BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name: Evaluations

Division Name: Enrollment Services

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

Name	Department	Position
Veronica Aparicio	Evaluations	Interim Graduation & Evaluations Coordinator
Suzanne Yamada	Evaluations	Evaluations Specialist
Susan Almendarez	Evaluations	Evaluations Specialist
Latisha Briggs	Evaluations	Evaluations Specialist
Atousa Pojhan	Evaluations	Evaluations Specialist

Number of Full Time Faculty: 0   **Number of Part Time Faculty:** 0

Please list all existing Classified positions: *Example: Administrative Assistant I*

4 Evaluations Specialists; 1 Graduation & Evaluations Coordinator

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review data, please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

We were able to increase staffing with the help of 3SP funding which included three people dedicated to the PSME office and two full-time staff in Counseling to clear prerequisites which decreased processing time.   33,907 prerequisite clearances were done!

We continue to Scribe, the language behind the degree audit system, and trouble shoot issues that arise via counselors and students. Our vigilant efforts in maintaining Degree Works allows students and counselors a more accurate assessment of their progress towards completion of degrees and/or certificates.

All though, it is not the responsibilities of the Evaluations office to promote degrees and certificates, data shows that there was a decline in Associate in Arts earned; but, there was a 66.9% increase in Associate Degrees for Transfer (ADT).

The Certificate of Achievement from the various divisions i.e. Biological Sciences, PSME, etc. has increased by 10% in 2014-2015. Transfer Certificates of Achievement i.e. CSU GE Breadth has increased by 2%, IGETC/CSU has increased by 60%, and IGETC /UC has increased by 5%.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

Although there has been an increases in ADTs, there are still opportunities for improvement especially amongst the underserved student population. A way to improve these ADTs numbers would be to implement an ADT website (which is currently under way), ADT oriented workshops (Transfer Center), and promotion by Counselors. Because ADTs have a high degree of complexity and are more time consuming to process and verify, the additional staff will help meet the higher demand. Additionally, Evaluations is working on creating an Evaluations website which will link to the ADTs and Counseling's website.

We are in the process of implementing Diplomas on Demand which is a cloud- based program to print diplomas and certificates in-house. Students will receive their diplomas, certificates and reorders quicker and it is estimated that the cost savings using Diplomas on Demand for the first year will be $1366.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

To collect our data and information to measure our success, we will use Institutional Research and Planning. We are going to utilize the new ETS Student Services programming developer to improve ARGOS reports.   When the ARGOS via the web is available, this will allow us flexibility to run our own reports.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

As of July 2015, we have implemented a new transcript evaluation procedure.   Previously, the Evaluations staffs were only able to evaluate transcripts other than California Community Colleges (CCCs), and now with the increase in staff, we are evaluating all out-of-state, private, UCs, CSUs and CCCs.   As a result, we are building an equivalency catalog which is directly tied to Degree Works and will help with Ed Plan creation and students' progress towards degree/certificate completion. By evaluating all incoming transcripts, we are creating a culture of equity.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
Train new Evaluation Specialists	effective Dec. 2015	Supervisor to monitor accuracy of their work on an ongoing basis
Train all Evaluators to Scribe for DegreeWks	Jan. 2016	Supervisor to monitor accuracy of their work ongoing
Re-assign case management i.e. lettergroups to more effectively build equivalency catalog	effective Dec. 2015	Monitor number of Transcripts evaluated, IGETC/CSU

		GE Certifications, Academic Renewals, Grad Petitions/CEAs processed
Re-assign prerequisite clearance responsibilities outside of Evaluations	Jan. 2016	
Implement Diplomas on Demand in house diploma printing to reduce turn around time	Winter quarter 2016	Diplomas on Demand reporting/Argos Reports

2B. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information.

