

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

Program Name Noncredit Student Success and Support Program Academic Year 2024-2025

1. Has your program mission or primary function changed in the last year?
  - Yes. The English faculty (credit and noncredit) decided to change English as a Second Language course titles to English Language Development. Thus, we decided to update our department's mission.

### **New mission statement:**

The Noncredit Counseling Department is committed to helping, supporting, and empowering students as they navigate the college system from admission to the completion of their academic, career, and/or personal goals. We serve a diverse population, primarily adult learners seeking career advancement, certificate completion, or a successful transition from noncredit to credit programs.

### **Goal:**

Our goal is to provide educational planning, guidance, and follow-up services that motivate and empower students to continue their education and achieve their individual goals with confidence and clarity.

2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)
  - We transitioned from assessing Student Learning Outcomes (SLOs) to assessing Program Learning Outcomes (PLOs). The 6-year assessment plan and the mapping form were updated accordingly to reflect this shift in focus.
  - In the noncredit certificate process, we began using "SP" (Satisfactory Progress) grades to evaluate student progress toward certificates. This change supports more accurate tracking of student achievement and better reflects completion in competency-based courses.

## **Learning Outcomes Assessment**

- a. Please summarize key results from this year's assessment.

- **Fall 2024**

This data reflects the combined results of on-campus and off-campus orientations during the Fall 2024 Estudiantes Unidos event, where 656 students participated in the Lotería card game titled "The Steps to Transition from Noncredit to Credit." Of these participants, 53% (312 students) met the standard, 47% (273 students) fell below the standard, and 71 students did not submit their Lotería cards, so their data will not be included.

- **Spring 2025**

The Spring 2025 Estudiantes Unidos event featured on-campus orientations where 551 students participated in the Lotería card game titled "The Steps to Transition from Noncredit to Credit". The

results showed that 89% (445 students) met the standard, 11% (56 students) did not meet the standard, and 50 students did not submit their Lotería cards (data not included).

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

- **Fall 2024**

The data shows that nearly half of the students demonstrated a clear understanding of the transition steps, indicating that instructional methods like the Lotería activity were effective for many. On-campus students performed slightly better, likely due to greater access to resources and participation in engaging events such as Estudiantes Unidos. However, several challenges contributed to the significant portion of students falling below the standard. These include time constraints that limited engagement with the Lotería activity, a last-minute survey from the Admissions and Records department that reduced available instructional time, and the fact that this was the first presentation of this material, which may have caused some confusion. Additionally, early student departures and a noticeable lack of interest from noncredit students in transitioning to credit programs further impacted participation and outcomes. These factors highlight the need to refine instructional strategies and address barriers to improve engagement and success rates.

- **Spring 2025**

This semester, off-campus noncredit orientations were not conducted due to concerns from the new (political/presidential) administration. As a result, participation decreased compared to Fall 2024, when 656 students took part. In Spring 2025, only 551 students submitted their Lotería cards. However, despite the lower turnout, the overall results showed positive trends. The percentage of students who met the standard remained at 89%, demonstrating a consistent understanding of the transition steps from noncredit to credit. More notably, the percentage of students who did not pass dropped significantly to 10%, compared to 41.6% in the previous semester, marking a 31.6% improvement. This suggests that fewer students struggled with understanding the transition process.

A minor challenge was identified, 50 students either submitted blank Lotería cards or used incorrect ones due to a mix-up between the Lotería cards and the actual transition step cards. However, this was a slight improvement from Fall 2024, where 71 students encountered similar issues, resulting in slight improvement. Although this mix-up may have impacted some students' ability to provide correct answers, the overall learning experience still showed substantial progress.

Several factors contributed to these improvements. Since this was the second time students were exposed to the material, they were able to recall the information more easily. Additionally, the PowerPoint presentation was updated to be more effective and engaging. More time was also dedicated to the Lotería game, increasing student participation and retention of key information. Furthermore, unlike the previous event, no Admissions & Records survey was conducted, which may have allowed for a more streamlined and focused learning experience.

Overall, the results indicate significant improvement and demonstrate that continual reinforcement and practice of important information to our students is key. The Noncredit Department and team members provide essential services for our students. Engaging in regular connection with students supports their learning of the opportunities available to them through the college.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

- **Fall 2024**

The data highlights the need for targeted improvements to enhance student outcomes. Strategies such as clarifying instructions, tailoring activities to meet the specific needs of on-campus and off-campus students and offering additional support can address current gaps. Implementing follow-up interventions, integrating technology to boost engagement, and providing resources like workshops or one-on-one advising sessions for students struggling to understand the transition steps could significantly improve comprehension and participation. Additionally, evaluating the effectiveness of the Lotería activity in different settings is essential to ensure consistency in outcomes.

