



Student Services Program Review

Semester & Year: Fall 2015

Service Area: Noncredit Student Success and Support Program (NC3SP)

Program Review Chair: Mayra Morales

Program Review Team Members: Lucerito Salgado, NC3SP Specialist
Maria Arvizu-Rodriguez, NC3SP Part-time counselor
Rosa Olmedo, Noncredit ESL Coordinator
Margaret Shigenaka, Full-time counselor
Luis Ayala, Interim CalWORKs Coordinator
Mayte Solis, Basic Skills Coordinator

This section should contain an objective, descriptive overview of the current program. Provisions are made for the identification of the mission statement, program purpose, and connection to college Strategic, Educational, and Facilities Plans for the service area under review. When applicable, connections to other relevant college plans, such as the Student Success and Support Plan and Student Equity Plan, are also encouraged in the program description.

It is suggested you first review the college mission and what is contained in the college's plans, as a portion of your program description includes a narrative regarding how your student service program connects to these plans.

Mission: 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 systems of the college from admission until students reach their educational goal(s). The program provides 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.

Program Purpose: The purpose of NC3SP is to ensure access to appropriate programs, student services, and designated noncredit courses to all students who can benefit; to facilitate the successful completion of student educational goals; and to enable students to transition into the workforce. These services support the college's mission to provide educational opportunities that enhance student learning. In addition, as outlined in the Educational Master Plan, student success and community outreach are core values and continued goals provided by NC3SP. NC3SP follows the strategic direction of Student Learning and Success in changing the odds by keeping students: Directed, Focused, Nurtured, Engaged, Connected, and Valued. NC3SP is directly linked to the Credit 3SP and Student Equity Plans by providing a seamless transition from noncredit (NC) to credit (CR) courses.

Follow Up: Previous Program Review Plan of Action

During the previous program review in 2005-2006 academic year, the self-study and validation teams developed a final plan of action based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the results of that action, and the current status of the plan, if it is incomplete. If any plan was made and action not taken, please state the rationale for not pursuing that particular item.

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
<p>2.6 A systematic plan for cultural competence and diversity training will be developed. The student population, though for the most part Latino, is fairly diverse in education, background, and age. The target areas are more diverse and efforts will also be invested in reaching to these populations. This training will seek out experts in the field to provide the training necessary for Noncredit Matriculation program staff, to develop the awareness and skills to work with these populations.</p>	<p>-Through the Title V grant “Colegio de aprendizaje” funds were allocated to develop cultural competence and diversity sensitive trainings.</p> <p>-Professional development opportunities are offered throughout the year to part-time and full-time faculty and staff.</p> <p>-In spring 2016 two full-time noncredit faculty attended a cultural competence training related to student learning outcomes.</p>
<p>2.7; 4.1; 4.2; 6.1; 6.3: A financial analysis will be conducted to examine whether a full-time, tenure track counselor position is affordable and feasible. If feasible, the creation of a full-time, tenure track, noncredit counselor position will be proposed.</p>	<p>-A full-time tenure track counselor was hired in 2007, but resigned a couple of years later. Position remains vacant.</p> <p>-A search is active and the position is expected to be filled by June 2016.</p>
<p>2.9: Program staff will increase efforts at incorporating and integrating noncredit students into the mainstream social and extracurricular activities of the college.</p>	<p>Through the Basic Skills Initiative (BSI) various temporary positions (Credit ESL Specialist, Credit ESL Facilitator, and ESL Ambassadors) were developed to increase efforts of integrating noncredit students into mainstream extracurricular activities of the college. Currently the ESL Ambassadors are the only ones employed on a temporary basis.</p> <p>Through Title V-Advance Innovate Maintain (AIM), a Basic Skills (BS) Coordinator was hired to bridge noncredit students to credit programs.</p>

	<p>In addition to the BS Coordinator, an ESL Assistant Professor/Coordinator was hired to bridge noncredit students to credit programs.</p> <p>Furthermore, Student Equity funds have been allocated to hire bilingual student ambassadors.</p>
<p>5.1: The plan to build a Basic Skills Center includes space for the Noncredit Matriculation Program. A conference room and additional stage space has been planned. Will meet with Facilities' Director to identify the program's space needs and to ensure that space allocated is appropriate for NC3SP.</p>	<p>-Not completed.</p> <p>-Additional space once belonging to the noncredit matriculation program in building S was lost due to vacant positions.</p> <p>-NC3SP needs to have its own center where appropriate services can be provided.</p>
<p>5.2: A request for funds from the State unused funds source was submitted to purchase equipment needed, but no funds were available for noncredit. If funding is freed up, approval will be sought from the Chancellor's Office to replace and buy the equipment needed.</p>	<p>-Not completed in 2006. Ongoing need.</p>
<p>8.2: The current Matriculation Policy does not currently include Noncredit Matriculation in its language. The Dean and Program Coordinator will revise the Matriculation Policy 6903 to recommend inclusion of Noncredit Matriculation or to recommend that a separate policy addressing the goals and objectives of Noncredit Matriculation be developed.</p>	<p>-Not completed in 2008. Ongoing need.</p> <p>Note: Policy 6903 has been renumbered to Policy 5050.</p>

Student Services Program Review Self Study Responses

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates, but also the office of the Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. Eight individual criteria to be evaluated are presented along with major topics to address for each criteria. (Place your responses in the expandable text boxes below.)

1. Services and Curriculum

- A. Courses taught by program address student needs, support the educational objectives of the program, and when appropriate, address issues related to diversity and/or multicultural perspective.
- B. Program services are coordinated with local high schools and institutions of higher education.
- C. Faculty and staff have developed innovative services to meet student needs.
- D. Faculty and staff work collaboratively with other student services in program development and student referral, as well as with instructional programs and support services.
- E. Recent developments in technology have been incorporated into student support services.

