

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name** Noncredit Student Success and Support Program **Academic Year** 2023-2024

1. Has your program mission or primary function changed in the last year?

- No

*(The **mission** of the Noncredit Student Success and Support Program (NC3SP) is to help students enrolled in adult basic education, noncredit English as a second language, citizenship, and short-term vocational skills classes navigate the educational system of the college from admission until students reach their educational goal(s). The **goal** is to provide a range of quality educational services that include orientation, assessment and placement, counseling (academic, career, and personal), advising, student educational planning, and follow-up services. These services support the college's mission to provide educational opportunities that enhance student learning.)*

2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

- We offered for the first time the newly developed PDNC courses in spring of 2023.

### Learning Outcomes Assessment

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

- This year we assessed SLO 1: After attending a noncredit new student orientation, students will schedule a counselor/staff appointment for follow-up services.

The results were as follows:

125 students or 30% met the standard.

289 students or 69% did not meet the standard.

- 414 students attended a New Student Orientation (NSO) (Estudiantes Unidos). Out of the 414, 79 booked an appointment with either a peer, coordinator, or a counselor. 289 students did not schedule an appointment. 44 scheduled an appointment but did not show up to the appointment. 2 scheduled an appointment but cancelled at the last minute.

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

- All students received a phone call inviting them to schedule an appointment with a NC peer, coordinator and/or counselor. Not all students were interested in scheduling an appointment, some student phone numbers were disconnected, not in-service, or the wrong number. It is important to note that there were limited counseling evening appointments overall and less available counseling appointments available in Lompoc and

Santa Ynez. In addition, one of our counselors was on a modified schedule due to a family medical circumstance.

- Due to the declining nature of student retention through the semester, students stopped going to class and therefore did not attend or complete their scheduled appointments. Students have shared confusion regarding why they needed to come in to see us as they are not sure if they are seeing a therapist or an academic counselor. This confusion can be attributed to the language used in Spanish to refer to a therapist vs an academic counselor. Students also shared that since they felt they received enough information at the NSO, they did not have any further questions to address in a follow-up appointment.
- Overall, we feel 414 students attending the NSO was good and that many of them felt their questions were answered during the NSO. This is a good indicator that the NSO is effective in providing students with information for their continued success.

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

- The effectiveness of the NSO has been shared with the Noncredit Counseling Department by student feedback. Students are happy with the information they receive, and voice their gratitude for the safe space created in these events for them to learn and connect with their peers.
- We recommend providing more evening appointments, hiring more counselors, a specialist, peers, and front staff. Students are more than willing to come into an appointment if we reach out and explain the importance of an SEP's development to assist with goal completion.
- Changes in enrollment management have created pros and cons for students. The pros are students are taking more seriously their space in the classroom and value the importance of registering on time. The students also are learning the structure of credit courses, with the two first week census timeline.
- The cons of the enrollment process are that students who arrive later in the semester must wait for enrollment into the class. There are no waitlists available like in credit classes and sometimes a student may not find a space in class due to the nature of in class student enrollment process that happens within the semester. In other words, students enrolled in a class have priority enrollment over students who are not currently enrolled in a class. This is true for 8-week NESL courses. This has left some students waiting a couple of semesters before they can enroll in a course.
- Hire a full-time, tenure-track counselor to serve Lompoc and Santa Ynez.
- Hire two part-time evening counselors to serve in Santa Maria.
- Hire two full-time specialists/coordinators to serve in Santa Maria/Lompoc/Santa Ynez.
- Hire a full-time program assistant to serve in Santa Maria/Lompoc/Santa Ynez.
- Continue to hire peer advisors to support program activities in Santa Maria/Lompoc/Santa Ynez.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.
- In spring of 2023 we did not assess any SLO's because we completed Program Review Surveys.
  - Updated 6-year plan attached.
3. Were there any staffing changes?
- Yes.
    - One full time counselor went on maternity leave before the fall 2022 semester ended and returned in fall 2023.
    - Limited program services through zoom, phone and in person in spring and fall 2023 for Lompoc and SY.
    - One temporary program assistant was hired to assist in everyday office activities and provide consistent student assistance at the front desk.

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, orientation, 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 2023, **2,148** (duplicate numbers) students were assisted from Santa Maria, Lompoc, Santa Ynez, Guadalupe, San Luis Obispo County, and other local areas.

*(In 2022, 2,210 (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)

Fall 2023- Since classes were offered only in-person, EU events were held in-person.

**416** students participated from Santa Maria, Lompoc, Santa Ynez, Guadalupe, San Luis Obispo County, and other local areas.

Spring 2023- Since classes were offered only in-person, EU events were held in-person and **489** students participated from Santa Maria, Lompoc, Santa Ynez, Guadalupe, San Luis Obispo County, and other local areas.

*(Fall 2022- Since classes were offered only in-person, EU events were held in-person.*

*443 students participated from Santa Maria, Lompoc, Santa Ynez, Guadalupe, San Luis Obispo County, and other local areas.*

*Spring 2022- Since classes were offered virtually and in-person, EU events were held in both modalities and 706 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.

Fall 2023

**86** students participated from Santa Maria, Guadalupe, Lompoc, and Santa Ynez.

Spring 2023

**102** students participated from Santa Maria, Lompoc, and Santa Ynez.

Fall 2022

*98 students participated from Santa Maria, Lompoc, and Santa Ynez.*

Spring 2022

*Due to the pandemic, all students were able to join a virtual EU event and there was no need to provide additional in-person off-campus NSO's (see #2 Estudiantes Unidos above.)*

- **Application for a noncredit certificate** -A low completion rate of noncredit certificates in Lompoc and Santa Ynez can be attributed to the lack of course offerings at these locations. (SLS2: To support student access, SLS3: Ensure students are directed).

In 2023 **79** students were awarded from Santa Maria, **7** from Lompoc, and **3** from Santa Ynez Valley.

*(In 2022 61 students were awarded from Santa Maria, 5 from Lompoc, and 1 from Santa Ynez Valley.*

*In 2021 45 students were awarded from Santa Maria, 5 from Lompoc, and 0 from Santa Ynez Valley.)*

- **Outreach/Inreach**- Provided outreach/inreach to AHC students, local high schools, and the community. These included Foro de Inmigración, Consulado Mexicano Móvil, How to start your own business, Pláticas de Bienestar, myHancock portal, information tables, Hancock Hello!, Bulldog Bow-Wow, Career Exploration, Open Streets, etc. (SLS2: To support student access, SLS3: Ensure students are directed, SLS4: Ensure students are focused, SLS7: Ensure students are connected)

In 2023 **3,903+** students were outreached using a combination of in-person and zoom.

*(In 2022 1,525+ students were outreached using a combination of in-person and zoom.*

*In 2021 556+ students were outreached using a combination of in-person, zoom, and video presentations.)*

- **Noncredit Newsletter**- Advancement towards the sixth 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, 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

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

**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.

New Program Planning Initiative (Objective) – Yearly Planning Only	
<b>Title (including number):</b>	NC Counseling ECSN Project
<b>Planning years:</b>	2024-2026
<b>Description:</b>	
<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>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.</p> <p>A NC counselor(s) will participate in this initiative where 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.</p>	
<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 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 type="checkbox"/> Title V	