



**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: May 2020

Key:

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

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<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>2) NOCE is redesigning its website to improve navigation and the student experience from onboarding to completion. Grant funds were leveraged to revamp the Career Technical Education (CTE) home and program pages. Through the Strong Workforce Initiative, NOCE implemented Career Coach for students to discover majors, in-demand careers, and educational opportunities. NOCE and Districtwide programs are organized by industry sectors and career clusters in this career exploration platform. Prospective and current students may access career coach through the NOCE website, including information about projected earnings and employment outlook.</p> <p>3) NOCE faculty and program directors have been working on revising and developing CDCP certificates aligned with current employment outlook, in-</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Vet and adopt NOCE career interest clusters and incorporate as part of the NOCE’s schoolwide program mapping effort and promote to create a common language across departments.</p> <p>2) The new NOCE website will feature 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 will also have robust search and translation features. Create greater awareness among faculty, staff and students on the new website features and program information available. Incorporate information on earnings, college transition, and career pathways across all program pages where relevant. Ensure information is accessible students underrepresented and underserved in higher education.</p> <p>3) As with CTE program certificates, ensure program guides listing requirements for completion are posted on the website and promoted to</p>

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		<p>demand careers, and industry areas. A number of certificates have been approved and several others are pending approval. Certificate course requirements were posted on the newly revamped NOCE website site for the CTE program.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>students in classes taken at the beginning of a student’s first term. Make program guides readily available to student services team members and faculty.</p> <p><i>Timeline for implementing next steps:</i></p> <ol style="list-style-type: none"> 1) Fall 2021 2) Summer 2020 3) Fall 2020
<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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <ol style="list-style-type: none"> 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. 2) 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 	<p><i>Next steps: (1,000 character)</i></p> <ol style="list-style-type: none"> 1) Expand capacity to provide work-based learning opportunities for students, for example, Launch Your Career Academy to assist students with preparing and obtaining internships. 2) 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. 3) 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.

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		<p>State approved to offer Math Skills 1, 2, & 3 CDCP programs.</p> <p>3) 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. Integrated Education and Training (IET) Program for Medical Assistant, Pharmacy Technician, ECE and Management paths was piloted for ESL students.</p> <p>4) 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.</p> <p>5) Career training for older adults provided through the Emeritus Program by LEAP includes individual goal setting and technology skills for re-careering adults.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p><i>Timeline for implementing next steps:</i></p> <p>1) Spring 2020 2) Ongoing 3) TBD</p>

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<p>c. Detailed information is provided on the college’s website on the employment and further education opportunities targeted by each program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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 Careers.noce.edu website was also created. It includes program requirements and job prospects, including salary, for every NOCE CTE certificate.</p> <p>3) Career Coach, which is available to all NOCE current and perspective students, is an interactive career exploration and resource tool which gives salary and job outlook information through careers.noce.edu site.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Continue to refine communication about NOCE offerings to students, including mapping to colleges. NOCE will be including self-paced exploratory features in the new NOCE website and noncredit CCCApply MyPath application as well moving forward with implementing the use of a mobile app.</p> <p>2) The revised NOCE website will include pages for career resources and transition to college.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Timeline for MyPath and mobile app: TBD 2) Summer 2020</p>
<p>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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p>2) NOCE is working to increase awareness of course requirements and Career Development and College</p>

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		<p>2) ESL core classes and CDCP certificates are listed in the class schedule each term. CTE also includes the required courses for each certificate in the certificate Program Guide available on the careers.noce.edu website.</p> <p>3) Counselors use Degree Works when developing educational plans to advise students.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p>Preparation (CDCP) certificates, which includes CTE, ESL, and Basic Skills, by ensuring that information is easily accessible on the website. Increase in class promotion by faculty members or department representatives.</p> <p>3) NOCE is working towards DegreeWorks serving as a tool to provide auto awarding. This project includes a comprehensive clean-up of DegreeWorks to include all certificate possibilities.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) TBD 2) Summer 2020 3) Spring 2022</p>
<p>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>)</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> 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, NOCE Learning Centers, and the College Prep Basic Math curriculum.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019 College Prep Math Courses; Fall 2015 Direct Instruction-Math workshops</p>	<p><i>Next steps: (1,000 character)</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. There is exploration of additional Math opportunities along the CTE pathway.</p> <p><i>Timeline for implementing next steps:</i> TBD</p>