Methods/Evidence:

- A. NC3SP does not offer any instructional courses.
- B. The program conducts limited outreach to specific target populations that may benefit from NC instruction. The NC counselor participates in the monthly Bridges to Success Program meetings to inform high school counselors about NC program services and offerings (*See Appendix for evidence- pages 1-5*).
- C. Due to staffing constraints, services are provided bilingually (Spanish/English) to students at the main campus only. Program documents have been translated and are provided in English and in Spanish.
- D. Faculty and staff work closely with multiple departments and student services on campus in credit and NC to ensure continuity of services. Noncredit faculty and staff are familiar with credit programs and services. NC students who are transitioning to credit classes are referred to relevant programs such as: financial aid, EOPS, LAP, AIM, and the counseling department (*See Appendix for evidence- pages 6-9*).
- E. The program continues to use SARS Grid, a software program designed to track student contact. Currently, we are in the planning stages to implement a NC online student orientation.

**Plan of Action: -Hire a full-time, tenure track NC3SP counselor
-Develop and implement a NC online student orientation**

2. Student Support and Development

- A. The service area/program provides all prospective and currently enrolled students with current and accurate information about its program and services, conduct standards, complaint and grievance procedures; publishes policies consistent with its mission and follows practices consistent with those policies.
- B. Explain the various methods used by the service area to identify the educational support needs of its student population & the appropriate services provided to address those needs.
- C. Describe the procedures that are in place to identify and reduce bias and how they are evaluated to assure effectiveness.
- D. Identify and evaluate the various service locations and delivery methods used by the service area. Explain how program and services are providing equitable access to services regardless of location and means of delivery.
- E. Describe how the service area is involved in the maintenance of a healthy campus climate and supports a co-curricular environment that fosters intellectual, ethical, and personal development for the diverse student population it most frequently serves.
- F. Describe the methods used for maintaining student records permanently, securely, and confidentially.

Methods/Evidence:

- A. Program policies and procedures, programs service provision, goals and objectives are published in the credit 3SP annual report. Information about availability of services is provided in the Spectrum (the NC schedule of classes) and in the bilingual program brochure. The NC3SP Plan and a description of services are available on the college website. Grievance procedures are published in the college catalog. In addition, limited in-class orientations are offered each semester to provide information about programs and services, college policies and procedures (*See Appendix for evidence- pages 10-32*).
- B. Using a variety of counseling techniques, counselor interviews focus on identifying the educational support needs of NC students. Referrals to other programs and services on and off campus are made, and various workshops are offered throughout the semester.
- C. The program follows all policies and procedures of the college that are in place to protect students from discrimination and bias. Services are provided bilingually to increase access to as many students that qualify for services. As part of our counseling staff meetings, discussions regularly take place about students' needs, communication style, and cultural values that are important to take into consideration in the provision of services.
- D. Limited counseling services are available at the Santa Maria campus. Services are needed at other campus locations and this need is not being met. Chancellor's Office data shows that the target population of the NC3SP exceeds 10,000. Given these numbers, the student to counselor ratio far exceeds the recommended ratio, and it has not been possible to extend the services to all the student populations and locations where NC target classes are taught.
- E. The NC3SP maintains a campus climate that is supportive of student success. Staff place a strong value on positive customer relations and this topic is a part of our on-going NC Student Orientations and staff meeting agendas. To maintain access and provide an inclusive climate, staff members are bilingual and program publications and information are mainly provided in Spanish and English.
- F. Student records are maintained electronically in the college's Extender software program. SARS Grid, the student scheduler, serves as a record of student contacts. Case notes, kept confidential, are in this data system as well.

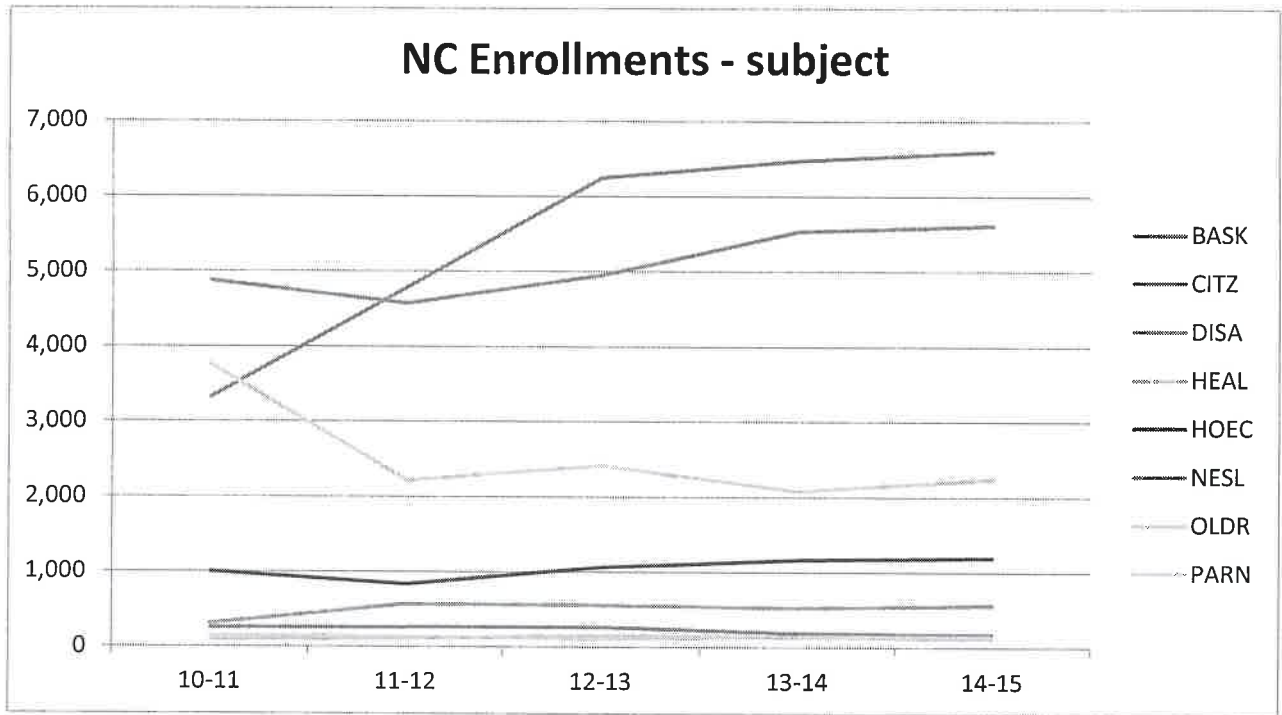
Plan of Action: -Hire a full-time, tenure track NC3SP counselor

