NOCE GUIDED PATHWAYS: WORK PLAN 2022-2026

Guided Pathways 2022-2026 Work Plan

The guided pathways framework and by extension, the plan, continue to be a tool to help guide planning and implementation of structural changes and activities to improve students' experiences and outcomes. Guided Pathways was a goal in the previous NOCE Strategic Plan, it is incorporated into department review, and is a focus area of the Student Equity and Achievement (SEA) Program Committee. The focus of this plan is to be more intentional in identifying the ideal institutional structure and encourage collaboration and innovation to bring about change.

Successful Enrollment

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process.

What Is your college's local goal?

Current successful enrollment rate for all students is 42.9%. Our Student Equity Plan goal is focused on increasing enrollment for Latino/Latina students. In the first year (2022-2023), we will focus on maintaining our 3-year average of 41.16%. The goal for the second year is to increase successful enrollment by 3% compared to the three year average and the third year outcome is to increase successful enrollment by 5% to 46% of students successfully enrolling.

What are the major barriers for your college to reach this goal?

- Application and onboarding process
  - Potential students get "stuck" or interrupted during the CCCApply and NOCE application and don't return to complete
  - NOCE offers a number of instructional programs. Students may be confused as to how to get from applications completed to actually enrolled in a program
- Access to resources including technology, child care, and transportation
- Modality of course offerings and services
- Navigating technology

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

- Identifying when students are not moving forward in any part of the onboarding process. This would include having structures in place to identify students who have not moved forward in any of the following steps and provide follow-up.
  - Started but not completed CCC Apply application
  - Started but not completed online orientation

- - Not completed an assessment (ESL and HS)
    - Not met with a counselor (HS)
    - Not enrolled for current semester
- Providing clear information to students about where to go for information about their program. Possible structures could be a Welcome Center, a Student Handbook, checklist of onboarding steps or utilizing Starfish Success Plans, and information in multiple languages.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

- - Implement a concentrated focus on the onboarding process for students in order to create equity for students across all programs and site locations.
  - Increase facility accessibility and directional signage.
  - Provide more hands-on support and guidance for students at all stages of the onboarding process and ensure employees understand the process or can refer students to the appropriate departments.
  - Enhance and expand successful onboarding models, including FasTrack-style events, ESL orientation/assessment/registration, and opportunities to bring registration and onboarding support to potential students in the community.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Successful enrollment is part of the NOCE Action Plan: Streamline student onboarding to reduce gap between enrollment, attendance, and participation in class.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Advocacy for a better and more streamlined CCC Apply process for noncredit students.

What efforts will be made to ensure this barrier is no longer present in the next four years?

- - Explore customized information that could be sent to students at the same time they are receiving their Banner ID number;
  - Explore ways to reduce the amount of time for students to receive a Banner ID number including continued use of paper applications
  - Continuing to refine website to facilitate search functions, possibly explore A-Z index

With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students?

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Greater collaboration and clearly defined roles for departments in how they support students in the onboarding process. This starts with an overall plan of what students should experience and a communication plan to understand what information is provided to students, while maintaining compliance with requirements for each program. This also takes examining the way things have been done and being open to making changes.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Hearing directly from front-line staff members and students about their experience. Mapping the time from application to enrollment to see how long each step of the process is taking and identify if there are areas that could be streamlined or if efficiency could decrease the time to enrollment.

Persistence: First Primary Term to Secondary Term

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term.

What Is your college's local goal?

Current retention rate for all students is 48.2%. Our Student Equity Plan goal is focused on increasing persistence for Latino/Latina students. In the first year (2022-2023), we will focus on maintaining our 3-year average of 56.7%. The goal for the second year is to increase persistence by 3% compared to the three-year average and the third year outcome is to increase persistence by 5% to 61.7% of students persisting.

What are the major barriers for your college to reach this goal?

