Nontraditional Occupation (NTO) Programs: Scale of Adoption Assessment

Institution Name: **Program Name:**   **Date:**

This tool can be used to assess the adoption of best practices for increasing the enrollment and retention of students who are nontraditional based upon their gender for an occupational program (e.g., male nursing students, female welding students). Best practices for NTO enrollment and retention are based on a research literature review from the National Alliance for Partnerships in Equity (NAPE).

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

Definitions

Nontraditional occupations: based on national labor market data (analyzed and assigned by NAPE), either men or women are considered a minority group within the workforce and less than 25% of workers in the occupation are either male or female. The goal of increasing enrollment and retention of students in NTO programs is to create gender parity, in which students are 50/50 male and female.

Contents

NTO Best Practice	Scale of Adoption at our college/in our program	Progress to date in implementing practice	Next steps toward scaling the practice and timeline
1. College-level NTO supports The college has designated staff who support NTO work, including an NTO point of contact that faculty, student support specialists, etc. can reach out to for assistance and guidance.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date:	Next steps: Timeline:
Staff who work with NTO students (instructors, student services, etc.) are trained in implicit bias and microaggressions.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date:	Next steps: Timeline:
2. Program-level NTO supports NTO support networks are available for students (e.g., affinity groups, peer-mentoring, student cohorts, etc.).	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date:	Next steps: Timeline:
NTO students have NTO role models (e.g., faculty, alumni, community members, peer students, etc.).	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date:	Next steps: Timeline:
NTO students are provided with holistic supports that meet their needs (e.g., childcare, transportation, tuition assistance, etc.).	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date:	Next steps: Timeline:

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The progress for each NTO student is monitored and early alerts are acted upon when NTO students are missing key milestones.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date:	Next steps: Timeline:
NTO students are provided with career guidance/coaching that incorporates: • Information about high-wage, in-demand jobs. • Information about the changing composition of the workforce, and • The student's preferred work/life balance.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date:	Next steps: Timeline:
NTO programs assess student data to determine gatekeeper points within their career pathway that lead to NTO students dropping out. This information is then used to develop supports and interventions to help NTO students succeed.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date:	Next steps: Timeline:
NTO programs partner with elementary and middle schools to provide activities that highlight NTO fields and opportunities that counter typical gender stereotypes (e.g., summer camps, fairs, visiting local employers, etc.).	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date:	Next steps: Timeline:

NTO Best Practice	Scale of Adoption at our college/in our program	Progress to date in implementing practice	Next steps toward scaling the practice and timeline
NTO programs partner with high schools to provide NTO academies and dual credit opportunities to maintain an easy transition from high school to the technical college.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date:	Next steps: Timeline:
3. NTO in the classroom Inclusive learning materials (e.g., textbooks, presentation material, guest speakers, etc.) are used that highlight NTO examples and role models. See 'Belonging for Educators' from PERTS.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date:	Next steps: Timeline:
Instructors use inclusive teaching practices that are learner-centered and regularly self-assess their teaching (e.g., Reflecting on Your Practice Assessment from University of Michigan).	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date:	Next steps: Timeline:
Instructors encourage growth mindsets in their students through their learning activities and feedback. See the PERTS 'Mindset Kit'.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date:	Next steps: Timeline:
Instructors disaggregate course data (e.g., assessments) by gender, race/ethnicity, etc. to assess bias in assessments.	☐ Not occurring ☐ Not systematic ☐ Planning to scale ☐ Scaling in progress ☐ At scale	Progress to date:	Next steps: Timeline:

Resources to support NTO best practices:

Inclusive Teaching Practices

- Teaching Tolerance and the Equity Matters webinar series (developing empathy, confronting implicit bias, equity literacy)
- Equity Toolkit from Colorado
- Creating Inclusive College Classrooms from the Center for Research on Learning & Teaching at the University of Michigan
- Eliminating Barriers through Culturally Responsive Teaching from National Alliance for Partnerships in Equity
- Reflecting on your practice: Applying inclusive teaching principles assessment from the Center for Research on Learning & Teaching at the University of Michigan
- Mindset Kit from PERTS (Project for Education Research that Scales)
- WTCS YouTube video playlist focused on diversity, equity, and inclusion (e.g., gender inclusion, responding to microaggressions, accommodations, etc.)
- NAPE toolkits on culturally responsive teaching, exploring nontraditional careers, etc.

Implicit Bias Training

To assess your implicit (unconscious) biases, take an implicit bias association test from Harvard's Project Implicit. Note, that this resource has been developed for research purposes, and thus you will be asked for some demographic information (e.g., education, race/ethnicity, age, religious beliefs, etc.). Implicit bias tests are available for assessing biases based on:

- Race/ethnicity
- Weight
- Age
- Disability
- Gender
- Religion
- Sexuality
- Transgender
- Skin-tone
- Political party

Once you have completed an implicit association test (IAT), use the 'Making Sense of your IAT Results' resource from Ohio State University's Kirwan Institute for the Study of Race and Ethnicity. *"This document provides a research-based typology of some common reactions to the IAT. Regardless of what reaction(s) you may have, it is important to know that your feelings are normal and you are not alone in feeling this way. While we all have biases that may or may not align with our deeply held explicit beliefs of justice and equity, what speaks to the content of our character is how we choose to act in the face of learning about the implicit biases that we possess."*