Resource Request	$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Sr. Evaluator Sr.-BioHealth emphasis	$65K	Assist Allied Health students to degree completion;	☒	☐	☐	☐
4 Fujitsu Snap Scanners(iX500)	$1980	Record keeping for BDMS; track workload	☐	☐	☐	☒
Dedicated Diploma printer-HP LaserJet	$1081	Immediate high quality printing diplomas	☐	☐	☐	☒
Dell Latitude E5540 Laptops	$6160	PC environment needed to Scripe for DegreeWorks	☐	☐	☐	☒
Office Assistant III	$40K	Scan, enter transcripts, analyze data for reporting	☐	☐	☒	☐
			☐	☐	☐	☐

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the <u>Dean/Supervising Administrator</u> to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

With new hired two Evaluations Specialists and expanding the Eval Offcie the results are great! The team has changed the work flow conmpletelly to better support students and increase the transfer and graduation rates. Given amount of work for ADT and IGETC/CSU GE evaluators were able to get the job done efficiently and in timely manner. Degree Works is 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.

4B. 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.

4C. Recommendations for improvement:

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

4D. Recommended Next Steps:
- ☒ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

This section is for the <u>Vice President/President</u> to provide feedback.

4E. Strengths and successes of the program as evidenced by the data and analysis:

The Evaluations team has done an excellent job reorganizing systems to provide faster responses for students for pre-req clearances and transcript evalutions. Their effeorts have resulted in many more certifications for ADT.

4F. Areas of concern, if any:

None

4G. Recommendations for improvement:

None

4H. Recommended Next Steps:

☒ Proceed as Planned on Program Review Schedule

☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

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 **End Date:** 06/30/2016 **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	12/30/2015 - 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 equivalences 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:** 2014-2015 **Resource Request:**	12/30/2015 - We have changed the equivalency process and are able now to establish equivalencies within the same academic year _____

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Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		addiitonal 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 & R) **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	
	Assessment Method: Log the number of requests and the timeliness in being able to notify students of the results. **Assessment Method Type:** Data		
SA - Evaluations - 2-IGETC/CSU Certifications - After completing the IGETC/CSU request form for General 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 **End Date:** 06/30/2016 **SA-SLO Status:** Active	**Assessment Method:** A log is kept of requests from previous 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	12/30/2015 - 1,606 students received at least one of the transfer studies certificates of achievement at Foothill College between the academic years of 2011-12 and 2014-15. a- 473, which is an increase of 13 requests; b. - 2421 transcripts for the 13-14 years need to have equivalences established. 141 equivalences were done for 13-14. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015	01/04/2016 - 1,606 students received at least one of the transfer studies certificates of achievement at Foothill College between the academic years of 2011-12 and 2014-15
		11/14/2013 - 460 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
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. **Year(s) to be Assessed:** End of Academic Year **Start Date:** 01/01/2015 **End Date:** 06/30/2016 **SA-SLO Status:** Active	**Assessment Method:** Institutional Research provided data on the number of students who had prerequisites cleared. **Assessment Method Type:** Data	12/30/2015 - The prerequisite clearances numbers for 2014-2015 year are 33,907. This number is 3.5 times more than last year numbers due to significant increase in prerequisite requests. All clearances were done in timely manner within the 5 business days. 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. 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. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** an additional evaluator to assist with the clearing of prerequisites and articulation of incoming transcripts. **Resource Request:** an additional evaluator to assist with the clearing of prerequisites and articulation of incoming transcripts. **GE/IL-SLO Reflection:** The prerequisite clearances numbers for 2014-2015 year are 33,907 11/14/2013 - 8994 prerequisite requests were processed	12/30/2015 - The prerequisite clearances numbers for 2015-2016 year are 33,907

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		Result: Target Met **Year This Assessment Occurred:** 2012-2013	
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. **Year(s) to be Assessed:** End of Academic Year **Start Date:** 07/01/2012 **End Date:** 06/30/2016 **SA-SLO Status:** Active	**Assessment Method:** Workshops will be connected to teach students about DegreeWorks. **Assessment Method Type:** Presentation/Performance **Target:** All continuing students and those students not required to take CNSL 5.	12/30/2015 - 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. 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. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015	
		11/14/2013 - Presentations were done for the 1st year students in 2 year Allied Health programs. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	