3. Student Outcomes

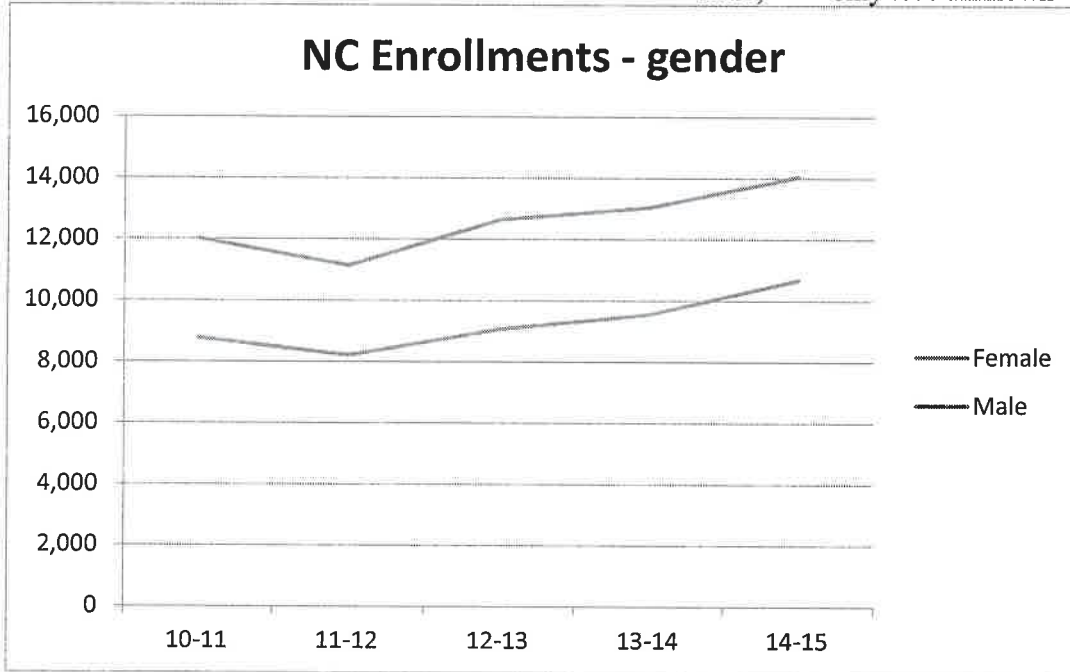
- A. Describe the enrollment & demographic trends over the past three to five years of students served by the program.
- B. Identify student outcomes and, where relevant, compare students who received services to non-recipients on the following measures: successful course completion, course retention, fall to spring persistence, GPA, goal attainment, etc...
- C. Provide evidence from students (and staff where appropriate) that demonstrates the success/effectiveness of the program. Describe methods used for systematic evaluation and summarize the results.
- D. Describe the process within the program for developing & assessing student learning outcomes. Did you assess all the SLOs on the 6 year assessment plan? If not, please explain why. Conduct a summary analysis of the data collected and compare outcomes in the current program review to outcomes in the last review. Describe any changes made to the program based on the data (attach 6 year assessment plan in appendix).
- E. Identify any gaps or inequities among the students served by the program.
- F. Discuss your upcoming 6 year assessment Schedule (**please attach with appendix**).

Methods/Evidence:

