

Basic Program Information

Department Name: Evaluations, Degree Works & Prerequisite Clearance

Division Name: Counseling and Student Services

Program Mission(s):

To provide information and problem-solving services, as well as technical assistance to all segments of the college in the following areas: prerequisite clearance, transcript evaluation for Associate Degree and Certificate of Achievement requirements, IGETC and CSU certification, Associate Degree General Education requirements, academic council petitions, Degree Works (the degree audit system) and general transfer information for the CSU and UC systems.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Suzanne Yamada	Evaluations	Evaluations Specialist
Susan Almendarez	Counseling	Counseling Specialist
William Walker	Counseling	Counseling Specialist
Mrinmaie Deshpande	Counseling/Evaluations	Evaluations Specialist (WOC)
Stephanie Franco	Evaluations, Degree Works, Prerequisite	Graduation & Evaluations Coord.

Please include the following information about your program:

Total number of Full Time Faculty:	
Total number of Part Time Faculty:	
Total number of Classified Professionals:	6

Please list all existing Classified positions:
<i>Example: Administrative Assistant I</i>
Evaluations Specialist -3 positions including 1 TEA
Counseling Specialist – 2 positions
Graduation & Evaluations Coordinator – 1 position

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

Please complete the appropriate data elements.

A) Instructional Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php>

You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change

	2011-2012	2012-2013	2013-2014	% Change
Enrollment				
Productivity (College Goal 2014-15: 535)				

B) Student Services Programs Data

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
Students Served	3,000	11,994	12,856	7%

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List) Institutional Research, counting the number of requests processed, certificates and degrees awarded, ARGOS report.

C) Administrative Unit Data

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
Students Served (Unduplicated)	3,000	11,994	12,856
Faculty Served			
Staff Served	2	4	4
Full-time FTEF			
Part-time FTEF			
Full-time Staff	2	4	4
Part-time Staff			

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data? (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

There has been a temporary increase in staffing as a result of 3SP funding. The additional funding has allowed us to have an additional 2 people assist with both evaluations of incoming transcripts and prerequisite clearance. The increase in staffing has allowed us to decrease the student wait time for prerequisites to be cleared and determine equivalences for more the incoming transcripts.

We are/have updated Degree Works to the newest version 4.1.4. With the conversion to the new version we are now using the "Plans" tab rather than the "Planner" tab for educational plans. The change is being made to eliminate educational plans disappearing when the student changes their major and Ellucian is no longer supporting the "Planner" tab in Degree Works. Degree Works continues to assist students in determining outstanding course work for the Associate or Certificate objective. The state has established a number of criteria that need to be considered when assign dates and time for students to register for courses, one of the criteria is to have an "approved" educational plan on file for 3 or more quarters. Degree Works allows the college to determine if students have an approved educational plan on file. Tracking the educational plans that are created in CNSL 5 always the college to receive funding for both the abbreviated and comprehensive educational plans. Students using Degree Works have the ability to have an up-to-date audit indicating both met and outstanding requirements for a degree or certificate.

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

Looking at data as to the demographic data on the students who request IGETC/CSU certification and apply for a Certificate of Achievement, Associate in Arts, Associate in Science, and Associate Degree for Transfer.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

This area is a support area that does not generate/create our workload but process student requests. The Counseling Division program review can address equity data, since Counselors work with students to generate/create this areas workload. The workload of this area includes but is not limited to prerequisite/hold clearance requests; IGETC/CSU certification requests; graduation petitions; certificate petitions; Academic Renewals; IGETC/CSU equivalency requests; etc.

Section 3: Outcomes Assessment Summary

- A) Attach 2013-2014 Course-Level** (for Instructional Programs Only) – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
- B) Attach 2013-2014 Program Level** – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column

Foothill College

SA - Evaluations

Mission Statement: To provide information and problem-solving services, as well as technical assistance to all segments of the college in the following areas: prerequisite clearance, transcript evaluation for Associate Degree and Certificate of Achievement requirements, IGETC and CSU certification, Associate Degree General Education requirements, academic council petitions, and general transfer information for the CSU and UC systems.

Primary Core Mission: Transfer
Secondary Core Mission: Workforce
Tertiary Core Mission: Basic Skills

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Evaluations - 1-Equivalence of incoming transcripts - a. Students who file the form "Equivalence of Non-California Community College coursework for IGETC/CSU" with the Evaluations office will have the necessary tools to complete their general education transfer plan. b. Students submit official transcript from other institutions that need to have equivalencies established in order for DegreeWorks to recognize them. Year(s) to be Assessed: End of Quarter SA-SLO Status: Active	Assessment Method: Log the number of requests and the timeliness in being able to notify students of the results. Assessment Method Type: Data	11/19/2014 - a. We had a small increase in requests, only 13 additional requests over the number we processed last year. Total of 473 requests processed. Of the 473 requests that were processed 387 were awarded a Certificate of Achievement in Transfer studies. b. about 1314 incoming transcripts were received during the 2013-2014 academic year that require equivalencies to be established. We were able process 141 equivalence request on transcripts that were received in 2012-2013 academic year. Leaving a total of 2421 transcripts that need equivalencies established, 1107 transcripts from the 2012-2013 academic year. Students are needing the equivalency data from other institutions in order to select courses towards their educational goal, with the equivalence process taking so long students are bring harmed. With additional evaluations staffing we would like to be able to have the incoming transcripts have an equivalency established within an academic year of receiving the transcripts. Result: Target Not Met Year This Assessment Occurred: 2013-2014 Resource Request:	

