California Community Colleges **CCRC | COMMUNITY COLLEGE RESEARCH CENTER**
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS
Revised February 2019, November 2019

Institution Name:　　　　　**North Orange Continuing Education**　　　　　**Date: March 2021**

Key:

Scale of Adoption	Definition
Not occurring	College is currently not following, or planning to follow, this practice
Not systematic	Practice is incomplete, inconsistent, informal, and/or optional
Planning to scale	College has made plans to implement the practice at scale and has started to put these plans into place
Scaling in progress	Implementation of the practice is in progress for all students
At scale	Practice is implemented at scale—that is, for all students in all programs of study

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in "Progress to Date" and "Next Steps".			

Equity Considerations in Area 1:
- Are the college's website and program pages easy to navigate and understand for students and families without prior experience with higher education?
- How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)?
- How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment?

1. MAPPING PATHWAYS TO STUDENT END GOALS 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)*	*Place an X next to one:* Not occurring Not systematic ==Planning to scale== Scaling in progress At scale	*Progress to date: (2,500 character)* 1) An NOCE Career Interest Workgroup identified program clusters (meta-majors) to further facilitate career exploration. Career Interest clusters have been shared with the Counseling and Student Services department and SEA Program Workgroup during 2019-2020. 2) NOCE's new website launched in September 2020 and features a program/goal finder, a guided pathways tool where community members can funnel information on the site based on their interests/goals, who they are, or where they want to take classes. The new site has a robust search and translation features. Webpages include recommendations for other related programs to direct students to broad career-focused academic programs.	*Next steps: (1,000 character)* 1) Vet and adopt NOCE career interest clusters and incorporate as part of the NOCE's school-wide program mapping effort and promote to create a common language across departments. 2) Create greater awareness among faculty, staff and students on the new website features and program information available. Ensure information is accessible and easily available to students underrepresented and underserved in higher education. *Timeline for implementing next steps:* 1) Fall 2021 2) Fall 2021

| 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. | *Place an X next to one:*

Not occurring

Not systematic

Planning to scale

<mark>Scaling in progress</mark>

At scale | *Progress to date: (2,500 character)*
1) NOCE CTE certificates are developed based on the Labor Market Information findings. CTE is in the process of developing pathways to credit bearing programs in the same discipline, e.g., Funeral Assistant and Early Childhood Education. Work-based learning opportunities continue to expand. During spring 2021, a new I-BEST program, Personal Care Aide, will provide ESL students an opportunity to complete all certificate requirements for Personal Care Aide (CTE) and ESL for Workforce Preparation, Advanced in one semester.

2) Career Launch Academy was purchased to assist students with preparing and obtaining internships. Unlimited licenses have been purchased in order to provide access to all students. Students who have used the program have been successful in obtaining employment.

3) To meet AB 705 requirements, the Basic Skills Program began offering lecture-based math courses at Cypress College. In collaboration with Cypress and Fullerton Colleges, NOCE built six college prep courses and is currently offering four College Prep Math courses and one College Prep English course. NOCE College Prep English and Math courses are open to students in all programs. In addition, NOCE has been | *Next steps: (1,000 character)*
1) Continue to expand I-BEST and cohort based certificate programs. Expand certificate offerings to include stackable certificates for students to enter the workforce more quickly while continuing their education for additional certificates.

2) NOCE Career Connect is estimated to be launched in spring 2021 for job opportunities as well as access to LinkedIn Learning. Network Connection training will be provided to Career Resource Center staff in order to better support students who are going through the job search process.

3) Expand noncredit pre-collegiate basic skills offerings, develop new CTE certificates to meet current labor market demands and create additional I-BEST programs to match current NOCE CTE offerings.

4) Increase and improve articulation agreements with Cypress College and Fullerton College through curriculum development and alignment of courses as well as partnering with sister colleges to deliver transition to college course offerings. |

| | | State approved to offer Math Skills 1, 2, & 3 CDCP programs. ESL Academic Success program bridges ESL students with college programs to be successful in this academic setting.

4) CTE and ESL are working closely with student services to guide students in their exploration of further education and career opportunities. For example, CTE and ESL students participate in Fullerton and Cypress College tours through the ACCT program. ESL Academic Success courses prepare students to transition to college or university and ESL workforce preparation certificates prepare students for careers.