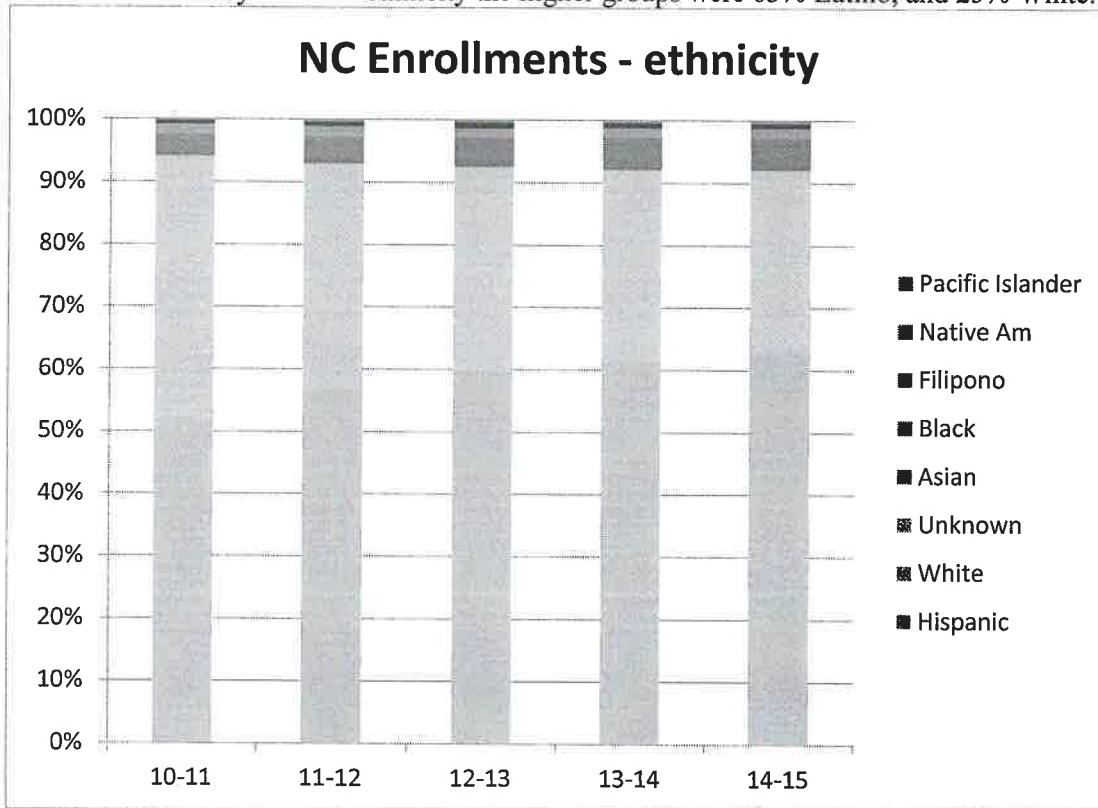
- A. Of the students targeted for services by NC3SP, there were a total of 12,153 headcount reported by NC Education and Community Programs during 14-15. During a four year period the number of enrollments went down from 21,028 in 2010-2011, to 19,489 in 2011-2012, back up to 21,848 in 2012-2013, and 22,752 in 2013-2014 to 24,904 in 2014-2015.



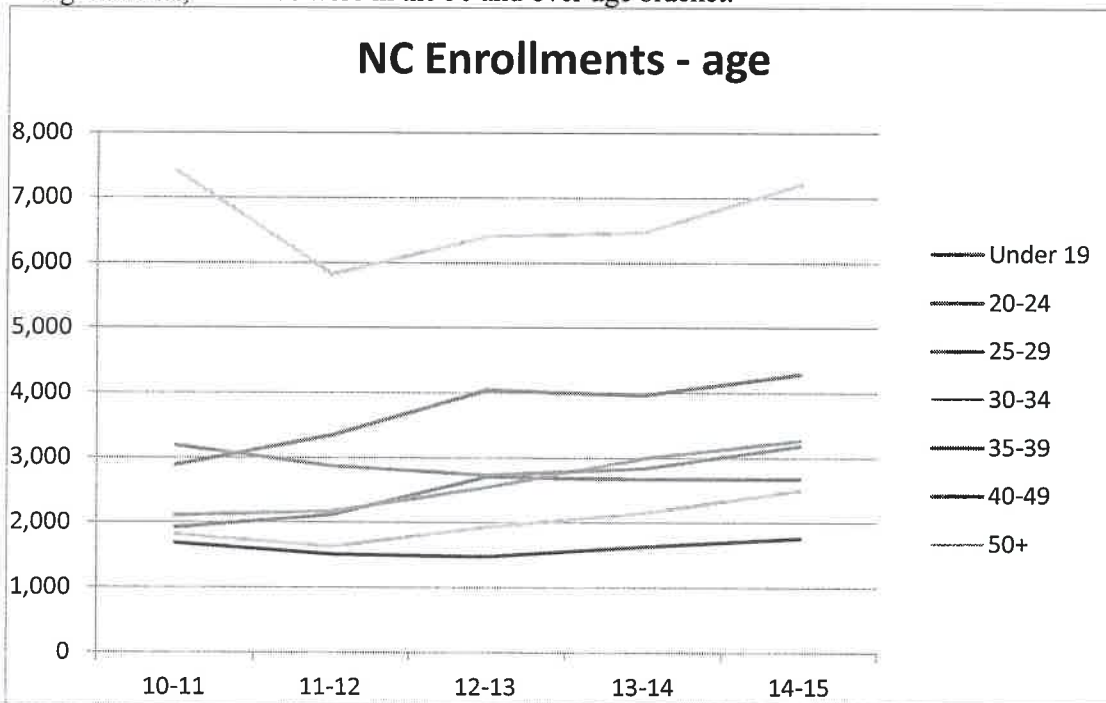
In 2014-2015 54% of students were female and 46% were male; with only .6% unknown



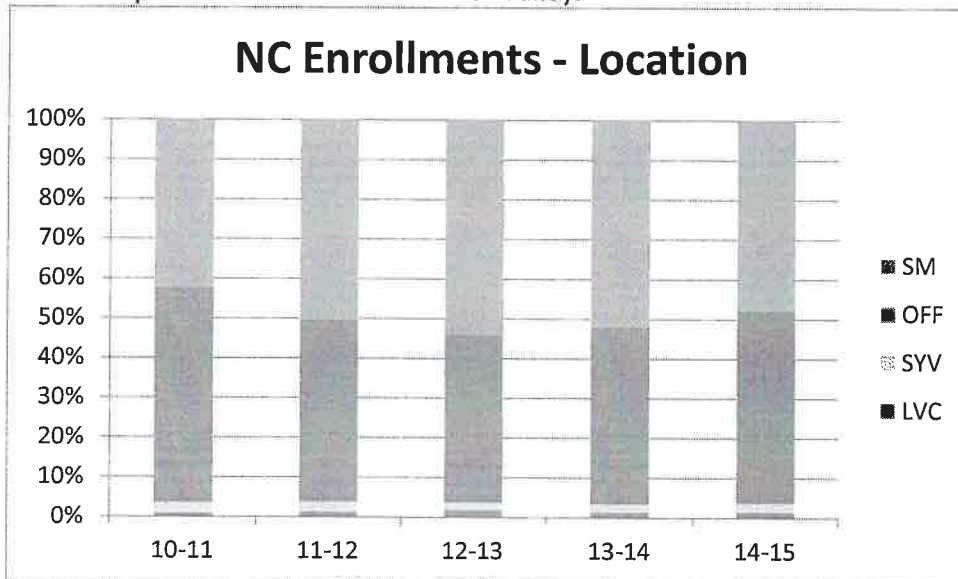
In the breakdown by race and ethnicity the higher groups were 63% Latino, and 25% White.