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<p>2. HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY</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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>2) All NOCE student have access to the Career Resource Center and the ACCT program. The Career Resource Center offers a variety of career exploration workshops and resources, including Career Coach which allows students to take a career assessment, browse careers,</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) The new NOCE website, which is scheduled to launch summer 2020, will include self-paced exploratory features. CCCApply MyPath is being explored as a way to engage new students during the onboarding process. The new mobile app will also provide exploratory options for NOCE students.</p> <p>2) Expand access to career exploration through workshops and classes. For example, the ESL department is working to reintroduce and offer existing career exploration classes for ELLs: “ESL Workforce Readiness Skills” and “ESL Workplace Advancement Skills.” Students enrolled in these classes can also be referred to the Career Resource Center for additional, targeted support.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Summer 2020 2) TBD</p>

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		<p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	
<p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) Students with disabilities who enrolled in CTE courses received 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.</p> <p>2) All students are encouraged to use the ESL and Basic Skills Learning Centers.</p> <p>3) Additional support for students includes I-BEST options for selected CTE gateway courses, embedded counseling services at offsite HS Labs, IET for intermediate/advanced level ESL students, and an ESL mentorship program.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) 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.</p> <p>2) As NOCE launches online classes, develop ways to offer students support services online.</p> <p>3) Institutionalize support programs such as ESL mentorship and educational coaches. Explore the possibility of expanding the current mentorship program beyond ESL to also support students in HDSP and CTE programs.</p>

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			<p><i>Timeline for implementing next steps:</i></p> <ol style="list-style-type: none"> 1) Ongoing 2) Fall 2020 3) Fall 2021
<p>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. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <ul style="list-style-type: none"> Not occurring Not systematic Planning to scale Scaling in progress At scale 	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>The Basic Skills GED/HiSet Prep program’s Math/Science lecture style classes provide the math readiness skills needed for students to succeed academically.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p><i>Next steps: (1,000 character)</i></p> <p>Offer additional sections of noncredit lecture-based math courses on credit campuses.</p> <p><i>Timeline for implementing next steps:</i> TBD</p>

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<p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. <i>(Note: This practice was added to the SOAA in February 2019)</i></p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> 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 and writing for noncredit 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.</p>	<p><i>Next steps: (1,000 character)</i> Offer additional noncredit lecture-based English courses on the Cypress College credit campus.</p> <p><i>Timeline for implementing next steps: TBD</i></p>

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		Term, if <i>at scale</i> or <i>scaling</i> : Fall 2015 Direct Instruction--English Workshops Fall 2019 College Prep English Program	
e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> 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.</p> <p>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. ESL students can sign up for the mentoring or Grads to Be Program. Support is available from former noncredit students (now mentors) for everything from financial aid to college applications to completing the ESL program. Mentors provide referrals to programs and services within NOCE and in the community. Students with disabilities who enrolled in CTE courses</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p><i>Timeline for implementing next steps:</i> 1) Ongoing 2) Fall 2021</p>

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		<p>received tutoring and additional support from educational coaches.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	
<p>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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</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 feeder K12 districts. Flyers for community service offerings, including college prep for high school students, are delivered to all feeder K12 districts.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2018</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p>2) In fall 2019, a new full-time Transition counselor position was approved. This counselor, housed under the Counseling and Student Services department, will work with high schools and credit colleges to create transition opportunities into NOCE and from NOCE to credit institutions.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Fall 2020 2) Spring 2021</p>

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<p>3. KEEPING STUDENTS ON PATH</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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) Advisory services are available for a limited number of programs, such as ESL, CTE, DSS and HSDP and must be initiated by students. Students in ESL, CTE, and the HSDP are encouraged to meet with counselors in the Counseling and Student Services Department to discuss their educational goals, develop an educational plan, and discuss career and college transition options. High School Diploma students are required to meet with counselors and have an Educational Plan on file prior to initiating their coursework in the high school labs. OIRP tracks the number and percentage of students in ESL, CTE, and HSDP who have completed an SEP.</p> <p>2) DSS is the only program requiring educational (student success) plans for every student.</p> <p>3) NOCE does not currently have the capacity, including counselors, facilities, and technology, to expand advisory services to every student.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Work with OIRP to learn more about the students from each program who have not completed an SEP and increase outreach to students about completing an SEP. 2) Explore and implement the degree audit feature of DegreeWorks. As Banner 9 self-service is rolled out, explore the student plan features and how students can use both Banner 9 and DegreeWorks in educational planning.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Fall 2020 2) Spring 2022</p>