5) DSS programs are designed to guide and prepare students for employment and transitioning to other educational goals (noncredit CTE, credit instruction) including: DSS classes, Workability III, College to Career, Mobility, ARISE Lab, CAEP Job Development and Workforce, Equity Coaching, Transition Training, etc.

6) Career training for older adults provided through the Emeritus Program by LEAP includes individual goal setting and technology skills for re-careering adults.

Term, if *at scale* or *scaling:*
Fall 2018 | *Timeline for implementing next steps:*
1) Spring 2022
2) Spring 2021
3) Fall 2022
4) Fall 2021 |

c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark> At scale	*Progress to date: (2,500 character)* 1) Regional SWP marketing project included NOCE CTE in the Future Built campaign consisting of a publication View Book and a website mapping CTE offerings of all community colleges in OC plus NOCE. The revised NOCE website includes pages for career resources, including Career Coach, and transition to college. Information for each CTE certificate includes salary and projected job growth on the website and in the program guide. Term, if *at scale* or *scaling:* Fall 2020	*Next steps: (1,000 character)* 1) Continue to refine communication about NOCE offerings to students, including mapping to colleges. Career Resource Center and Counseling and Student Services department workshops are available to students throughout the semester and are currently offered virtually. Continue making workshops accessible and available on the website. *Timeline for implementing next steps:* 1) Fall 2021
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.	*Place an X next to one:* Not occurring Not systematic <mark>Planning to scale</mark> Scaling in progress At scale	*Progress to date: (2,500 character)* 1) Sequences of courses for NOCE certificates and HSDP are published in the NOCE catalog. In fall 2019, a new fully online format of the catalog became available on the website. The new catalog features interactive links with certificate requirements, certificate plan of study, and a list of courses for each certificate. 2) NOCE is working to increase awareness of course requirements and Career Development and College Preparation (CDCP) certificates, which includes CTE, ESL, and Basic Skills, by ensuring that information is easily accessible on the website. CTE Program	*Next steps: (1,000 character)* 1) Implementation of Modo app to increase student engagement on smartphones/ devices and unify student information experiences with personalization possibilities. This is a communication and resource tool in progress. 2) Workshops are being offered to provide students with program information, for example CTE Welcome Workshops and Personal Care Aide Program Information sessions. These workshops provide an overview of courses needed and student services at NOCE. The CTE Welcome Workshops include live

		Guides are reviewed and updated regularly. 3) Counselors use DegreeWorks when developing educational plans to advise students. During fall 2020, work was done to input courses and certificates so that students and counselors can accurately see what classes need to be completed using DegreeWorks. Term, if *at scale* or *scaling:*	workshops as well as information for instructors to add their Canvas page. 3) Previous catalog year program information will be input into DegreeWorks. Internal organizational structure and maintenance still needs to be discussed and formalized. Districtwide training and a student marketing campaign will take place to encourage students to access DegreeWorks during spring 2021. *Timeline for implementing next steps:* 1) TBD 2) Spring 2021 3) Fall 2020/spring 2021 clean-up; Summer 2021 for discussions about auto-awarding process
e. Required math courses are appropriately aligned with the student's field of study (*Note: This essential practice was moved from Area 2*)	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark> At scale	*Progress to date: (2,500 character)* CTE, DSS, & HSDP math courses are properly aligned and contextualized with the requirements of the field. Additionally, students wishing to upgrade their basic math skills can access customized Math modules through Math direct instruction (when in-person instruction is available), NOCE Learning Centers, and the College Prep Basic Math curriculum. Term, if *at scale* or *scaling:* Fall 2019 College Prep Math Courses Fall 2015 Direct Instruction-Math workshops	*Next steps: (1,000 character)* Further work needs to be done in developing a fitting instructional model to assist NOCE CTE students with the mastery of Math skills required for their programs of study. There is exploration of additional Math opportunities along the CTE pathway. *Timeline for implementing next steps:* TBD