14% of students were under 19 years of age, 21% were in the 20-24 age bracket, 13% were in the 25-29 age bracket, 10% were in the 30-34 age bracket, seven percent were in the 35-39 age bracket, 11% were in the 40-49 age bracket, and 24% were in the 50 and over age bracket.



Two percent attend the Lompoc Valley Center, 45% attend off campus locations, 51% attend on campus, and three percent attend the Santa Ynez Valley.



(See Appendix for evidence- pages 33-40)

- B. Student learning outcomes appropriate for NC3SP have been identified and assessed.
- C. A student survey was developed and routinely administered with students after counseling visits to assess the success/effectiveness of the program. Overall students feel satisfied with NC3SP but see the need for more counseling staff. Also, it is clear they need to learn how to read and use the Spectrum schedule of classes. *(See Appendix for evidence- student survey sample and tabulated data from surveys- pages 41-57).*
An annual report on NC3SP services is compiled by the Dean of Student Services. The report is based on information collected yearly regarding service delivery, staffing, and student needs. This provides an ongoing analysis of progress within the department as well as a means of reviewing accomplishments and identifying areas in need of improvements. In addition, a list of specific goals and objectives for the department is submitted to the Vice-President of Student Services each fall. *(See Appendix for evidence- Annual Goals and Objectives page 58).*
- D. Student learning outcomes are assessed annually by the department. The assessment schedule is reviewed every six years during program review. During the fall 2010-spring 2016 not all years were assessed due to the vacancy of a full-time NC3SP counselor. The six year assessment schedule included two SLO's assessed from fall 2012-spring 2016. SLO 1 (Student will write at least one educational goal) and SLO 2 (Student will write at least one Academic and/or a Student Support Service) demonstrated most students are able to articulate one educational goal but are still unclear about what an academic and/or student support service is. *(See Appendix for evidence- Context Improvement Plan pages 59-63).*
- E. Students are not fully aware of services available at AHC. Continued orientations are provided to inform students about the importance of articulating at least one educational goal and being aware of the services available to them to support their student success. In addition, the implementation of workshops has been on-going since fall 2015 to the present time to assist with retention and motivation.
- F. Upcoming six year assessment schedule includes four SLO's. Each will be assessed for three semesters to compare success and interventions needed to better assist the student. *(See Appendix for evidence-assessment plan pages 64-68).*

Plan of Action: -Hire an additional full-time specialist to assist with data tracking, outreach, and student follow-up.

4. Personnel and Support Services

- A. There is adequate staff and a sufficient full-time to part-time faculty ratio to meet student and program needs.
- B. Briefly describe the professional development of faculty and staff during the period under review, including opportunities and improvements. Does it support program innovations?
- C. Evaluation of staff is systematic and the process is effective and encourages improvement.
- D. Full-time faculty are actively involved in the process of hiring and evaluating faculty.

Methods/Evidence:

- A. The program staffing consists of one full-time tenured counselor who provides counseling services and attends to other administrative related duties. One full-time counseling specialist, one full-time office technician, and two temporary part-time counselors who were hired fall 2015 and spring 2016 respectively. According to the Chancellors Office budget allocation, there are over 11,000 students who are enrolled in the programs targeted by the program and qualify for services. This indicates that the program is understaffed and that the ratio of full-time to part-time counselors is not appropriate. In addition, the ratio of students to counseling staff is too large to be able to address the 3SP needs of the student population in NC.
- B. NC3SP staff are active in their professional development endeavors. Counseling Department meetings provide an opportunity to be kept up-to-date regarding educational requirements within programs at the college and the university systems to which students transfer. NC3SP part-time counselors do not attend counseling/staff meetings, therefore, minutes posted on a timely manner is necessary for communication flow. Funding has been allocated to provide specialized training to serve NC and underrepresented students. All staff members are encouraged to attend professional development activities on campus. *(See Appendix for evidence-Counseling meetings pages 69-70).*
- C. The Dean completes evaluations as required by both the faculty and CSEA contract. An evaluation matrix is maintained in the Dean's office. Completed evaluations are forwarded to the Vice-President, Student Services and the Human Resources Office as required. All staff evaluations are conducted as formative evaluations to foster professional growth and increased competence.
- D. The program Dean engages in supervision of daily program functioning and in evaluation of staff. Full-time tenured counselors serve on various hiring committees on campus. It does however, impact on counselor's time spent with students.

**Plan of Action: -Hire a full-time, tenure track NC3SP counselor
-Hire a full-time, specialist**

5. Facilities

- A. Facilities are appropriate for effective delivery of program services.
- B. Equipment and technology is appropriate for effective delivery of program services.
- C. Program support space is adequate to ensure the effective operation of the program and related support activities.
- D. The safety of the facilities, equipment, and technology are reasonable and adequate.

Methods/Evidence:

- A. Since the last program review the NC3SP has lost two counseling office spaces. The program is in dire need of two additional counseling offices (one for a full-time counselor and one for two part-time counselors), three peer educator work stations, student work stations, storage space and a conference room.
- B. Current staff work stations are out of date and need to be replaced for effective delivery of program services. Computers, while not at the cutting edge, are appropriate for the tasks that need to be performed. Budget allocations and the flexibility of the System Office have allowed for computers to be updated on an as needed basis. With the additional office space needed, we will need to purchase four computer stations and printers for counseling services and clerical support.
- C. The program support space is inadequate for counseling services. One space is a cubicle which lacks confidentiality to serve students adequately.
- D. Facilities are within state safety regulations. The program is located in Building S, inside Community Education. The NC3SP office is wheelchair accessible.

