

Preview

Status: Draft

Details

College

Norco College

Assurances

Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

Contacts

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Awaiting Submittal

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Awaiting Submittal

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.

Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Launch of a new Guided Pathways website, revised trailheads and pathway documents now provide broad career-focused information to guide students into schools.

Revised site: <https://www.norcollege.edu/schools/Pages/index.aspx>

Trailhead Document example:

https://www.norcollege.edu/schools/arts/Documents/trailhead/Trailhead_Arts_Humanities.pdf

Pathway Document example: <https://www.norcollege.edu/schools/arts/Documents/adt/2020-2021/Art-History-ADT-Transfer-Pathways-2020-21-NC.pdf>

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Evaluate and revise meta-majors to align with district/sister colleges.

Term and Year

Fall - 2021

Term - Detail (optional)

One year with a four year revision cycle

Support

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

Challenge or barrier you are running into.

Continued coordination of onboarding across the district

Support Needed - Detail

Technology support and operational assistance

Type(s) of Support

- On-campus/individual training
- Technology support
- Reporting/data

Practice B

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

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Revised and updated Pathway Documents to guide students into careers and transfer

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to develop transfer pathways from high school to university (dual enrollment through matriculation and transfer).

Term and Year

Fall - 2021

Term - Detail (optional)

One year with a 4 year revision cycle

Support

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

Challenge or barrier you are running into.

Making smooth transitions for students requires integration with a variety of UCs and CSUs with a variety of requirements.

Support Needed - Detail

Communication avenues with Universities and clear links into their pathways.

Type(s) of Support

- Connections with other Guided Pathways teams
- Other

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Have successfully launched revised website, pathways, and trailheads, but have not established a connection between pathways and employment opportunities. Currently, our pathways are connected to careers and further education opportunities, but there is no connection to available employment opportunities that is systematic and scaled. New approaches in career counseling will support connecting employment opportunities.

Timeline for Progress to Date

Term and Year

Fall - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Currently updating trailheads and pathways as well as continued improvements to the website that provides robust employment information. Need to develop connections between employment opportunities and pathways.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

Limited human resources to develop robust employment services for students.

Support Needed - Detail

Financial resources to employ personnell to develop employment services at the college.

Type(s) of Support

- On-campus/individual training
- Technology support

- Reporting/data

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

ADTs and certificates mapped for students – prescribed pathways

Pathways and information accessible on the newly launched website

Trailheads established and published

Student Success teams identified

EduNav launched and scaled for all students (online educational planning software)

Pathway review cycle established

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Assign administrative ownership of pathways and trailheads (Keeper of the Pathways)

Fully integrate pathway review cycle into program review

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

Institutionalization of a Pathway Faculty Lead

Support Needed - Detail

Financial resources to support a Pathway Faculty Coordinator

Type(s) of Support

- Other

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

SLAM math sequence for liberal arts majors and BSTEM math sequence for math and business majors

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Placement results will show appropriate math course (SLAM or BSTEM) by program of study. Currently, students receive both placements. Requires district level support to accomplish.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

District wide placement process

Support Needed - Detail

Need technological and administrative support to change placement process

Type(s) of Support

- Technology support

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Launch of revised orientation which includes support for career development. Career development is facilitated through embedding the Holistic Student Support Survey into the online orientation, with Career Decision Making built into the survey. This is coupled with follow-up from our Educational Advisors (Engagement Center Staff), and connections to School Based Counseling for support in moving through career exploration, decision-making, and comprehensive educational plan development. Based on the student's placement along the career decision-making structure, career based interventions are tailored to meet students where they are. The new process includes validating that student's career decisions are informed, providing structured support and tools for students to navigate making career decisions, and resources to support progress towards career goals.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Implement career based counseling approach, accessible to all students (requires training for FT and PT counselors and advisors)

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Collaborate with Institutional Effectiveness to analyze disaggregated data on minoritized student pipeline into living wage jobs

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

Co-requisite supports classes are offered in transfer level English and Math courses

Supplemental Instruction provided in lowest performing courses

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Establish Communities of Practice for each of the schools

Identify the gateway courses for major program areas across all academic departments/disciplines

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Identify how to scale up College Success Strategies so all students benefit

Term and Year

Summer - 2023

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Identify the gateway courses for major program areas across all academic departments/disciplines

Term and Year

Summer - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

Challenge of obtaining timely, meaningful, and relevant data to support scaling.

Support Needed - Detail

Technology solution for data that is easy to use and accessible.