- **Spring 2025**

One of the key recommendations made within the department was to further clarify instructions, which significantly improved student comprehension of the transition steps from noncredit to credit. Updates to the PowerPoint presentation, additional focus on the Lotería game, and the use of more dynamic presenters contributed to higher engagement and retention.

Moving forward, additional recommendations include ensuring that all students receive the correct Lotería and transition step cards to prevent confusion. Implementing a brief pre-orientation session or an instructional video prior to the event could further reinforce key concepts. Additionally, gathering more direct student feedback through a short post-event survey could provide valuable insights for continuous improvement. Lastly, reintroducing off-campus orientations, if feasible, could help reach a broader student audience and provide more equitable access to information.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

- Updated 6-year plan attached

3. Were there any staffing changes?

- An additional Noncredit Coordinator was hired in Fall 2024 to oversee the SY, LVC, and SM campuses.
- Additionally, a temporary Program Assistant was brought on to support daily office operations and provide consistent front desk assistance to students.

4. What were your program successes in your area of focus last year?

- **Counseling Services-** Students were either noncredit or credit students. Students received one-on-one counseling/advising, assistance with registration, development of student education plans, follow-up and other services. (SLS1: To ensure continuous

improvement based on Student Learning Outcomes assessment data, SLS2: To support student access, achievement, and success, SLS3: Ensure students are directed, SLS4: Ensure students are focused, SLS5: Nurture students, SLS6: Engage students, SLS7: Ensure students are connected)

In **Fall 2024, 956** (duplicate numbers) students were assisted from Santa Maria, Lompoc, Santa Ynez, Guadalupe, San Luis Obispo County, and other local areas.

In **Spring 2025, 1,162** (duplicate numbers) students were assisted from Santa Maria, Lompoc, Santa Ynez, Guadalupe, San Luis Obispo County, and other local areas.

- **Estudiantes Unidos (EU)**- During these events, noncredit students were provided with a New Student Orientation to learn the various programs and services available to them at Hancock College. Counselor appointments were encouraged to develop a Student Education Plan and for follow-up services. (SLS2: To support student access, SLS3: Ensure students are directed, SLS4: Ensure students are focused, SLS5: Nurture students, SLS6: Engage students, SLS7: Ensure students are connected)

In **Fall 2024, 539** students participated from Santa Maria, Lompoc, Santa Ynez, Guadalupe, San Luis Obispo County, and other local areas.

In **Spring 2025, 595** students participated from Santa Maria, Lompoc, Santa Ynez, Guadalupe, San Luis Obispo County, and other local areas.

- **New Student Orientations (NSO's)** were conducted throughout the year in a class setting. New students were informed about the various programs and services available to them at Hancock College. Counselor appointments were encouraged to develop a Student Education Plan and for follow-up services.

In **Fall 2024, 118** students participated from Santa Maria, Lompoc, and Santa Ynez.

In **Spring 2025, no off-campus NSO's** were done due to safety concerns.

- **Application for a noncredit certificate** (SLS2: To support student access, SLS3: Ensure students are directed). This Fall 2024 and Spring 2025 we did not have data to report since Admissions and Records transitioned from paper noncredit certificate applications to electronic dynamic forms. Modifications were made to the form to make it easier to report data next year. We did however submit a number of NC certificate applications and the process has been successful thus far.

In fall 2024, XXX students were awarded from Santa Maria, XXX from Lompoc, and XXX from Santa Ynez Valley.

In spring 2025, XXX students were awarded from Santa Maria, XXX from Lompoc, and XXX from Santa Ynez Valley.

- **Outreach/Inreach-** Provided outreach/inreach to AHC students, local high schools, and the community. These included Foro de Inmigración, Dia del Niño Resources Fair, Buenaventura Ranch Community Resources Fair, Open Streets, information tables, certificate info sessions, myHancock portal, Hancock Hello!, and Bulldog Bow-Wow, and Adams Elementary School. (SLS2: To support student access, SLS3: Ensure students are directed, SLS4: Ensure students are focused, SLS7: Ensure students are connected)

In fall 2024 and spring 2025 **1,549+** students were outreached.

- **Noncredit Newsletter-** Distributed the **fourth** and advancement towards the fifth edition of the noncredit newsletter to inform the campus community and community at large in Santa Maria, Lompoc, and Santa Ynez about noncredit counseling services available to students at all locations. (SLS7: Ensure students are connected, SLS8: Value student contributions).