Plan of Action: A NC3SP center with office space for:

- Two full-time, tenure track NC3SP counselors
- Two part-time, NC3SP counselors
- Two full-time, specialists
- 4 peer educators
- Student computer/work stations

6. Financial Resources

- A. During the period under review, resources have been used effectively to support programs and services.
- B. Current and anticipated funding is adequate to maintain high quality programs and services.
- C. Anticipated funding is adequate for the development of revised and new programs.
- D. Resources have been prioritized based on assessment of student learning outcomes and other supporting data.

Methods/Evidence:

- A. NC3SP budget increased this year. The number of students that receive 3SP services has increased to 24,904 in 2014-2015. During the 2015-2016 year, NC received \$415,230. Approximately, 81% of the funds allocated have been budgeted for salaries and benefits. The remaining funds have been budgeted to support technology, supplies and materials, professional development, equipment, and travel.
- B. The current budget allocation is adequate to maintain high quality programs and services. Stability in funding is needed to maintain the level of services required for students.
- C. The 3SP NC funding formula will change in 2017. Funding formula will include core services provided to students which will be reported through MIS.
- D. The SLO assessment six year schedule references the following resources needed to offer appropriate services/assessment: additional-full-time, tenure track NC3SP counselors, budget for printing and reproduction supplies, clerical support for data entry, scheduling, follow-up, etc.

Plan of Action: Budget has been developed to support service areas. Below is a summary of positions that have been included in the plan to support core services to NC students.

- **2 full-time, tenure track NC3SP counselors**
- **2 part-time, NC Counselors**
- **1 full-time, NC Specialist**
- **1 full-time, Administrative Assistant**

7. Community Outreach and Program Awareness

- A. Efforts have been made to create links between the program under review and the community.
- B. Efforts are made to inform students about the program and facilitate student participation in the program.
- C. Efforts are made to use documented assessment of student learning and achievement to communicate program and service quality to current and prospective students and the public.
- D. An advisory committee with appropriate representation has been established and meets regularly to support the development of programs and services.

Methods/Evidence:

- A. Through weekly radio live spots we reach out to the multiple Allan Hancock College communities at large. In addition, program staff conducts limited outreach presentations to small groups, small businesses, and community organizations in Santa Barbara County where the bulk of the NC classes targeted by this program are offered. *(See Appendix for evidence-List of outreach events, radio info. Spots pages 71-77).*
- B. Annually NC3SP provides a series of orientations to enrolled students to inform them about all their options available at Allan Hancock College in CR and NC. In fall 2015, over 400 students were reached through class orientations. Handouts, brochures, and other program materials are provided at outreach events, presentations, and orientations. In addition, the Spectrum, which is the schedule of NC classes, is sent to their home addresses. Information about program services is also announced in the Spectrum and is disseminated to NC faculty in target classes to inform students. *(See Appendix for evidence-program outreach materials pages 78-83).*
- C. NC3SP staff retreats are once a semester to discuss program SLO's and student success. All students who participate in orientations have an opportunity to share concerns related to course offering modalities, and other pertinent questions and/or concerns. The feedback is reviewed and shared with Community Education and other appropriate agencies and/or services to identify changes needed. Surveys are administered throughout the year to NC students. Student testimonials are published on the web and in publications.
- D. A NC3SP advisory committee was established in fall 2015. NC3SP SLO's are shared with NC's Advisory Committee which meets once a semester. The committee includes instructors, counselors, and staff from AHC and local high schools, a student, and community representatives. *(See Appendix for evidence-NC3SP Advisory Committee meetings pages 84-85).*

Plan of Action: Secure additional funding for:

- staff retreats (2 per year)
- travel reimbursement
- outreach materials
- NC on-line student orientation
- Increase the use of documented assessment data of student learning and achievement to communicate program and service quality to current and prospective students as well as the public

8. State and Federal Compliance

- A. The program adheres to all appropriate state and federal guidelines.
- B. The program adheres to all relevant college policies and procedures (attach copies of relevant policies).

Methods/Evidence:

- A. The Title 5 regulations are available to the NC3SP counseling staff and provide the foundation for developing the NC counseling program and services at Allan Hancock College. Title 5 provides further guidance to the administration of the program. The Chancellor's Office governs our implementation and compliance through the local Board of Trustees. The Matriculation Resource Manual from the Chancellor's Office contains a wealth of information related to implementing counseling services. The Dean regularly attends meetings at the Chancellor's Office to remain up to date with the current policies and procedures as they affect counseling.
(See Appendix for evidence- NC3SP Plan page 86).
- B. NC3SP staff adheres to all Allan Hancock College policies and procedures; follows Title 5 regulations and matriculation guidelines, in particular to those that relate to student counseling and advising. As part of the Counseling Department, the NC3SP is represented on both the Academic Senate and the Academic Policies and Procedures (A.P. & P.) Committee.

Plan of Action: The current Student Success and Support Program (3SP) Policy does not currently include NC3SP in its language. The Dean will review the 3SP Policy 5050 to recommend inclusion of NC3SP or to recommend that a separate policy addressing the goals and objectives of NC3SP be developed.

Major Program Strengths

List the major strengths of the program organized numerically by criteria

Criteria 1: Services and Curriculum

- All staff are fully bilingual in English and Spanish.
- Documents, surveys, brochures, and program evaluations have been translated and are provided in English and Spanish.
- Services are provided free of cost.
- Services include transition support from NC to CR.