Annual Program Review Template for 2014-2015 (updated 10/15/14)

PDF documents to Word or Excel.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		additional evaluator	
		11/05/2014 - Had a 19% increase in the number requests Result: Target Met Year This Assessment Occurred: 2013-2014	
		11/14/2013 - a- 109 (student submitted requests) b- 2196 (transcripts submitted to A & F) Result: Target Not Met Year This Assessment Occurred: 2012-2013	
		10/19/2011 - TBD Result: Target Met Year This Assessment Occurred: 2010-2011	10/19/2011 - Reflection 1: Review the time frame impact on students, since they need to make decisions on which courses are necessary for transfer. Reflection 2: Work on decreasing the turn around time to review the requests. Reflection 3: Work on building the course equivalence in Banner to decrease the need for students to submit requests.
	Assessment Method: Log the number of requests and the timeliness in being able to notify students of the results. Assessment Method Type: Data	09/26/2012 - 118 Result: Target Met Year This Assessment Occurred: 2011-2012	11/14/2013 - continue to encourage students to request equivalences
SA - Evaluations - 2-IGETC/CSU Certifications - After completing the IGETC/CSU request form for General	Assessment Method: A log is kept of requests from previous	11/05/2014 - a- 473, which is an increase of 13 requests; b. - 2421 transcripts for the 13-14 years	
11/24/2014 11:45 AM	Generated by TracDat a product of Nuventive.		Page 2 of 6

PDF documents to Word or Excel.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
Education certification to a four-year institution, students will be able to gauge the status of their general education transfer requirements. Year(s) to be Assessed: End of Quarter SA-SLO Status: Active	years, which will allow us to compare the number of requests received in past to the number of requests currently received. Assessment Method Type: Data	need to have equivalences established. 141 equivalences were done for 13-14. Result: Target Not Met Year This Assessment Occurred: 2013-2014	
		11/14/2013 - 460 Result: Target Met Year This Assessment Occurred: 2012-2013	
		09/06/2012 - There were 429 request for IGETC/CSU that we processed for the 11-12 academic year. This number is lower than the last few years, which is surprising since the UC's and CSU's are encouraging students request certifications. Result: Target Not Met Year This Assessment Occurred: 2011-2012	
		10/19/2011 - Reflection 1: That the number of requests have decreased from 2005-2006 when 645 were processed; to last year when 453 certificate requests were processed. Result: Target Met Year This Assessment Occurred: 2010-2011	10/19/2011 - Reflection 2: The counselors will continue to inform students of the benefits of certification and will continue to encourage students to request the certificate. Reflection 3: The state has approved the Certificate of Achievement in Transfer Studies allowing the college to more accurate data to the state on transfer numbers.
SA - Evaluations - 3 - Graduation Dates - Students will submit paperwork for	Assessment Method: A database is kept of petitions submitted for	10/19/2011 - Reflection 1: The number of students requesting to graduate has declined slightly. This	
11/24/2014 11:45 AM	Generated by TracDat a product of Nuventive.		Page 3 of 6

Annual Program Review Template for 2014-2015 (updated 10/15/14)