- Access to resources
  - Transportation to in-person classes
  - Childcare
  - Books for in-person and online classes
  - Services like Emergency Aid and the Book Award program are limited and not all students are aware they exist
- Course scheduling and modality

- - Students need a variety of days and times for classes both in-person and online
  - Strong economy
    - Students are leaving school for high paying jobs or needing to prioritize work over school

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

- - Starfish
    - Utilize Starfish as an early alert to create early interventions for students who are at-risk of not continuing and follow up with students who stop attending to see if they need assistance to complete their courses
    - Create cohorts of students to track and follow up for momentum points related to: enrollment, completion of orientation, completion of Student Educational Plan, and enrollment in next semester classes
  - Implementation and continued promotion of the CARE Team to provide support for students exhibiting concerning behavior. The CARE Team provides case management style support to connect students to resources, including mental health support.
  - Access to resources
    - Explore additional options for supporting students including an expanded Book Loan/Lending program
    - Explore expanding programs that are having a positive impact on students such as DSS's Educational Coaching. See if this could be expanded to students outside of DSS
    - Explore Technology Workshops, especially between semesters, to help students sharpen/enhance their technology skills and keep them engaged during breaks
  - Increased opportunities for student involvement and engagement through the Student Leadership Program, student clubs, and cultural/heritage activities.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Continually demonstrate empathy and sensitivity to the needs of students. Adapt and respond to keep students connected to each other and to NOCE. Focus on mental, physical, and emotional needs as well the academic needs of students.

Institutionalize ongoing support for all instructional delivery and student services models. Communicate clearly and often so students feel connected and heard.

Encourage professional development activities to increase understanding and awareness of the needs when supporting historically disproportionately impacted or marginalized students.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward?

Institutionalizing ongoing support for all instructional delivery and student services models is a growth area in NOCE's Action Plan. This growth area has the most steps and encompasses instructional and student service areas across NOCE.

A Starfish Implementation team will be formed to help facilitate the exploration and roll-out of Starfish features including creating cohorts for case management, developing success networks and teams, and increasing awareness of and use of the early alert progress surveys.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Institutionalizing student support programs, especially related to mental health, emergency aid, and basic needs, are costly. CCCCO funding does not currently allocate a specific amount to noncredit institutions; however, we have benefited from funding provided from our district. We are continuing to advocate for this funding in order to have sufficient and stable resources.

When providing mental health support, we have historically struggled because we do not have a health center. Academic counselors in Counseling and Student Services and DSS provide referrals to the community but through the CARE Team and as we have returned from the pandemic, we have seen an increase in mental health-related needs. We are exploring options for providing more comprehensive mental health support that would address these needs.

With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence: First Primary Term to Secondary Term equitably and do not develop new barriers for students?
What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Work has been done through the DEIAA Committee, ProD Committee, and Curriculum Committee to provide opportunities for professional development including sponsoring attendance at conferences, coordinating speakers for faculty Flex Day, and in the Curriculum

Committee, exploring the development of a DEIA rubric to ensure equity is incorporated into the curriculum.

We continue to find opportunities to hear from students through focus groups, surveys, and the campus climate. Currently, the process for an NOCE Student Trustee is being finalized. This would be the first time NOCE would be able to have a student trustee attend the Board Meetings to provide input on the NOCE student voice.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Continue to make disaggregated data readily available through Dashboards, Program Planning processes, and as part of Institutional Effectiveness Reports. Hold workshops on how to interpret the data and discuss actions to take because of the data. Solicit feedback from students representing different programs and disaggregated by race/ethnicity on the effectiveness of the current curriculum to meet their educational goals.

Transfer/Transition

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.

What Is your college's local goal?

The overall transition rate using Student Equity definitions is 3.4%. Our Student Equity Plan goal is focused on increasing transition for Latino/Latina students. In the first year (2022-2023), we will focus on maintaining our 3-year average of 3.4%. The goal for the second year is to increase transition by 3% compared to the three-year average and the third year outcome is to increase transition by 5% to 8.4% of students transitioning to credit.

What are the major barriers for your college to reach this goal?

- Students may lack clarity on college onboarding steps to credit
  - Students feel anxious about what to expect from the transition process and higher level academic expectations
  - Students don't know who to ask for support
- Need for information on AB540/SB68 eligibility for undocumented students
- Lack of information about why to transition and career opportunities that are available

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

- Standard plan or guide for students on the transition process
- Increase awareness about transition counselor and ACCT activities

- Seamless transition for students aligned with guided pathways career clusters/interest areas
- Have clear pathways between NOCE programs to credit programs, both instructional (example NOCE ESL to credit ESL, NOCE ECE to credit ECE) and student services (transition support for undocumented students, connection to EOPS, Puente, Legacy/Umoja, etc.)
- Build stronger partnerships between NOCE and Fullerton and Cypress