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Equity Considerations in Area 2: • Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? • For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? What strategies has the college used to improve overall student success in these courses? • Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? Are dual enrollment opportunities made available to high school students who are deemed "not yet college ready"? Is the college building bridges to high-opportunity college programs for students in adult basic skills programs?			
2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.	*Place an X next to one:* Not occurring Not systematic Planning to scale <mark>Scaling in progress</mark> At scale	*Progress to date: (2,500 character)* 1) Programs offering certificates of completion, like ESL, HSDP, DSS and CTE require at least an orientation and in most cases, educational planning. The HSDP requires new students to complete an educational plan at the start of their program and many CTE programs have created an assignment or course requirement for students to meet with a counselor. ESL students are also encouraged to meet with a counselor early in their program. DSS Counselors meet with each new student to conduct an intake interview that includes orientation, disability verification, identification of needed accommodations, development of educational and vocational goals. They collaborate closely with general counselors. 2) All NOCE student have access to the Career Resource Center and the ACCT program. The Career Resource Center	*Next steps: (1,000 character)* 1) Direct outreach to new or prospective students is taking place through newsletters, email or phone contact, and workshops. This outreach is focused on ensuring students have the information they need to register, encourage students to complete an educational plan, and more fully explain programs of study and career opportunities. Continue comprehensive marketing campaign which began in summer 2020 to create greater awareness about NOCE programs within the community through social media and radio marketing. 2) Expand access to career exploration through workshops and classes. Career Resource Center and ACCT workshops have moved online so students can access them live virtually or view the recording at a later time. *Timeline for implementing next steps:*

		offers a variety of career exploration workshops and resources, including Career Coach which allows students to take a career assessment, browse careers, and see programs available at NOCE and the two credit colleges in our district. The ACCT Program provides opportunities for college and career transition exploration through workshops and college tours. Any students can also be referred to the Career Resource Center for additional, targeted support. Term, if *at scale* or *scaling:* Fall 2018	1) Spring 2021 2) Spring 2021
b. Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's **major program areas**.	*Place an X next to one:* 　Not occurring 　Not systematic 　Planning to scale 　<mark>Scaling in progress</mark> 　At scale	*Progress to date: (2,500 character)* 1) Students with disabilities who enrolled in CTE courses receive tutoring and additional support from educational coaches. Education coaching varies based on student and their individual needs. DSS identifies and provides accommodations for students based on their area of disability and educational limitation. 2) All students are encouraged to use the ESL and Basic Skills Learning Centers. 3) Additional support for students includes I-BEST options for selected CTE gateway courses and IET for intermediate/advanced level ESL students	*Next steps: (1,000 character)* 1) Institutionalize support programs such educational coaches. Explore creating a first year experience support program to improve retention for students identified in the student equity plan. 2) As NOCE launches online classes, develop ways to offer students support services online including offering online counseling using Zoom and piloting Cranium Café. Combine Business Computer Skills Lab with the Career Resource Center to provide in-person support as well as an option to take an online class (technology issues, LinkedIn Learning). ESL modules have been developed to support students with online learning.

			3) Expand I-BEST offerings and IET pathways to cover all CTE certificates. Increase targeted outreach and marketing so ESL students are aware of the I-BEST offerings and support specifically for ELLs.
		Term, if *at scale* or *scaling:* Fall 2018	
			Timeline for implementing next steps: 1) Ongoing 2) Spring 2021 3) Fall 2021
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)*	*Place an X next to one:* Not occurring Not systematic Planning to scale ==Scaling in progress== At scale	*Progress to date: (2,500 character)* In addition to repeatability of noncredit courses, Math direct instruction, academic support in the Learning Centers, and self-paced studies in HS labs help students meet math requirements. Students have access to one-on-one or group math tutoring and embedded counseling which includes career and educational planning. The College Prep Math program enables students to improve their math skills through offering Basic Math, Pre-Algebra, and Elementary Algebra courses. Students in this program may receive additional academic support and free tutoring service through the Basic Skills Learning Centers. The Basic Skills GED/HiSet Prep program's Math/Science lecture style classes provide the math readiness skills needed for students to succeed academically. Term, if *at scale* or *scaling:* Fall 2018	*Next steps: (1,000 character)* Offer additional sections of noncredit lecture-based math courses on credit campuses. *Timeline for implementing next steps:* TBD