Type(s) of Support

- On-campus/individual training
- Technology support
- Reporting/data

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice**

BSTEM (business, science, technology, engineering, and math) and SLAM (social liberal arts majors) pathways have been developed and were implemented

Co-requisite model for all transfer level math courses

All students placed directly into transfer level math

Development and implementation of a math summer bridge (summer 2021)

Timeline for Progress to Date**Term and Year**

Summer - 2021

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Equity training/professional development

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

All students placed directly in transfer level English

Co-requisite model for underprepared students with embedded counseling support/interventions

Hired diverse English faculty

Implemented Teaching Men of Color training in English department

Continued development of English Community of Practice

Ongoing integrated counseling support in corequisite English courses

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Strengthen Community of Practice

Diversify English faculty department

Term and Year

Summer - 2022

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Teaching Men of Color training for all English faculty

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

Continued financial support for the English Community of Practice, particularly for associate faculty participation

Support Needed - Detail

Financial resources

Type(s) of Support

- Other

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

At scale

Progress to Date**Progress to Date Implementing Practice**

Special programs have increasing financial support to provide wrap-around services to poorly prepared students

Face-to-face advising in the onboarding process seeks to connect poorly prepared students with resources and support during matriculation process

Launched an Engagement Center in the Fall 2019 as a First Stop Shop resource center for new students.

Launch the Unity Zone center that supports the LGBTQ+ and undocumented student populations.

Predictive analytics in the ERP to launch in the 21-22 academic year.

Launched a Holistic Student Support Survey in Spring 2021 to provide personalized and individual support to first-year new college students.

Launching school-based counseling for first-year new college students in Spring 2021.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Develop a coordinated structure for our Success Teams to comprehensively support students along the path after matriculation (following first term completion, and transitioning into 2nd year).

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

Set-up of new ERP with systems for case management support

Support Needed - Detail

Collaboration between IT and end-users to create systems to support guided pathways and case management.

Type(s) of Support

- Technology support
-

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Dual Enrollment (CCAP) and Crest Program expansion that created pathways for students via courses as opposed to stand alone courses in 12 regional unified school districts.

Launch and expansion of Umoja HS Pathway Program to support the transition of students from high school to Norco College

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to review and clarify core offerings at the HS sites with clear pathway links to the university

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

EduNav launch provides counselors with the ability to monitor progress towards program completion

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Desperate need for a software solution to monitor student progress and automate student communication and interventions. District is currently in the process of transitioning to a new ERP and exploring options for case management and student data.

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

Continued district support and implementation of ERP for case management system

Support Needed - Detail

Support is needed in terms of infrastructure at the IT level for such an endeavor, which also necessitates fiscal resources to support the implementation of this type of software. Additionally, it would be helpful to have fully vetted options for case management software.

Type(s) of Support

- On-campus/individual training
- Technology support

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

EduNav is available to all students at Norco (online educational plan, that is semester by semester and interactive)

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Need improved reporting tools and improvements to student user interface in EduNav

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

Professional development to assist in transitioning to new ERP system, as well as training for students using the new ERP interfaces.

Support Needed - Detail

Fiscal resources

Type(s) of Support

- On-campus/individual training

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Probation/dismissal process for at risk students that requires meeting with a counselor to provide resources and support

Early Alert process; however, very low utilization by faculty

Supporting the development and implementation of the new ERP, which includes Engage, a case management software and communication system (CRM)

Timeline for Progress to Date

Term and Year

Summer - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Need to gain access to timely student data and predictive analytics to build supports for at risk students, and subsequently create formal policies and plans to intervene. New ERP should provide adequate data/support.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

Currently do not have access to predictive analytic data on student success or current student data in actionable format. Will need support for training/professional development to transition to new ERP.

Support Needed - Detail

District leadership and financial resources

Type(s) of Support

- Technology support
- Reporting/data

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

At scale

Progress to Date**Progress to Date Implementing Practice**

Occurring via 1-1 counseling appointments

We currently do not have limited-access programs at the college, so there does not seem to be a need to scale beyond individualized support provided in counseling. Addressing in counseling through career based counseling (in appointments and in career exploration courses).

Timeline for Progress to Date**Term and Year**

Spring - 2021

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Continued support to refine career-based approaches, and integrate into Success Team Model.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Chairs provide 2 year rotations for any ADT & CTE degrees/certificates

Chairs minimize course overlap and schedule based on student preferred patterns (MW or TTh stackable)

Heavier course scheduling at peak times

Scheduling Time Grid used for all course offerings

Due to global pandemic, all courses moved online as of Spring 2020 which removed time/day barriers for courses for all students. Planning for integration of fluid attendance and distance education best practices for increased accessibility for all students.