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

- Increase transition activities to include activities in the fall and spring
  - Activities can include workshops and tours
- Create a cohort of students interested in transition
  - Explore transition club in ESL
  - Connect NOCE students with mentors or peer helpers at FC/CC
- Courses
  - IHSS300
  - Academic Success Classes
- Increase awareness about adult dual enrollment
- In building stronger partnerships with Fullerton and Cypress, identify key individuals who understand NOCE students and their needs
  - For example, in the Cypress College Charger Experience Program, two Cypress College counselors have been identified as NOCE Liaisons. These counselors will be the ones receiving referrals from NOCE counselors and assisting students with getting registered and onboarded at Cypress.
- Create visual pathways for students to see how NOCE programs connect to FC/CC degrees or certificates

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward?

Transition to credit is an institutional area of focus as well as an outcome for the California Adult Education Program (CAEP) and a student equity metric.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Data related to students' transition is limited to students who transition to Fullerton College or Cypress College within the current or subsequent year. This gives us a limited view of the total number of students who ay transition to a community college outside of our district.

With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

> Continue to identify barriers and challenges to transition in the SEA Program Committee, NOCRC Transition Advisory Group, and instructional and support program department meetings.

What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

> When examining CAEP outcomes data, the four-year average transition rate (from 2016-2020) for students from ESL, ABE, or ESL who transitioned to postsecondary by enrolling in either a k-12 adult education or community college noncredit or credit CTE course or non-developmental credit college course was 16%. The four-year average percentage rate of ESL, ABE, or ASE who transitioned to CTE was 9%. The four-year average percentage rate of ESL, ABE, or ASE students who transitioned to credit college in non-developmental courses was 4%. As we continue to look at the different ways of capturing transition, this might help us identify areas to continue to strengthen as well as areas where students might be experiencing more challenges or barriers.

Completion

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys.

What Is your college's local goal?

> Our overall completion rate is 12.1%. Our Student Equity Plan goal is focused on completion for Latino/Latina students. In the first year (2022-2023), we will focus on maintaining our 3-year average of 11.7%. The goal for the second year is to increase completion by 3% compared to the three year average and the third year outcome is to increase completion by 5% to 16.7%.

What are the major barriers for your college to reach this goal?

> - The way completion is measured might not match with the time students need to complete a program Students need access to resources to help them stay enrolled and complete
> - Students are required to meet with a counselor to complete a graduation check for CTE and HS. Find a way to have this as a requirement but not to prohibit students from getting their certificate

- DegreeWorks/mapping student's completion
- Review course offerings to make sure students have the courses they need to complete their certificate. Students may miss a course in a sequence of classes (due to timing of course offered, waitlist) and have to wait to take required course

What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process?

- The DegreeWorks update planned for spring 2021 was delayed. Students are not aware of how to use DegreeWorks to see their educational plan or run "what if" scenarios about other academic options
- Grad check/completion process for CTE and High School Diploma Program. Students must meet with a counselor to verify completion of certificate or diploma requirements but many students never complete this step, which means they never receive their certificate or diploma.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

- Streamline the completion process for students:
  - Explore auto-awarding of degrees while still requiring students to meet with a counselor to complete a grad check
  - Explore and implement the degree audit feature of DegreeWorks and ensure program requirements are kept current in DegreeWorks.
  - Identify ways for cohorts of students to complete graduation check forms during class time with a counselor or explore automating the process.
  - Hold informational workshops so students learn how to use DegreeWorks and College Scheduler to track their progress and stay on track.
  - Run reports for students who are near completion and provide direct follow up and support
- Make information more accessible to students. Create FAQ pages for each program including contact information.
- Create Student Success Teams to support students holistically. These could include instructional faculty, counselors, and student services personnel supporting students using the Starfish platform to identify areas of concern and ensure follow up.
- Engage all departments in review of student learning data and explore options to disaggregate student learning data.
- Continue to offer courses and services in multiple modalities. Align activities with the Distance Education Plan.
- Build momentum for students about completion
  - Build "alumni" group or invite alumni to speak to current students/highlight their certificate completions and "next steps" (career and/or educational).