| 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)* | *Place an X next to one:*
Not occurring
Not systematic
Planning to scale
<mark>Scaling in progress</mark>
At scale | *Progress to date: (2,500 character)*
In addition to repeatability of noncredit courses, English direct instruction at the Anaheim HS Lab, Learning Centers with embedded tutoring and self-paced studies in HS labs supports help academically underprepared students meet the language arts, reading and writing requirements. ESL Academic Success Program focuses on academic reading, writing, listening, and speaking for noncredit students as well as embedding technology skill-building into the curriculum. These courses are designed for students wishing to transition to credit bearing courses. Students can receive additional support through the ESL lab and learning center. The College Prep English program provides the reading and writing skills needed for students to succeed academically. Students in this program may receive additional academic support and free tutoring service through the Basic Skills Learning Centers.
The Basic Skills GED/HiSet Prep program's English/Social Science lecture style classes enable students to gain the literacy, reading and writing skills needed to succeed in their coursework.
Term, if *at scale* or *scaling:*
Fall 2015 Direct Instruction--English Workshops
Fall 2019 College Prep English Program | *Next steps: (1,000 character)*
Offer additional noncredit lecture-based English courses on credit campuses.

Timeline for implementing next steps:
TBD |

| e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible. | *Place an X next to one:*

Not occurring

Not systematic

Planning to scale

Scaling in progress

==At scale== | *Progress to date: (2,500 character)*
Helping poorly prepared students to succeed in college-level courses is a major part of the mission of noncredit education. In addition to the direct instruction courses, students can utilize Learning Centers for math, English, and ESL. Student can also utilize the computer skills lab for computer-related assistance.

Tutors, Instructional Assistants, and faculty are available to assist students in the Learning Centers with their academic needs on a one-on-one basis or in groups at no cost to students. Students with disabilities who enrolled in CTE courses received tutoring and additional support from educational coaches.

Term, if *at scale* or *scaling:*
Fall 2018 | *Next steps: (1,000 character)*

1) Increase awareness of Learning Centers and promote them to all NOCE students.

2) Expand and institutionalize current support programs to reach a larger number of students.

Timeline for implementing next steps:
1) Ongoing
2) Fall 2021 |
| 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. | *Place an X next to one:*

Not occurring

Not systematic

Planning to scale

==Scaling in progress==

At scale | *Progress to date: (2,500 character)*
NOCE has been involved in long-term and extensive partnerships with all feeder HS districts in the following ways: offsite HS labs, ESL and parenting classes offered at K12 sites, transitional DSS counseling located at local high schools, NOCE Career Day for AUHSD students, DSS Life After High School events, and Anaheim Pledge night. CTE Career Day event is attended by HS students of the feeder K12 districts. Flyers for community service offerings, including college prep | *Next steps: (1,000 character)*
1) Continue with the development and promotion of the North Orange Promise pipeline for NOCE students and students from feeder HS districts wanting to enroll at NOCE. Map a potential student pathway from the time students apply to the first week of class. Identify students are not completing registration or enrollment steps and outreach to provide support as well as work to improve the process. |

		for high school students, are delivered to all feeder K12 districts. During fall 2020, a new full-time Transition counselor was hired to support transition into NOCE, within NOCE, and to credit institutions. Term, if *at scale* or *scaling:* Fall 2018	*Timeline for implementing next steps:* 1) Spring 2021/Fall 2021

GUIDED PATHWAYS ESSENTIAL PRACTICES	Scale of Adoption at Our College	Progress to Date Implementing Practice *(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)*	Next Steps Toward Implementing Practice at Scale & Timeline
Equity Considerations in Area 3: • How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? • How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? • How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? • How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion?			
3. KEEPING STUDENTS ON PATH a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.	*Place an X next to one:* Not occurring Not systematic Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* 1). OIRP tracks the number and percentage of students in ESL, CTE, and HSDP who have completed an SEP. DSS and HSDP are the only programs requiring educational (student success) plans for every student. 2) Students are required to complete a graduation check with a counselor to confirm completion of CDCP certificate programs. Instructors encourage students to meet with a counselor as they are nearing program completion. Students who are missing program	*Next steps: (1,000 character)* 1) Work with OIRP to learn more about the students from each program who have not completed an SEP and increase inreach to students about completing an SEP. 2) Explore and implement the degree audit feature of DegreeWorks. As the DegreeWorks upgrade takes place during spring 2021, use reports to identify students from different programs. Identify ways for cohorts of students to complete graduation check