PDF documents to Word or Excel.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>graduation by deadline dates.</p> <p>SA-SLO Status: Inactive</p>	<p>each year; this allows us to compare the number of petitions received each year to previous years. Students are informed of the graduation deadlines in the schedule of classes, on the website calendar, and encouraged to apply for the Spring graduation date with an email targeting those students who may be eligible to graduate.</p> <p>Assessment Method Type: Data</p>	<p>could be the result of the elimination of the transfer degree.</p> <p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>10/19/2011 - Reflection 2: The counselors will continue to encourage students to petition to graduate. The state has just passed a new law mandating transfer degrees; encourage the faculty at large to consider creating transfer degrees.</p> <p>Reflection 3: Work with the Student Activities Office to encourage students to apply for graduation.</p>
<p>SA - Evaluations - 4- Prerequisite Clearance - Students will submit requests for prerequisite clearance in a timely manner and include in the request an official or unofficial transcript showing completion of the prerequisite course.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 07/01/2012</p> <p>End Date: 06/30/2013</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Institutional Research provided data on the number of students who had prerequisites cleared.</p> <p>Assessment Method Type: Data</p>	<p>11/19/2014 - about 9556 prerequisite clearance were done for the 2013-2014 academic year. This number was determined by having 7645 prerequisite entries on SOATEST and adding another 25% this requests that denied or required additional information.</p> <p>We initially indicated a 3 business day review of requests, but unfortunately the number of request increased requiring us to increase the review time to 5 days. In order to meet the 5 day review time goal Evaluations staff was required to assist in the process of clearing prerequisites.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: an additional evaluator to assist with the clearing of prerequisites and articulation of incoming transcripts.</p> <p>Resource Request: an additional evaluator to assist with the clearing of prerequisites and articulation of incoming transcripts.</p>	
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PDF documents to Word or Excel.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>11/14/2013 - 8994 prerequisite requests were processed</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
<p>SA - Evaluations - 5 - DegreeWorks - Students will be able to use DegreeWorks to track their academic progress towards the awarding of a degree or completion of IGETC or CSU GE pattern. Student will be able to create/refer to their approved educational plan.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 07/01/2012</p> <p>End Date: 06/30/2013</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Workshops will be connected to teach students about DegreeWorks.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: All continuing students and those students not required to take CNSL 5.</p>	<p>11/19/2014 - Presentations were only done to Allied Health Programs. We determined that creating an educational plan is individualized and a group setting is not an ideal setting for students to create their educational plans. While we did not conduct workshops for the general student population 12,590 educational plans were built and approved in Degree Works.</p> <p>We will need to consider if we should include other specialized groups of students for which a group setting discussion on creating an educational plan would be useful.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2013-2014</p> <p>11/14/2013 - Presentations were done for the 1st year students in 2 year Allied Health programs.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p> <p>Assessment Method: Retrieve data on how many ed plans are created in Degree Works.</p> <p>Assessment Method Type: Data</p>	
<p>11/24/2014 11:45 AM Generated by TracDat a product of Nuventive. Page 5 of 6</p>			



Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
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Section 4: Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

A) For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?

B) For instructional programs only, how has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

For all programs: Instructional, Students Services, Administrative

C) How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

The function of the Evaluations/Prerequisite Clearance Office is to process requests that are either student or counselor initiated. These requests assist students in getting into their desired classes, knowing outstanding requirements for IGETC/CSU GE patterns, satisfying graduation requirements, etc.

D) What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

Members of the program have and are participating in Early Alert, Transfer Work Group, Basic Skills and Equity, Classified Senate, Classified Senate Program Review SLO group, and Foothill/De Anza Multicultural Staff Association. The program has done surveys and has reviewed data to evaluate/assess the program's outcomes.

Section 5: Program Goals

Please comment on progress you have made on program goals from prior program reviews.
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
1. Increase the number of incoming transcript equivalences established	N	In progress	With additional staffing the hope is to have more equivalences established and decrease student wait time for this information.

Please list any new goals for your program you would like to undertake this year. The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Decrease the turn around time for prerequisite requests	Students will be registering in the appropriate level course in a timely fashion.	Internal by tracking of wait time of requests with both the designated Prerequisite email account and the date of receipt of hard copy requests via tracking .

Section 6: Program Resources and Support

To be completed only if making a new resource request.

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Evaluations Specialist	Reduce prerequisite wait time and decrease the wait time for incoming transcript equivalence. Assist with the clearance of prerequisites.	N

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.		% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
Adding Cubicles in Enrollment Services for Evaluations Specialists	\$22,778.27	Evaluations Office has been moved to A&R and new space is needed to accommodate new hiring evaluation specialists to support goals 1 and 2

Section 7: Program Review Summary
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Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Create action plans/strategies	Included information
2. Data gathered	Included data used
3. Reflected on data used	Included Reflections

a. After reviewing the data, what would you like to highlight about your program?

We serve a large number of students with little staff; increase in staffing would allow us to have faster turn-around times for both prerequisite requests and incoming transcript equivalency building.

Section 8: Deans Feedback and Follow Up

This section is for the Dean to provide feedback.

A) Strengths and successes of the program as evidenced by the data and analysis:

We have been able to hire positions within the last two years to support evaluations specifically prerequisite clearances. The positions were Counseling Specialists; these positions have been eliminated due to knowledge base and critical decision making requirements. Given amount of work for AAT/AST and IGETC/CSU GE evaluators were able to get the job done efficiently and in timely manner.

Implementing and updating Degree Works was another area where evaluations office has taken great lead. They have provided not only great support to students and staff, but also all training for the counselors was done by evaluation office.

B) Areas of concern, if any:

As evaluation office growth, we need to look at more leadership position in this office. Evaluation Supervisor would lead and support the office.

We also need to make sure that Degree Works continuation of implementation gets done by an ETS specialist to insure all the debugs and successful program implementation.

C) Recommendations for improvement:

Hiring an Evaluation Supervisor and a programmer would greatly improve the workload and Degree Works

D) Recommended next steps:

- ☒ Proceed as planned on program review schedule
- ☐ Comprehensive Program Review (Out of cycle) Recommended
- ☐ Remediation Plan Recommended

Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.