Criteria 2: Student Support and Development

- A systematic orientation program is provided to students in target classes and programs. All students who participate in these orientations have an opportunity to share concerns related to course offering modalities, and other pertinent questions/concerns. The feedback is reviewed and shared with Community Education and other appropriate agencies/services to identify modifications needed.
- Students are encouraged to meet with a counselor to clarify personal and academic goals. Student Educational Plans are formulated.

Criteria 3: Student Outcomes

- The Student Learning Outcomes and Assessment schedule is current and fully operational. This was an all staff effort which has increased staff participation in its implementation.

Criteria 4: Personnel and Support Services

- Personnel is multiculturally competent and fully bilingual (English/Spanish).

Criteria 5: Facilities

- Community Education building, where NC3SP is housed, is easy to locate and relatively accessible.

Criteria 6: Financial Resources

- Budget resources have been adequate since fall 2015.

Criteria 7: Community Outreach and Program Awareness

- Outreach via radio spots has proven to be an effective tool to reach the target population.

Criteria 8: State and Federal Compliance

- The Dean participates actively in statewide committees and brings to the college up-to-date information about program changes and recommendations.

Major Program Challenges and Opportunities

List major challenges and related opportunities organized numerically by criteria

Criteria 1: Services and Curriculum

- NC3SP needs to provide information and training to NC faculty in target programs to facilitate student matriculation.
- Emerging markets or career opportunities need to be incorporated on to new certificate programs.

Criteria 2: Student Support and Development

- Staffing shortages have limited service delivery to students at off campus locations and during extended hours.
- Student follow-up is also limited due to staff shortages.

Criteria 3: Student Outcomes

- Student progress is difficult to be measured due to lack of GPA, grades, and completion rates.

Criteria 4: Personnel and Support Services

- The ratio of full-time to part-time counselors is inadequate to address the service needs created by the large number of students in the target areas.
- The student-counselor ratio is too high. Program staffing is inadequate to serve all the students who qualify for services.

Criteria 5: Facilities

- Since the last program review, NC3SP lost two counseling office spaces.
- The program is in dire need of two additional counseling offices, three peer educator work stations, and student computer/work stations.
- There is the need for storage space and the need for a meeting/conference room.

Criteria 6: Financial Resources

- Unfortunately, the history of NC3SP funding has not provided the financial stability to request the permanent staff that will add stability and continuity of student services.

Criteria 7: Community Outreach and Program Awareness

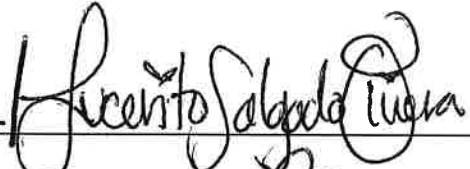
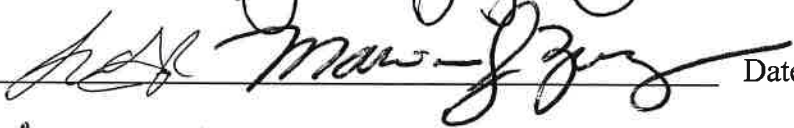
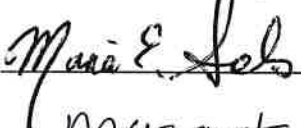


- Funding for outreach materials and a NC online student orientation.
- Hire a full-time tenure track NC3SP counselor and an additional NC3SP part-time counselor to assist with outreach and counseling services on campus and off-campus.

Criteria 8: State and Federal Compliance

PLAN OF ACTION – Post-Validation


Review and Approval

Plan Prepared By (Print & Sign)

Mayra morales m.  Date: 5/27/16
Luis Ayala  Date: 5/27/16
Mara E. Feb  Date: 5/27/16
Margaret J.  Date: 5/27/16
Rosa Olmedo  Date: 5/27/16

Reviewed:


Program Director/Department Chair*

 Date: 6/14/16

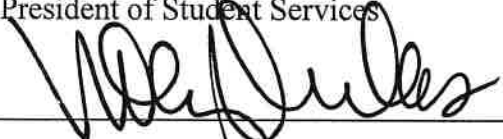
*Signature indicates approval by department of Plan of Action.

Reviewed:

Dean of Student Services

 Date: 6/14/16

Vice President of Student Services

 Date: 6/15/16

Plans of Action (POA) for Service Improvement

Action & Criterion #	Expected Outcome	Person(s) responsible	Target Date	Resources Needed	Linked to College Plans* & SLOs
Hire a full-time, tenured-track NC3SP counselor #1, 2, 4, 6,	Hire a full-time, tenured-track NC3SP counselor to assist with NC3SP orientations, student educational plans, assessment, outreach, and counseling related activities.	Dean, Student Services Chair, Counseling Department	June 2016	-Money -Office space	-NC3SP -3SP -SLO:1, 2 -SLS1, 2, 3, 4, 5, 6, 7, 8 -IR1
Develop and implement a NC online student orientation #1	Offer the NC online student orientation to those NC students unable to attend one in a class setting on campus or off campus.	Dean, Student Services	June 2017	-Money -Counselors	-SLS2 -G3 -NC3SP
Hire a full-time, NC3SP specialist #3	Hire a full-time, specialist to assist with data tracking, follow-up, outreach, and off/on campus services.	Dean, Student Services Chair, Counseling Department	June 2017	-Money -Office space	-NC3SP -3SP -SLO:1,2 -SLS1, 2, 3, 4, 5, 6, 7, 8 -IR1
Office Space #5	NC3SP counseling center to provide appropriate student services. Space includes offices for: -two full-time, tenured track NC3SP Counselors -two part-time NC3SP counselors -two full-time, NC3SP specialists -one full-time, administrative assistant -three peer educator work stations -computer/work stations for students -storage space -conference room	-V.P. Facilities -Dean, Student Services -Chair, Counseling department	June 2017	-Money -Building -Technology -Furniture -Computer stations -Specialist	-IR3, 4