		requirements are advised on steps to completion. *Term, if at scale or scaling:*	forms during class time with a counselor or explore automating the process. *Timeline for implementing next steps:* 1) Spring 2021 2) Fall 2021
b. Students can easily see how far they have come and what they need to do to complete their program.	*Place an X next to one:* Not occurring Not systematic <mark>Planning to scale</mark> Scaling in progress At scale	*Progress to date: (2,500 character)* 1) Students have access to printed materials, such as CTE program guides with completion steps and the ESL flowchart with a sequence of classes and transitional points. 2) HSDP students can check their progress anytime when studying in the HS lab. 3) Students who have created an educational plan have access to their plan through DegreeWorks, which is available to all students in their student portal. Instructions are being made more widely available to guide students in accessing their plan. *Term, if at scale or scaling:*	*Next steps: (1,000 character)* 1) Use CTE Program Guides as a model for other CDCP certificate program. Create awareness about program guides and the completion steps among NOCE faculty, staff, and students to be able to promote these to students. 2 Explore easy and accessible ways for students to check their progress anytime and anywhere. In addition to promoting counseling appointments, provide training for support staff and faculty to support students in accessing their educational plan through DegreeWorks. Spring 2021 will include a marketing campaign for students to learn about DegreeWorks and encourage its use. Ensure that certificate information is updated in DegreeWorks to accurately create student educational plans. 3) Create opportunities for students to meet with a counselor to update their ed plan at various times throughout their programs.

			Timeline for implementing next steps: 1) Spring 2022 2) Spring 2021 3) Ongoing

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.	*Place an X next to one:*
	
	    Not occurring
	    <mark>Not systematic</mark>
	    Planning to scale
	    Scaling in progress
	    At scale
		Progress to date: (2,500 character)
		Currently, NOCE does not have an early alert system.
		1) DSS Instructors notify DSS Counselors when students are struggling. Both instructors and counselors can meet with students to identify issues that put students at risk for falling off their program plans, and for identifying steps to help the students stay on-track. Many students utilize the ARISE lab when they are feeling overwhelmed, over-stimulated, anxiety, depression, etc. The ARISE lab faculty and staff are able to intervene and help students stay on track in real time, and they are skilled and making sure each student has the supports they need on campus and at home to be successful.
		
		2) With the pandemic, a number of supports have been put in place to help students stay enrolled including emergency aid programs, drive-through food distribution, a laptop loan program, drive-up wifi access, and a book award program.
		
		Term, if *at scale* or *scaling:*
			Next steps: (1,000 character)
			1) Explore Starfish as an option for providing Early Alert and case management support for students.
			2) Pilot a program to provide hotspot licenses for students who do not have reliable internet access in order to help them stay enrolled and connected to their classes.
			
			Timeline for implementing next steps:
			    1) Spring 2021
			    2) Spring 2021

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	*Place an X next to one:*
	
	    Not occurring
	    <mark>Not systematic</mark>
	    Planning to scale
	    Scaling in progress
	    At scale
		Progress to date: (2,500 character)
		NA – noncredit programs are open access. Learning Centers faculty and staff assist students in all programs and direct them to available resources based on students' interests. Wait-listed classes are accommodated through community-based sites.
		
		Term, if at scale or scaling:
			Next steps: (1,000 character)
			
			Timeline for implementing next steps:

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.	*Place an X next to one:*
	
	    Not occurring
	    Not systematic
	    Planning to scale
	    <mark>Scaling in progress</mark>
	    At scale
		Progress to date: (2,500 character)
		1) Between spring 2020 and the end of fall 2021, over 180 faculty have been certified to teach distance education courses. During the pandemic, almost 100% of classes have been offered online so students can stay enrolled and on track to finish their program of study.
		
		2) CTE creates annual plans for each CDCP to provide information to counselors and students to ensure the courses are offered for students to stay on track. Continue utilizing student feedback through CTE course request forms and ESL Career Pathways Interest Survey to inform scheduling decisions.
		
		3) Students who take DSS classes meet with their counselors at least one time per year to map out their next year of courses (including pre-registration) and
			Next steps: (1,000 character)
			1) The Distance Education Advisory Committee will continue their work in the ongoing support and advancement of Distance Education at NOCE.
			
			2) In fall 2020, NOCCCD purchased College Scheduler. Once implemented, this software will allow students the ability to align personal schedules with course offerings, improving administrator ability to adjust seat counts or sections based on demand, and make it easier for students to navigate the registration process.
			