The accomplishments above support the college's strategic goals in that student success and community outreach/in reach are core values and continued goals provided by NC3SP. In addition, the highlights of the year follow the strategic direction of Student Learning and Success in changing the odds by keeping students: directed, focused, nurtured, engaged, connected, and valued. Lastly, NC3SP is directly linked to the Integrated Plan: Basic Skills Initiative, Student Equity, Guided Pathways, AB 705, and Student Success and Support Program by providing a seamless transition for students from noncredit to credit courses.

#### **CTE two-year review of labor market data and pre-requisite review**

5. Does the program meet documented labor market demand?

N/A

6. How does the program address needs that are not met by similar programs?

N/A

7. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

N/A

8. Have recommendations from the previous report been addressed?

N/A

**Sample:**

**Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.**

Revised 8.28.2023

## **Area of Focus Discussion Template**

### **EDUCATION AND INDUSTRY PARTNERSHIPS**

**Education and Industry Partnerships** – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

**Possible topics:**

- Review relationships with partner organizations and institutions.
- Review relationships with inter-departmental areas.
- Assess partnerships with high schools and other institutions
- Gather feedback on practices from other institutions and professional development opportunities like conferences and summits.

1. What data were analyzed and what were the main conclusions?

- **Fall 2024 Data Analyzed**

This data reflects the combined results of on-campus and off-campus orientations during the Fall 2024 Estudiantes Unidos event, where 656 students participated in the Lotería card game titled "The Steps to Transition from Noncredit to Credit." Of these participants, 53% (312 students) met the standard, 47% (273 students) fell below the standard, and 71 students did not submit their Lotería cards, so their data will not be included.

- **Fall 2024 Main Conclusions**

The data shows that nearly half of the students demonstrated a clear understanding of the transition steps, indicating that instructional methods like the Lotería activity were effective for many. On-campus students performed slightly better, likely due to greater access to resources and participation in engaging events such as Estudiantes Unidos. However, several challenges contributed to the significant portion of students falling below the standard. These include time constraints that limited engagement with the Lotería activity, a last-minute survey from the Admissions and Records department that reduced available instructional time, and the fact that this was the first presentation of this material, which may have caused some confusion. Additionally, early student departures and a noticeable lack of interest from noncredit students in transitioning to credit programs further impacted participation and outcomes. These factors highlight the need to refine instructional strategies and address barriers to improve engagement and success rates.

- **Spring 2025 Data Analyzed**

The Spring 2025 Estudiantes Unidos event featured on-campus orientations where 551 students participated in the Lotería card game titled "The Steps to Transition from Noncredit to Credit". The results showed that 89% (445 students) met the standard, 11% (56 students) did not meet the standard, and 50 students did not submit their Lotería cards (data not included).

- **Spring 2025 Main Conclusions**

This semester, off-campus noncredit orientations were not conducted due to concerns from the new (political/presidential) administration. As a result, participation decreased compared to Fall 2024, when 656 students took part. In Spring 2025, only 551 students submitted their Lotería cards.

However, despite the lower turnout, the overall results showed positive trends. The percentage of students who met the standard remained at 89%, demonstrating a consistent understanding of the transition steps from noncredit to credit. More notably, the percentage of students who did not pass dropped significantly to 10%, compared to 41.6% in the previous semester, marking a 31.6% improvement. This suggests that fewer students struggled with understanding the transition process.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

A minor challenge was identified, 50 students either submitted blank Lotería cards or used incorrect ones due to a mix-up between the Lotería cards and the actual transition step cards. However, this was a slight improvement from Fall 2024, where 71 students encountered similar issues, resulting in slight improvement. Although this mix-up may have impacted some students' ability to provide correct answers, the overall learning experience still showed substantial progress.

Several factors contributed to these improvements. Since this was the second time students were exposed to the material, they were able to recall the information more easily. Additionally, the PowerPoint presentation was updated to be more effective and engaging. More time was also dedicated to the Lotería game, increasing student participation and retention of key information. Furthermore, unlike the previous event, no Admissions & Records survey was conducted, which may have allowed for a more streamlined and focused learning experience.

Another challenge encountered was the need to follow up with the students that did not turn in the card and ask why they didn't turn it in. Some students are in the Spanish Literacy classes or lack reading or writing skills in their native language which could make it harder to understand what is being asked from them in writing in another language.

A new challenge discovered was the process of students transitioning to college we have identified a great need to collaborate more closely with our partner high schools. The state has implemented certain pathways for students graduating high school regardless of English skills. This implementation will require additional collaboration between our high school partners and our Noncredit Counseling Department. This collaboration will support students in reaching their academic goals and transitioning to credit courses.

