

**GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT**  
**CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS**

Revised February 2019

**Institution Name:** North Orange Continuing Education

**Date:** May 2019

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

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

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are *scaling* or *at scale*, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college's timeline for implementing these steps. *Don't be concerned if your college has made minimal progress implementing any given practice.* This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor's Office will also use this information to follow the system's progress in implementing guided pathways over time.

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**A new addition to the SOAA in fall 2018: Equity Considerations**

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

The SOAA was recently updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor’s Office by April 30, 2019. A certified version within the NOVA system should be submitted by September 30, 2019.** For the initial submission or more information about the SOAA, please email [guidedpathwaysinfo@cccoco.edu](mailto:guidedpathwaysinfo@cccoco.edu).

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>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”.</p>			
<p><b>Equity Considerations in Area 1:</b></p> <ul style="list-style-type: none"> <li>• Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education?</li> <li>• 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.)?</li> <li>• 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?</li> </ul>			
<p><b>1. MAPPING PATHWAYS TO STUDENT END GOALS</b></p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p> <input type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i></p> <p>NOCRC Marketing Plan organized by program area, Regional Strong Workforce Project for Work-Based Learning is intended to map current CTE offerings to further education and employment. Additionally, Career Interest Workgroup identified program clusters (meta-majors). Beginning in fall 2019, the Career Interest Clusters have been shared with committess including xxxx.</p> <p>DSS Transition Night showcases various educational and career opportunities for students completing DSS offerings. Adult College and Career Transition (ACCT) activities aim to help students visualize their future in college and provide assistance with employment search. Second Career training for older adults provided by LEAP includes individual goal setting and technology skills for re-careering adults. NOCE Guided Pathways Program Maps will be used as templates for the new Course Leaf online catalog and the NOCE website. The list of currently required textbooks is being compiled. Once finished, it will be posted on the NOCE website with the links for OER and Amazon.</p> <p><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps:</i></p> <p>Finalize career interest clusters and communicate NOCE CTE offerings to students accordingly. Use program mapping to organize the permanent NOCE website.</p> <p><i>Timeline for implementing next steps:</i></p> <p>June 2019</p>

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		Click or tap here to enter text.	
<p>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.</p>	<p> <input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input checked="" type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i>  Every NOCE CTE certificate has been 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. Additional pathways have been determined at Building Connections 2.0. To meet AB 705 requirements, the Basic Skills Program began offering lecture-based math courses at Cypress College with the plan to offer similar courses at Fullerton College starting Fall 2019. A noncredit equivalent of Cypress College English 57/58 courses is being developed and is planned to be offered in Fall 2019. To meet current workplace requirements, Business Information Worker Certificate was developed and is now being offered in place of Admin Assistant Certificate. Integrated Education and Training (IET) Program for Medical Assistant, Pharmacy Technician, ECE and Management paths was piloted for ESL students. DSS College to Career and Workability III initiatives provide comprehensive services to students wishing to take credit classes and enter employment. These include job search and interview skills, academic assistance, and job coaching.</p> <p><i>Term, if at scale or scaling:</i>  Fall 2018</p>	<p><i>Next steps:</i>  Expand noncredit pre-collegiate basic skills offerings, develop new CTE certificates to meet current labor market demands and create additional IET programs to match current NOCE CTE offerings.</p> <p><i>Timeline for implementing next steps:</i>  Ongoing for CTE certificates, June 2019 for additional IET programs.</p>
<p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<p> <input type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale </p>	<p><i>Progress to date:</i>  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. Additionally, careers.noce.edu website was created. It includes program requirements and job prospects, including salary, for every NOCE CTE certificate.</p>	<p><i>Next steps:</i>  Continue to refine communication about NOCE offerings to students, including mapping to colleges. Participate in and implement Noncredit CCCApply, including My Path application mapping NOCE program offerings.</p> <p><i>Timeline for implementing next steps:</i></p>

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		Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	June 2019 for CCCApply pilot
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.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Sequences of courses for NOCE certificates and HSDP are published in the NOCE catalog. Counselors use Degree Works to advise students. Current NOCE website does not include sequence of courses for such programs as ESL and HSDP.  Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	<i>Next steps:</i> Develop a visual for each program including course sequence and articulation if applicable and make the visuals available in the new NOCE permanent website.  <i>Timeline for implementing next steps:</i> Click or tap here to enter text.
e. Required math courses are appropriately aligned with the student's field of study <i>(Note: This essential practice was moved from Area 2)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> CTE, DSS, & HSDP math courses are properly aligned and contextualized with the requirements of the field. Additionally, students wishing to upgrade their basic skills can access customized Math modules through Math direct instruction and NOCE Learning Centers.  Term, if <i>at scale</i> or <i>scaling</i> : Fall 2018	<i>Next steps:</i> 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. Exploring additional Math opportunities along their pathway. Program areas for suggestions in each program.  <i>Timeline for implementing next steps:</i> Click or tap here to enter text.