			3) For highly specialized areas (e.g. Medical Assisting-Back Office, Pharmacy Technician-Lab, Electrical Technology) expand adjunct faculty pool to be able assign additional

| | | to review their long-term plan for graduation from the DSS classes. Students who take inclusive classes (noncredit CTE, credit) meet with their DSS counselor every term to identify accommodations and to help make sure the student understands and can follow their educational plan.

Term, if *at scale* or *scaling:* | sections or fill in as substitutes when needed.

4) Pilot CTE cohorts to move students through programs more quickly. Spring 2021 will be the pilot cohort of students in the Personal Care Aide program. Students will complete all certificate requirements in one semester.

Timeline for implementing next steps:
1) Ongoing
2) Spring 2021
3) Ongoing
4) Spring 2021 |

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Equity Considerations in Area 4: • How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? • As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? • What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? • Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community?			
4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.	*Place an X next to one:* Not occurring Not systematic Planning to scale ==Scaling in progress==	*Progress to date: (2,500 character)* The recentness of designing NOCE program learning outcomes (within the last two years) is one of the indicators that current PLOs are aligned with the requirements of success for each program. According to the design of the NOCE SLO assessment cycle, each	*Next steps: (1,000 character)* To enable faculty to address learning gaps, acquire or develop a technological solution to minimize manual labor in tracking PLO assessment results and to make PLO assessment results more accessible to

	At scale	program selects at least one PLO to be assessed every term. In August of 2019, NOCE contracted with eLumen to utilize the SLO portion of their software. This system will provide information to support faculty as they evaluate their classes and complete program review as well as allow the research department to utilize the information needed to analyze institutional effectiveness. Term, if *at scale* or *scaling:* Fall 2019	faculty. Faculty will be trained on eLumen beginning spring 2021. *Timeline for implementing next steps:* Spring 2021
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 the SOAA in February 2019)*	*Place an X next to one:* Not occurring Not systematic ==Planning to scale== Scaling in progress At scale	*Progress to date: (2,500 character)* When reviewing new and revised courses, NOCE Curriculum Committee ensures that course SLOs include critical thinking and applied learning. It is required that each course SLO is aligned with at least one institutional SLO. Institutional SLOs include communication skills. New World of Work 21st Century Skills workshops offered at Career Resource Center include problem solving and communication skills. Term, if *at scale* or *scaling:*	*Next steps: (1,000 character)* Faculty are working on incorporating college and career readiness skills into course curricula. Specifically, ESL faculty are planning on including New World of Work skills in new and revised ESL courses. *Timeline for implementing next steps:* Ongoing
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.	*Place an X next to one:* Not occurring Not systematic ==Planning to scale== Scaling in progress At scale	*Progress to date: (2,500 character)* 1) Noncredit programs do not qualify for many opportunities for applied learning listed in section C. However, the Pharmacy Tech program offers practical career training field experience at institutional and community pharmacies with whom NOCE has a contractual	*Next steps: (1,000 character)* 1) Unfortunately, current state policies prevent noncredit from fully participating in the applied learning options. However, the regional SWP Work-Based Learning project will help with the exposure of noncredit students to experiential learning.

| | | relationship. Additionally, NOCE took a lead in coordinating the regional SWP Work-Based Learning strategy.

2) The DSS Program provides job placement services and hold annual Community Conversations event promoting employment of individuals with disabilities.

3) ESL students can deepen knowledge through workforce training with concurrent language development in context, through the ESL/CTE partnership in our I-BEST program. All NOCE students are encouraged to participate in Launch Your Career Academy which began in fall 2020 and provides support and tool to increase self-confidence in networking, use career search resources, and interview skills.

Term, if *at scale* or *scaling:* | 2) Expand capacity to provide work-based learning opportunities for students. Increase participation in Launch Your Career Academy to assist students with preparing and obtaining internships. Expand I-BEST offerings and targeted outreach/marketing to ELLs.

Timeline for implementing next steps:
1) Ongoing
2) Ongoing |
| 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. | *Place an X next to one:*
Not occurring
Not systematic
==Planning to scale==
Scaling in progress
At scale | *Progress to date: (2,500 character)*
NOCE is almost 100% compliant with course SLO assessments every term. However, more work needs to be done in assessing program-level learning and transferring skills across programs. In winter 2020, a Program Review Taskforce was formed. This workgroup, a subgroup of the Institutional Effectiveness Committee, is developing a program review template, timeline of | *Next steps: (1,000 character)*
The Program Review Taskforce will finalize the Program Review templates, timelines, handbook, and training during spring 2021. Program Review is scheduled to begin in fall 2021.

