programs and courses that include project-based and portfolio-based learning so that students and faculty can see what learning opportunities are possible and faculty can learn from one another.

Develop suggested portfolio assessment for GS-7 "My future, my plan" that is easy to extend beyond the boundaries of that course, whether through digital portfolio software or a later course in dual enrollment for high school seniors and college freshman that builds on the earlier work their high school freshman year in GS-7.

### Term and Year

Fall - 2023

### Term - Detail (optional)

Not Entered

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## 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).

There is a mechanism within the program review process for faculty to request professional development based on their program review analysis.

## Timeline for Progress to Date

### Term and Year

Not Entered

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## Next Steps

## Timeline for Next Steps

### Next Steps Toward Implementing Practice at Scale \*

The College's Professional Development Committee will assess the results of the surveys above and create an integrated plan based on those results. Additionally, the College's Professional Development Committee will deploy a district-wide internal survey of professional development needs and requests.

### Term and Year

Spring - 2022

### Term - Detail (optional)

Not Entered

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## 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 Multicultural and Diversity Center and its Director and Assistant Director hire and train student ambassadors to serve in roles across campus, including conducting student focus groups. There is a student advisory committee organized through Associated Student Government and in conjunction with the President's Office to provide student participation on college committees.

### Course Alignment

The current portion of students who complete educational plans is low, so we do not have a process that effectively utilizes student education plan data to drive course offerings and scheduling, however, program maps are estimated to be adopted for the college in all programs by December 2022 and the addition of software that more accurately shows program and pathway enrollment and student progress will be a key next step to using program maps to anticipate course and scheduling needs.

## Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 <a href="#">NOVA Guided Pathways College of the Redwoods - Guided Pathways (2020-21).pdf</a>	Self-Assessment	3/28/2022, 4:13:41 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
Nicole Bryant Lescher	Director, Student Success Pathways	nicole-bryantlescher@redwoods.edu	(707) 476-4233



## 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, developed 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 2020-21 course success and throughput comparison data is well represented in this [tableau](#)

#### **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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