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<p><b>Equity Considerations in Area 2:</b></p> <ul style="list-style-type: none"> <li>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?</li> <li>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?</li> <li>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?</li> </ul>			
<p><b>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</b></p> <p>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.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Programs offering certificates of completion, like ESL, HSDP, DSS and CTE require at least an orientation and in most cases educational planning. Plans are underway to include exploratory features in the new NOCE website.</p> <p><i>Term, if at scale or scaling:</i> Fall 2018</p>	<p><i>Next steps:</i> Include self-paced exploratory features in the new NOCE website and noncredit CCCApply My Path application. Explore the use of a mobile app to enhance exploratory options for NOCE students.</p> <p><i>Timeline for implementing next steps:</i> June 2020</p>
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s <b>major program areas</b>.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Educational coaches for DSS students, tutoring in NOCE Learning Centers, I-BEST options for selected CTE gateway courses, embedded counseling services at offsite HS Labs, IET for intermediate/advanced level ESL students.</p> <p><i>Term, if at scale or scaling:</i> Fall 2018</p>	<p><i>Next steps:</i> Expand I-BEST offerings and IET pathways to cover all CTE certificates. As NOCE launches online classes, develop ways to offer students support services online.</p> <p><i>Timeline for implementing next steps:</i> June 2020</p>
<p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” <b>math</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring</p> <p><input type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input checked="" type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> In addition to repeatability of noncredit courses, Math direct instruction, Learning Center with embedded tutoring, and self-paced studies in HS labs help students meet math requirements. Cohorts of students enrolled at offsite HS labs have access to embedded counseling which includes career and educational planning.</p>	<p><i>Next steps:</i> Develop additional noncredit lecture-based math courses to be offered on credit campuses. Launch GED prep program including direct instruction in math.</p>

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		Term, if <i>at scale</i> or <i>scaling</i> : Fall 2018	<i>Timeline for implementing next steps:</i> June 2019
d. Special supports are provided to help academically underprepared students to succeed in the “gateway” <b>English</b> courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> In addition to repeatability of noncredit courses, English direct instruction at the Anaheim HS Lab, Learning Center with embedded tutoring and self-paced studies in HS labs supports help academically underprepared students meet reading and writing requirements. ESL lab and learning center. ESL Academic Success Program focuses on academic reading and writing for noncredit students wishing to transition to credit bearing courses .  Term, if <i>at scale</i> or <i>scaling</i> : Fall 2018	<i>Next steps:</i> Develop additional noncredit lecture-based English courses to be offered on credit campuses. Launch GED prep program including direct instruction in English.  <i>Timeline for implementing next steps:</i> Click or tap here to enter text.
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<i>Progress to date:</i> See the notes above on Math direct instruction. Helping poorly prepared students to succeed in college-level courses is a major part of the mission of noncredit education. NOCE Learning Centers are utilized by NOCE and college students.  Term, if <i>at scale</i> or <i>scaling</i> : Fall 2018	<i>Next steps:</i> Embed weekly online segments on 10 steps to success and achievement.  <i>Timeline for implementing next steps:</i> Click or tap here to enter text.
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.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> 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	<i>Next steps:</i> Develop and pilot the North Orange Promise pipeline for NOCE students and students from feeder HS districts wanting to enroll at NOCE.  <i>Timeline for implementing next steps:</i> June 2019



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		feeder K12 districts. Flyers for community service offerings, including college prep for high school students, are delivered to all feeder K12 districts.  Term, if <i>at scale</i> or <i>scaling</i> : Fall 2018	

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<p><b>Equity Considerations in Area 3:</b></p> <ul style="list-style-type: none"> <li>• How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs?</li> <li>• How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs?</li> <li>• How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized?</li> <li>• 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?</li> </ul>			
<p><b>3. KEEPING STUDENTS ON PATH</b></p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Advisory services are available for a limited number of programs, such as ESL, CTE, DSS and HSDP and must be initiated by students. DSS is the only program requiring educational (student success) plans for every student. NOCE does not have the capacity, including counselors, facilities, and technology, to expand advisory services to every student.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Implement a degree audit system accessible to students.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><input type="checkbox"/> Not occurring</p> <p><input checked="" type="checkbox"/> Not systematic</p> <p><input type="checkbox"/> Planning to scale</p> <p><input type="checkbox"/> Scaling in progress</p> <p><input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Note about ESL. HSDP students can check their progress anytime when studying in the HS lab. Progress information for other programs is available by appointment only. Discussion of the NOCE Momentum Points as mapped on the student journey is included in each committee. When applicable, committees design supports that are a step-ahead of student obstacles. As part of a required orientation, ESL Program presents students with a flowchart sequencing courses and transitional points for ESL certificates.</p> <p><i>Term, if at scale or scaling:</i> Click or tap here to enter text.</p>	<p><i>Next steps:</i> Explore easy and accessible ways for students to check their progress anytime and anywhere. Provide enough counseling support to verify students' progress.</p> <p><i>Timeline for implementing next steps:</i> Click or tap here to enter text.</p>