Timeline for implementing next steps:
Spring 2021/Fall 2021 |

		completion, and review process for program review. *Term, if at scale or scaling:*	

e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	*Place an X next to one:* Not occurring ==Not systematic== Planning to scale Scaling in progress At scale	*Progress to date: (2,500 character)* NOCE implemented a program-level SLO assessment process and is working on full participation by all programs. A Program SLO Action Plan template has not been finalized yet. *Term, if at scale or scaling:*	*Next steps: (1,000 character)* Finalize and implement a Program SLO Action Plan template for faculty to identify and address learning gaps though curriculum modification, updated instructional models, and professional development. *Timeline for implementing next steps:* TBD
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	*Place an X next to one:* Not occurring Not systematic ==Planning to scale== Scaling in progress At scale	*Progress to date: (2,500 character)* NOCE is in the pilot stage of issuing digital badges for mastering career readiness skills through New World of Work. The digital badges are accessible to students and employees. The plans are underway to expand digital learning through a LinkedIn Learning partnership. Portfolium, an electronic portfolio system for students, is being piloted for students to highlight their experiences and work. *Term, if at scale or scaling:*	*Next steps: (1,000 character)* Solidify, expand, and promote digital learning opportunities through New World of Work and LinkedIn Learning. Expand and promote Portfolium throughout NOCE. *Timeline for implementing next steps:* Ongoing
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	*Place an X next to one:* Not occurring Not systematic ==Planning to scale== Scaling in progress	*Progress to date: (2,500 character)* 1) Due to the pandemic and remote environment, professional development shifted entirely online. Professional development sessions were offered in a variety of formats including structured workshops; sharing of resources	*Next steps: (1,000 character)* 1) Continue to offer different methods of participation, including remote methods, to provide professional development. Increase participation of adjunct faculty in professional development.

| | At scale | through recorded tutorials, resource guides, and handouts; and ProD Round Table for weekly opportunities to connect, share ideas and resources, and discuss the transition to a virtual environment. Information about webinars and other training opportunities are shared through a weekly NOCE meeting update email.

2) With the shift to remote instruction, new trainings have been made available to help faculty and staff to continue to provide instruction and services to students.

3) The Office of Institutional Research and Planning coordinates the administration of the campus climate survey, which allows students to share their experience in instructional and student service areas as well as the physical environment/safety. The Student Campus Survey and Employee Campus Survey were administered during fall 2020.

Term, if *at scale* or *scaling:* | 2) Continue administering the campus climate survey and broadly sharing the results throughout NOCE.

Timeline for implementing next steps:
1) Ongoing
2) Ongoing |

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	*Guided Pathways legislation specifically asks for a report on progress in engaging students in the planning and implementation of the reforms. Your answers below will provide the Chancellor's Office a system-wide qualitative measure of this effort.*
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	*Place an X next to one or more:* Student survey(s) X Students serve on campus GP advisory committee(s) Student focus groups Other:
	Engagement Efforts - Details: (1,000 character) The NOCE Student Leadership Program is designed to develop student leadership skills, promote greater student engagement, and empower students to have an active role in the decision-making and planning process of our institution. Student leaders are assigned to various committees and work groups, including: President's Cabinet, Budget Committee, Institutional Effectiveness Committee, Student Equity and Achievement Program Workgroup, Community Relations Team/Marketing, and Districtwide advisory groups. Each student leader is coached and guided by a mentor from the NOCE administrative team and participates in NOCE and District-sponsored conferences, events, and meetings throughout the year.
COURSE ALIGNMENT	*How is the college exploring alignment of course offerings with student education plans? (To help answer this question, consider the college's answers to the following self-assessment questions 1.D., 2.A., 3.B., and 3.E.)*
	Course Alignment - Details: (1,000 character) We do not currently have systems in place to align course offerings with student educational plans. A degree audit component of DegreeWorks is being explored but has not been implemented. We will also be working to create a systematic method of communicating between the Counseling department and the CTE department to more accurately track student course requests.