Action & Criterion #	Expected Outcome	Person(s) responsible	Target Date	Resources Needed	Linked to College Plans* & SLOs
Funding #7	Secured funding for: -purchase of a color printer -purchase of a fax machine -staff retreats to discuss SLO's and semester planning -travel reimbursement -purchase outreach materials -printing -office supplies.	-State	On-going	-Money	-NC3SP -3SP -SLO:1,2 -SLS1 -IR2
Matriculation Policy #8	To have in place a policy that reflects the goals and objectives of the NC3SP Plan.	Dean, Student Services Chair, Counseling Department	June 2017		

*Identify specific objective or goal number in College plans include the Strategic Plan, Educational Master Plan, Facilities Plan, etc.

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Vice President of Student Services
 From: Mayra Morales

Date: March 4, 2016

We recommend the following persons for consideration for the validation team:

DEPARTMENT Noncredit Counseling PROGRAM Noncredit Student Success and Support Program

Board Policy requires that in addition to the chair appointed by the VPSS, the validation team be comprised of one faculty member (from outside of student services) and other student service representative. Optional member may also be included as listed in AP 3255.

Yvonne Teniente-Cuello Dean, Student Services

Dr. Ana Gomez de Torres Associate Professor, Spanish
 (Name) (Non Student Service Faculty)

Stephanie Robb Student Activities Coordinator/ASBG Advisor
 (Name) (Faculty/Staff from Student Services)

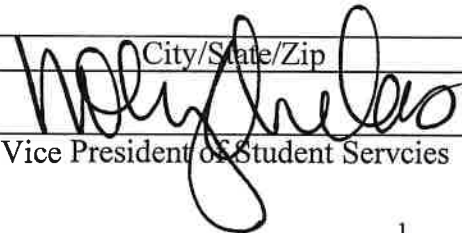
Monique Fernandez Testing Specialist
 (Name) (Faculty/Staff from Student Services)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

(Name)	(Title)	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
(Mailing)	City/State/Zip	email address

(Name)	(Title)	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
(Mailing)	City/State/Zip	email address

(Name)	(Title)	
Affiliation: _____ Telephone Contact Number: _____		
Address _____		
(Mailing)	City/State/Zip	email address

APPROVED: 
 Vice President of Student Services

6/15/16
 Date

Executive Summary

Validation Team Report

1. Major Findings

Strengths of the program/discipline:

- Evening hours until 7 p.m. Mondays thru Thursdays
- The creation of a NC Advisory Committee which brings constituents from community and educational partners including Santa Maria Bonita School District and Santa Maria High School Migrant programs.
- The collaboration with feeder high school counseling faculty through Bridges to Success provides a pipeline to noncredit counseling for those students who need a high school diploma through GED courses and additional ESL courses.
- The inaugural Padres Unidos event that took place in spring 2016 was a great community event that brought over 400 noncredit ESL students from our community to AHC. An orientation was provided for all students including a tour of our campus. Our CTE programs, including, graphic arts, auto, welding, nursing and multimedia were showcased by our faculty in their classrooms.
- The counselors and staff being on the radio to showcase AHC and community education certificates is a great way to disseminate information to the community.
- Having Bilingual staff is critical in serving our noncredit students.
- The collaboration between student services and instruction is critical to student success. Noncredit counseling staff and community education staff work hand in hand to serve students.
- The collaboration with the AIM center provides more resources to students who will transition to AHC's credit programs.
- The offering of a Summer Bridge PD 110 in Spanish is innovative. The noncredit counselors will teach the courses to noncredit ESL students transitioning to credit ESL.
- The noncredit counselor has advocated for scholarships for those students transitioning to credit courses. The first scholarship from Dr. Gonzalez was given at the noncredit graduation in spring 2016.

2. Concerns regarding the program/discipline

- With the implementation of AB86, the need for more counselors and staff will be needed to serve students in community education. There are over 8000 students in our noncredit courses and with the NC3SP mandates of providing orientations and education plans for students, the need for additional staffing is imperative.
- Facilities is also a concern. Community Education and noncredit counseling all share the same space and as programs grow, the need for additional offices and space will increase.

- There are concerns as to why students do not transition to our credit ESL courses. A survey to students would be helpful. Working with the office of Institutional Effectiveness will give us answers and insight to resources that our needed to serve our ESL students in noncredit

Recommendations

- Continue to work with Community Education faculty and staff to bridge instructional and student services.
- Assess the needs in Lompoc, Buellton, Santa Ynez and Solvang. The new counselor can work closely with community partners and schools to serve noncredit students. Create a survey for students living in these areas to see which courses are appropriate and needed at these sites.
- Provide services at Atkinson Community Center
- Continue to work with Migrant Programs and continue to bring students to campus. (i.e. Padres Unidos event)
- Collaborate with Credit ESL to provide orientations and workshops to ESL students
- Implement PD 110, Success in College, in Spanish for students transitioning into credit courses.

VALIDATION TEAM SIGNATURE PAGE

Yvonne Teniente
Print Name


Signature

5/26/16
Date

Ana Gomez de Torres
Print Name

Ana Gomez de Torres
Signature

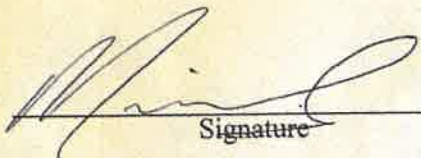
5/26/16
Date

Stephanie Robs
Print Name


Signature

5/26/16
Date

Monique Fernandez
Print Name


Signature

5/26/16
Date

Print Name

Signature

Date