We have identified that students at the partner high schools are having challenges transitioning into an appropriate English course for their English level once at our college. Another challenge identified is the process of enrollment for students under 18 being able to access noncredit courses. There are additional steps that the student needs to take that could present them as obstacles and discourage students from attending college after high school. Currently, students can enroll as minors to credit courses, but additional requirements are set for underage students wishing to start noncredit courses.

3. What are your plans for change or *innovation*?



The data highlights the need for targeted improvements to enhance student outcomes. Strategies such as clarifying instructions, tailoring activities to meet the specific needs of on-campus and off-campus students and offering additional support can address current gaps. Implementing follow-up interventions, integrating technology to boost engagement, and providing resources like workshops or one-on-one advising sessions for students struggling to understand the transition steps could significantly improve comprehension and participation. Additionally, evaluating the effectiveness of the Lotería activity in different settings is essential to ensure consistency in outcomes.

One of the key recommendations made within the department was to further clarify instructions, which significantly improved student comprehension of the transition steps from noncredit to credit. Updates to the PowerPoint presentation, additional focus on the Lotería game, and the use of more dynamic presenters contributed to higher engagement and retention.

Moving forward, additional recommendations include ensuring that all students receive the correct Lotería and transition step cards to prevent confusion. Implementing a brief pre-orientation session or an instructional video prior to the event could further reinforce key concepts. Additionally, gathering more direct student feedback through a short post-event survey could provide valuable insights for continuous improvement. Lastly, reintroducing off-campus orientations, if feasible, could help reach a broader student audience and provide more equitable access to information.

We propose that in the Spring 2026 semester we conduct targeted outreach to ELD students at the high school to develop their ASEP. This step will help us identify students that will start in noncredit and support them with the paperwork needed. Identify potential future and AB540 students to provide extra support as the student's transition to credit.

4. How will you *measure* the results of your plans to determine if they are successful?

An increased awareness of the transition steps from noncredit to credit and an increase in noncredit students transitioning to credit courses.

Increase seamless enrollment for ELD/N students and help them register to the appropriate classes while they transition to Hancock or when a student is transitioning from credit to noncredit courses at the college.

**Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.**

9. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

N/A

10. Are there specific recommendations regarding the core topic responses from the validation team?

N/A

Based on the narratives for the prompts above, what are some program planning initiatives (objectives) and resources needed for the upcoming years? Use the tables below to fill in **NEW** planning initiatives. ***This section is only used if there are new planning initiatives that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	ER Obj-2 Video Speeches for Student Learning and enhancement
Planning years:	(The academic years this will take to complete) 2021-22 to 2024-25
<b>Description:</b> (A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.) The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.	
<b>What college plans are associated with this Objective? (Please select from the list below):</b> <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

**Resource Requests:** Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	~ /ideo cameras \$600 each

Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

**EQUIPMENT NEEDS**

Ready Accessibility: Investigate

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	Hire two specialists or two Program Assistants
<b>Planning years:</b>	Ongoing until hired
<p><b>Description:</b></p> <p>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</p> <p>The noncredit student population is over 5,000 students. There are currently no specialists or program assistants assigned to noncredit counseling. Specialists and/or program assistants will assist with student follow-up, outreach, workshops, and noncredit orientations to assist with certificate completion and transitioning from NC to CR courses.</p> <p>Hiring specialists or program assistants will provide consistent counseling services in SM, Lompoc, and SY and an increase in counseling services provided in the morning and evening in Santa Maria, Lompoc, and SY. It will also increase counseling services through zoom, phone, and in-person, especially for those that live in Lompoc and SY.</p>	
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input type="checkbox"/> Ed Master Plan           <input checked="" type="checkbox"/> Student Equity Plan           <input checked="" type="checkbox"/> Guided Pathways           <input type="checkbox"/> AB 705/1705         </p> <p> <input type="checkbox"/> Technology Plan           <input type="checkbox"/> Facilities Plan           <input type="checkbox"/> Strong Workforce           <input type="checkbox"/> Equal Employment Opp.         </p> <p> <input type="checkbox"/> Title V         </p>	