<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>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.</p> <p>2) HSDP students can check their progress anytime when studying in the HS lab.</p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Ensure that certificate information is updated in DegreeWorks to accurately create student educational plans.</p> <p>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.</p> <p>3) 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 mentors to be able to promote these to students.</p> <p>4) Create opportunities for students to meet with a counselor to update their ed plan at various times throughout their programs.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Spring 2022 2) Spring 2021 3) Ongoing 4) Ongoing</p>
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<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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> Currently, NOCE does not have an early alert system. 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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</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> TBD</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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i> 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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p><i>Timeline for implementing next steps:</i></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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) NOCE courses are offered year-round. Beginning 2020-2021, NOCE will move from a trimester calendar to a semester calendar to better align with the k-12 and credit college calendar system. Most programs offer courses in the morning and at night. Additionally, multiple community-based sites promote accessibility of NOCE offerings. NOCE will begin offering a limited number of distance education courses, beginning fall 2020 to capture working adults and other students who are unable to attend in-person.</p> <p>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.</p> <p>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 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</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Expand faculty training for online teaching to increase the distance education offerings. 2) Research and procure online instructional materials for students. 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 sections or fill in as substitutes when needed. 4) Pilot CTE cohorts to move students through programs more quickly.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Summer 2020 2) Fall 2020 3) Ongoing 4) Spring 2021</p>
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		the student understands and can follow their educational plan. Term, if <i>at scale</i> or <i>scaling</i> :	
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<p>4. ENSURING THAT STUDENTS ARE LEARNING</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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</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. 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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p>	<p><i>Next steps: (1,000 character)</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> TBD</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><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</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</p>	<p><i>Next steps: (1,000 character)</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>

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		<p>Work 21st Century Skills workshops offered at Career Resource Center include problem solving and communication skills.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Timeline for implementing next steps:</i> Ongoing</p>
<p>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.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) Noncredit programs do not qualify for many opportunities for applied learning listed in section C. However, the Pharmacy Tech and Medical Assistant programs offer externships. Additionally, NOCE took a lead in coordinating the regional SWP Work-Based Learning strategy.</p> <p>2) The DSS Program provides job placement services and hold annual Community Conversations event promoting employment of individuals with disabilities.</p> <p>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.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Next steps: (1,000 character)</i></p> <p>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.</p> <p>2) Expand capacity to provide work-based learning opportunities for students, for example, Launch Your Career Academy to assist students with preparing and obtaining internships. Expand I-BEST offerings and targeted outreach/marketing to ELLs.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Ongoing 2) Ongoing</p>

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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.	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</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><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</i> In winter 2020, a Program Review Taskforce was formed. This workgroup, a subgroup of the Institutional Effectiveness Committee, will work on developing a program review template, timeline of completion, and review process for program review.</p> <p><i>Timeline for implementing next steps:</i> Fall 2021</p>
e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</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><i>Term, if at scale or scaling:</i></p>	<p><i>Next steps: (1,000 character)</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> TBD</p>
b. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</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. Portfolium, an electronic</p>	<p><i>Next steps: (1,000 character)</i> Solidify, expand, and promote digital learning opportunities through New World of Work and LinkedIn Learning. Expand and promote Portfolium throughout NOCE.</p>

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		<p>portfolio system for students, is being piloted for students to highlight their experiences and work.</p> <p>Term, if <i>at scale</i> or <i>scaling</i>:</p>	<p><i>Timeline for implementing next steps:</i> Ongoing</p>
<p>g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.</p>	<p><i>Place an X next to one:</i></p> <p>Not occurring Not systematic Planning to scale Scaling in progress At scale</p>	<p><i>Progress to date: (2,500 character)</i></p> <p>1) The Professional Development Committee actively coordinates and provides workshop opportunities, in person and online, within NOCE and in partnership with the District for all faculty and staff throughout the year. 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. Additionally, NOCE provides two days of mandatory flex activities covering the following topics: improvement of teaching, technical knowledge skills, program efficacy, and upward mobility.</p> <p>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.</p>	<p><i>Next steps: (1,000 character)</i></p> <p>1) Increase the number of respondents to the PD needs survey, especially adjunct faculty. Continue to explore different methods of participation, including remote methods, to provide professional development. Increase participation of adjunct faculty in professional development.</p> <p>2) Continue administering the campus climate survey and broadly sharing the results throughout NOCE.</p> <p><i>Timeline for implementing next steps:</i></p> <p>1) Ongoing 2) Ongoing</p>

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		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. Term, if <i>at scale</i> or <i>scaling</i> :	

Additional REQUIRED questions:

Student Engagement and Support	
STUDENT ENGAGEMENT	<i>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.</i>
In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)	<p><i>Place an X next to one or more:</i></p> <ul style="list-style-type: none"> Student survey(s) <input checked="" type="checkbox"/> Students serve on campus GP advisory committee(s) Student focus groups Other: <p><i>Engagement Efforts - Details: (1,000 character)</i></p> <p>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</p>

	<p>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.</p>
<p>COURSE ALIGNMENT</p>	<p><i>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.)</i></p> <hr/> <p><i>Course Alignment - Details: (1,000 character)</i></p> <p>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.</p>