Timeline for Progress to Date

Term and Year

Spring - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Leverage EduNav reporting on enrollment management analytics to refine the schedule based on student need

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Implement schedule building system decoupled from Colleague that can generate multiple year scheduling

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

District support for schedule building technology solution

Support Needed - Detail

Technology solution for multiple year schedule building

Type(s) of Support

- On-campus/individual training
- Technology support

Pillar 4. Ensuring Learning

Practice A

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

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

Courses outcomes are aligned to program learning outcomes

CTE programs aligned with program learning outcomes

19 ADTs approved and have PLOs

Many AA/AS degrees do not align with further education

Prioritization of course electives for major programs

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Adoption of Nuventive – Easier to view course to program learning outcomes relationship

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Philosophical shift that students are in programs not just courses – much discussion needs to take place – Completion Initiative will contribute to this shift but we are years away from adopting at scale

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

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

Challenge or barrier you are running into.

Integrating software solutions: assessment/program review and EduNav with curriculum and website (programs maps)

Support Needed - Detail

echnology solutions

Type(s) of Support

- Technology support

Practice B

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

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

General education learning outcomes address the essential practices, courses are aligned to GELOs, and we regularly and systematically assess GELOs

Currently utilizing GELO's to ensure that essential practices are embedded in elective coursework on t-year cycle

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Fully integrate program review course planning and pathway revision process

Term and Year

Fall - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

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

Scale of Adoption at Our College

Planning to scale

Progress to Date**Progress to Date Implementing Practice**

CTE programs – scaling in progress

Non-CTE programs – not systematic

District wide study abroad

Career Center development in progress – dedicated career counselor

Designated a Project Team to create and develop experiential learning activities, that is charged with defining and achieving deliverables

Timeline for Progress to Date**Term and Year**

Not Entered

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale**

Institutional sponsored activities embedded into coursework

Term and Year

Fall - 2024

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Embedded into the institution's program review process

Ongoing SLO assessment part of process

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Integration of program review into Nuventive Improve this year

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Common vocabulary in place

Established Teaching & Learning Committee, which sponsored a PD team in LFM

Strengthened Professional Development Committee and assigned annual budget to support ongoing PD

Example: DE success low, institution supported faculty for training, incorporated into upcoming FLEX – need to expand to other areas

Adopted Nuventive Improve in 17FAL

Developed LFM team created professional development plan around a GP framework and with an equity lens

Launched a Project Team to address cultural competency

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to link TLC and PDC efforts

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Next Steps Toward Implementing Practice at Scale

Address programmatic needs through professional development and TLC

Term and Year

Spring - 2023

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

In Art, music, and some CTE areas

Attempted to implement ePortfolios unsuccessfully

Rephrase – The college helps students document their learning for themselves, employers, and universities through areas beyond their transcripts...

Every student needs – resume, package presentation, identified transferable skills, LinkedIn account, etc.

Launched faculty mentoring via Mustang Mentor Program to support student preparation for employment

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Need more extensive dialogue with students around how GE-SLOs align with employment skills and then helping students to make connection between learning in the classroom and how it applies to the workforce

Term and Year

Summer - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

CCSSE 2013 disaggregated by ethnicity – African American students – employee/faculty training related to African American males

Distance education professional development based on data

Councils/committees report out annually on their activity, how it is related to our strategic plan, and what ISPC can do to assist the council/committee (professional development)

Participation in equity based training /professional development connected to assessment of educational practices (ex: USC Equity Alliance 2 year commitment)

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Organize professional development in a centralized structure - currently PD rests in a variety of councils/committees, college departments, and district

Term and Year

Spring - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Students serve on campus GP advisory committee(s)


Engagement Efforts - Details

With the launch of Guided Pathways and Equity Project Teams in Fall 2020, students are now formal members of each Project Team and are provided student employment hours for their participation. They provide critical feedback and input into the college wide scaling of guided pathways efforts via the project team activities.

Course Alignment

The Professional Resource Team - Scheduling Software Pathmaker Project: Planning is linked to student educational plans in an attempt to match course offerings to student pathway plans. The intent of the software is to provide multi-year scheduling based primarily on planned student pathways (drawing from actual plans through integration with EduNav).