<p>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.</p>	<p><input checked="" type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i>  Currently, NOCE does not have an early alert system.</p> <p><i>Term, if at scale or scaling:</i>  Click or tap here to enter text.</p>	<p><i>Next steps:</i>  Explore and identify an early alert model fitting the needs of NOCE students and faculty.</p> <p><i>Timeline for implementing next steps:</i>  Click or tap here to enter text.</p>
<p>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</p>	<p><input type="checkbox"/> Not occurring  <input checked="" type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i>  NA – noncredit programs are open access. Wait-listed classes are accommodated through community based sites.</p> <p><i>Term, if at scale or scaling:</i>  Click or tap here to enter text.</p>	<p><i>Next steps:</i>  Click or tap here to enter text.</p> <p><i>Timeline for implementing next steps:</i>  Click or tap here to enter text.</p>
<p>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.</p>	<p><input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input checked="" type="checkbox"/> Planning to scale  <input checked="" type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i>  NOCE courses are offered year-round. Most programs offer courses in the morning and at night. Additionally, multiple community-based sites promote accessibility of NOCE offerings. NOCE is working on developing distance education courses to capture working adults and other students who are unable to attend in-person.</p> <p><i>Term, if at scale or scaling:</i>  Click or tap here to enter text.</p>	<p><i>Next steps:</i>  Pilot distance education courses and expand the use of Canvas for all offerings so that students can easily access learning content.</p> <p><i>Timeline for implementing next steps:</i>  Click or tap here to enter text.</p>

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<p><b>Equity Considerations in Area 4:</b></p> <ul style="list-style-type: none"> <li>• How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities?</li> <li>• 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)?</li> <li>• 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)?</li> <li>• 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?</li> </ul>			
<p><b>4. ENSURING THAT STUDENTS ARE LEARNING</b></p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input type="checkbox"/> Planning to scale  <input checked="" type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i>  The recency 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 program selects at least one PLO to be assessed every term.</p> <p><i>Term, if at scale or scaling:</i>  Click or tap here to enter text.</p>	<p><i>Next steps:</i>  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 faculty.</p> <p><i>Timeline for implementing next steps:</i>  June 2020</p>
<p>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. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><input type="checkbox"/> Not occurring  <input type="checkbox"/> Not systematic  <input checked="" type="checkbox"/> Planning to scale  <input type="checkbox"/> Scaling in progress  <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i>  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.</p> <p><i>Term, if at scale or scaling:</i>  Click or tap here to enter text.</p>	<p><i>Next steps:</i>  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.</p> <p><i>Timeline for implementing next steps:</i>  Click or tap here to enter text.</p>
<p>c. Students have ample opportunity to apply and deepen knowledge and skills</p>	<p><input type="checkbox"/> Not occurring</p>	<p><i>Progress to date:</i>  Noncredit programs do not qualify for many opportunities for applied learning listed in section C.</p>	<p><i>Next steps:</i>  Unfortunately, current state policies prevent noncredit from fully participating in the applied</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
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.	<input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p>However, our Pharmacy Tech and Medical Assistant programs offer externships. Additionally, NOCE took a lead in coordinating the regional SWP Work-Based Learning strategy. The DSS Program provides job placement services and hold annual Community Conversations event promoting employment of individuals with disabilities.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:  <a href="#">Click or tap here to enter text.</a></p>	<p>learning options. However, the regional SWP Work-Based Learning project will help with the exposure of noncredit students to experiential learning.</p> <p><i>Timeline for implementing next steps:</i>  <a href="#">Click or tap here to enter text.</a></p>
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.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i>          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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:  <a href="#">Click or tap here to enter text.</a></p>	<p><i>Next steps:</i>  <a href="#">Click or tap here to enter text.</a></p> <p><i>Timeline for implementing next steps:</i>  <a href="#">Click or tap here to enter text.</a></p>
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i>          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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:  <a href="#">Click or tap here to enter text.</a></p>	<p><i>Next steps:</i>          Finalize and implement a Program SLO Action Plan template for faculty to identify and address learning gaps through curriculum modification, updated instructional models, and professional development.</p> <p><i>Timeline for implementing next steps:</i>          July 2020</p>
f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress	<p><i>Progress to date:</i>          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.</p>	<p><i>Next steps:</i>          Solidify, expand, and promote digital learning opportunities through New World of Work and LinkedIn Learning.</p>

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	<input type="checkbox"/> At scale	Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	<i>Timeline for implementing next steps:</i> July 2020
g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> NOCE's Professional Development (PD) offerings are based on the results of the employee PD needs survey. Topics include classroom technology, equity, instructional support, and workplace management. In 2018/19, equity gained the highest number of responses. Additionally, NOCE provides two days of mandatory flex activities covering the following topics: improvement of teaching, technical knowledge skills, program efficacy, and upward mobility.  Term, if <i>at scale</i> or <i>scaling</i> : Click or tap here to enter text.	<i>Next steps:</i> Increase the number of respondents to the PD needs survey, especially adjunct faculty. Use different methods, including remote methods, to provide professional development. Increase participation of adjunct faculty in professional development.  <i>Timeline for implementing next steps:</i> September 2019