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	Hire one Office Services Tech. I
<b>Planning years:</b>	Ongoing until hired
<p align="center"><b>Description:</b></p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The former office services tech I position was never replaced. There's currently no permanent program assistant assisting noncredit counseling.</p> <p>Hiring an Office Service Tech. I will provide consistent front-desk student assistance and support to the department activities. In the past few years, student service, events, conferences, tours, workshops, meetings, and outreach have greatly increased in noncredit counseling. This level of work requires the attention, expertise, and experience from an Office Services Technician.</p>	
<p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input type="checkbox"/> Ed Master Plan    <input checked="" type="checkbox"/> Student Equity Plan    <input checked="" type="checkbox"/> Guided Pathways    <input type="checkbox"/> AB 705/1705  <input type="checkbox"/> Technology Plan    <input type="checkbox"/> Facilities Plan    <input type="checkbox"/> Strong Workforce    <input type="checkbox"/> Equal Employment Opp.  <input checked="" type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	Hire a full-time counselor and two evening part-time counselors
<b>Planning years:</b>	Ongoing until hired
<p align="center"><b>Description:</b></p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>Hiring a full-time counselor and two evening counselors will provide consistent counseling services in SM, Lompoc, and SY and an increase in career and personal counseling provided in the morning and evening in Santa Maria, Lompoc, and SY.</p> <p>With additional noncredit counselors, there will be an increase in Student Education Plans completed throughout the year via zoom, phone, and/or in-person, especially for those evening students and those that live in Lompoc and SY. It will also assist with students completing a NC certificate and/or transition from NC to CR courses.</p>	

What college plans are associated with this Objective? (Please select from the list below):

- ☐ Ed Master Plan 
 ☒ Student Equity Plan 
 ☒ Guided Pathways 
 ☐ AB 705/1705  
☐ Technology Plan 
 ☐ Facilities Plan 
 ☐ Strong Workforce 
 ☐ Equal Employment Opp.  
☐ Title V

**New Program Planning Initiative (Objective) – Core Topic Only**

**Title (including number):** Hire staff/peers or bilingual interpreters that speak Mixteco or other Mexican indigenous language.

**Planning years:** Ongoing until hired

**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

Hiring staff/peers or bilingual interpreters that speak Mixteco or other Mexican indigenous language will increase counseling services offered to the Mixteco population therefore, increasing enrollment in noncredit programs.

Provide interpretation services at events such as conferences, summits, Estudiantes Unidos, New Student Orientations, and workshops via interpretive devices/technology

What college plans are associated with this Objective? (Please select from the list below):

- ☐ Ed Master Plan 
 ☒ Student Equity Plan 
 ☒ Guided Pathways 
 ☐ AB 705/1705  
☐ Technology Plan 
 ☐ Facilities Plan 
 ☐ Strong Workforce 
 ☐ Equal Employment Opp.  
☐ Title V

**New Program Planning Initiative (Objective) – Core Topic Only**

**Title (including number):** NC Pathways Counseling Specific to an Area of Interest (ECSN)

**Planning years:** 2025-2026

**Description:**

*(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*

Since students in ECSN do not participate in the NC Estudiantes Unidos or NSO's, it is critical they hear this information for NC certificate completion and to motivate transition from NC ECS to CR ECS courses to pursue a certificate and/or degree.

Students will hear the NC New Student Orientation, develop a Student Education Plan, and refer students to participate in student support activities to increase NC certificate completion and/or transition to CR courses. They will also participate in a workshop to inform on how to obtain their childcare license.


**What college plans are associated with this Objective? (Please select from the list below):**

- ☐ Ed Master Plan
 ☒ Student Equity Plan
 ☒ Guided Pathways
 ☐ AB 705/1705  
☐ Technology Plan
 ☐ Facilities Plan
 ☒ Strong Workforce
 ☐ Equal Employment Opp.  
☐ Title V

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	Targeted outreach for ELD students at the high school
<b>Planning years:</b>	2025-2026
<b>Description:</b> <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> Development, coordination and implementation of targeted outreach for students at the high schools beginning in the fall 2025 by analyzing and identifying the student applications. In Spring 2026, make targeted connection to high school counselors to help identify ELD students who will need a noncredit ELDN SEP and prepare the students for a seamless transition to AHC. <b>What college plans are associated with this Objective? (Please select from the list below):</b> <input type="checkbox"/> Ed Master Plan <input checked="" type="checkbox"/> Student Equity Plan <input checked="" type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	




Program Review Signature Page:

  
Mayra Morales (Jun 12, 2025 11:27 PDT)


Program Review Lead

Date

  
Yvonne Teniente (Jun 12, 2025 12:00 PDT)

Program Dean

Date

  
Genevieve Siwabessy (Jul 16, 2025 12:23 PDT)

Vice President, Student Services

Date











# Noncredit Counseling\_Program Review\_2024-2025\_06.10.2025

Final Audit Report


2025-07-16

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