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 Norco CCRC SOAA CCC February 2019 DUE APRIL 30 2019 (2).pdf	Self-Assessment	2/13/2020, 7:27:33 PM	N/A

Success Story (Optional)

Story: English Completion- Implementation of AB 705

Title

English Completion- Implementation of AB 705

Follow-up Contact Persons(s)

Name	Title	Email	Phone
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Challenge

The English discipline struggled with students not completing transfer level English in a timely manner. Overall completion for students in the lower levels of English lagged. Even one level below was problematic. Norco College had implemented two strategies to increase student access to transfer-level English: Summer Advantage placement and English 80 (accelerated basic skills class). Both measures had success, but student access and affective barriers limited overall systems change. Students still placed into lower levels and began with that stigma.

Success Story

Norco College became an MMAP pilot college and began placing students directly into transfer-level English Fall 2017. We began a comprehensive assessment for all students in the first two weeks of all English 1A courses to determine student placement accuracy. We used a common essay prompt and read sample essays using a rubric created from the entry-level objectives for the course. We had three distinct groups upon initial assessment: matriculated students from basic skills courses, first-time college students (MMAP) and Summer Advantage (hand placed after an eight-day refresher). Fall 2018 our first group of students with support courses were implemented.

Outcomes

Fall 2017 Outcomes: Students placed directly into transfer-level English performed higher than all groups except students who previously had placed into transfer-level English using Accuplacer. Students placed "by hand" using the summer intervention performed equally to students placed from matriculation.

Fall 2018 Outcomes: Students who took the co-requisite support course had a success rate of 59.3% compared to an overall success rate of 61.5%. Although this is a drop historically in success, the total completion number went from 594 (Fall 2016) to 909 (Fall 2018). In addition we saw an increase in first-time student access from 295 (Fall 2016) to 762 (Fall 2018). The success rate for these students was 60.4%. Students of color in the support course had a success rate of 57.8%. Student of color overall success rate was 58.4%. Access for students of color increased 117% (black or African American) and 75% (Hispanic/Latino).

Vision for Success Goals

- ✓ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- ✓ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- ✓ Decrease the average number of units accumulated by California Community College students earning associate degrees
- ✗ Increase the percent of exiting CTE students who report being employed in their field of study
- ✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✗ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

Story: Guided Onboarding

Title

Guided Onboarding

Follow-up Contact Persons(s)

Name	Title	Email	Phone
David Schlanger		david.schlanger@norcocollege.edu	

Challenge

Creating an onboarding process that facilitates placing students on path as quickly as possible in their educational journey and providing initial supports for student success. This process needs to embed career development, support for pathway (or trailhead) selection, successful matriculation, and connection to individualized services and supports for academic success. Past attempts have included utilizing Educational Advisors to provide 1-1 or small group support for navigating all of the onboarding components; however, given limited personnel resources, students may be delayed in registering for courses due to delays in completing their advising appointment due to limited availability in busy seasons. Additionally, the onboarding components were facilitated informally in student appointments and did not have a clear focus on career planning. The college had not developed formal processes to ensure that every first-time, new college student successfully navigated each on path step.

Success Story

In our latest iteration of improvements to our matriculation process we launched a revised online orientation and new matriculation process in Winter 2021. Embedded within the new online orientation is the Holistic Student Support Survey (HSSS). The HSSS obtains critical information from students regarding career decisions, academic insights, basic needs assessment, financial concerns, and interest in special programs/services. Students complete their advising step asynchronously through a guided advising video, removing delays for students in registering for courses. Students are still directed to meet with an Educational Advisor, who is able to provide personalized advising based on responses to the HSSS, and connect them to critical services. This new process includes validating career choices, prioritizes vulnerable students, and facilitates getting students on path through proactive efforts from our student success team members. Lastly, student services programs are now able to proactively outreach to and recruit newly enrolled students to facilitate early student success via on path support.

Outcomes

Guided Onboarding begins when a student starts the online orientation following the CCCApply application. As students complete each module of the orientation they respond to survey questions specific to the content they are currently learning about. The Engagement Center (EC), charged with supporting students from orientation through first term, monitors/tracks student progress through onboarding and career development steps. Peer Advisors follow-up and assist students who cease their progress through onboarding, while staff proactively respond to survey data to provide personalized support to assist students getting on path. The survey responses are reviewed daily by EC staff to proactively communicate with students and connect special programs to students who are in need of wrap-around support. Guided Onboarding ensures that student needs are addressed during pre-enrollment and increases the number of students who enter the college with a clear career goal and informed college major.

Vision for Success Goals

- ✓ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- ✓ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- ✓ Decrease the average number of units accumulated by California Community College students earning associate degrees
- ✗ Increase the percent of exiting CTE students who report being employed in their field of study
- ✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✗ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults



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