> ○ Have FC and CC counselor-led workshops so NOCE students to ask questions. Knowing the next step is attainable (attending college) may encourage students to complete their goals at NOCE. This will affect completion and transition metrics.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Completion work remains an institutional priority moving forward?

> Continue to identify barriers and challenges to transition in the SEA Program Committee, NOCRC Transition Advisory Group, and instructional and support program department meetings.

Student Equity and Achievement (SEA) Program Integration

Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics.

What are some present challenges that affect reaching full integration?

> The Student Equity and Achievement (SEA) Program Committee supports the completion of the Guided Pathways Scale of Adoption plan as well as the Student Equity Plan. Strategies identified in the Guided Pathways plan are incorporated into the Student Equity Plan. The 2019 Strategic Plan organized tasks in terms of institutional effectiveness, guided pathways, capacity, and equity. This Strategic Plan which serves as the school-wide action plan, is the focal document providing directions to NOCE departments, committees, and initiatives. Action Steps in the Guided Pathways Strategic Focus Area expand the connections between NOCE, District and community partners, transition to employment upon completion of education goals, and student services. This area focuses on improving and expanding supports that will help student be successful. Guided Pathways is also incorporated in Program Planning

What are the actions your college has taken / plans to take to overcome these challenges?

> Developing the SEA Program Committee as a shared governance committee with membership including the VPI and VPSS, four faculty representatives, two classified representatives, two student representatives, and resource members from instructional and student services across NOCE. In addition, presentations are made at Academic Senate and President's Cabinet to build awareness and buy-in for participation and input on the Student Equity and Guided Pathways plans.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Timeframe (100 Characters ONLY)
Immediate: Begin by implementing 1-2 areas of focus within each metric to address and follow up on
Intermediate: Work with OIRP to evaluate the effectiveness of the programs or projects that have implemented
Long-Term: Scale up programs that are showing positive outcomes and continue to identify ways to reduce or eliminate equity gaps

How will your college evaluate these listed outcomes? Since use local data, we work closely with our Office of Institutional Research and Planning to understand our metrics and outcomes. We will work on receiving data updates on a more regular basis so we can adjust and make changes based on what is working or not working.

California Adult Education Program (CAEP) Integration

Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

> As the main provider for adult education in North Orange County and as the fiscal agent for CAEP, NOCE is fully integrated with NOCRC. Our Office of Institutional Research and Planning has worked to align student equity metrics with CAEP outcomes. The activities and initiatives identified by the NOCRC Advisory Groups support the NOCE Strategic Plan and goals.

What did your college learn from this process?

> Metrics and outcomes are defined differently between CAEP and Student Equity, which means we might not be fully understanding students' experiences. The more we can align the definitions and understand what is being measured by each program, we can align the work that is being done to impact the outcomes.

To optimize and sustain the integration, what Is your college's plan to continuously improve?

> Members of the SEA Program Committee are active in the CAEP North Orange County Regional Consortium Advisory Groups, which provide input on the NOCRC areas of focus.

Strong Workforce Program (SWP) Integration

Using the scale below, describe your college's progress integrating SWP with Guided Pathways to achieve KPI Metrics.

What are some present challenges that affect reaching full integration?

> Continuing to raise awareness and being intentional with aligning the work that is being done in the SEA Program Committee with the Student Equity Plan and Guided Pathways Plan and the Strong Work Force Program so we don't duplicate efforts or pull resources from the other.

What are the actions your college has taken / plans to take to overcome these challenges?

> As we have continued to refine the membership of the SEA Program Committee, we have been intentional with the voting and resource members to have representatives from each instructional department. CTE representatives attend the SEA Program Committee and give input on the development of the Student Equity and Guided Pathways Plans.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Timeframe (100 Characters ONLY)
Immediate: Continue to share updates about the work being done in the SEA Program Committee and with the Strong Work Force program to ensure coordination rather than duplication of efforts
Intermediate: Identify areas of focus and when needed braid funding to take a more coordinated approach
Long-Term: Identify areas of focus and when needed braid funding to take a more coordinated approach

How will your college evaluate these listed outcomes?
Since we use local data, we work closely with our Office of Institutional Research and Planning to understand our metrics and outcomes. We will work on receiving data updates on a more regular basis so we can adjust and make changes based on what is working or not working.

Presented to SEA Program Committee: March 2024
Presented to Academic Senate: April 2024
Presented to President's Cabinet: May 2024