

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.

Department Name: Admissions & Records

Division Name: Enrollment Services

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

Name	Department	Position
Nazy Galoyan	Enrollment Services	Dean
Roland Amit	Enrollment Services	Sr. Supervisor
Rachel Tai	Cashier's Office	Cashiering Supervisor
Ashley Bowden	Cashier's Office	Enrollment Services Specialist
Dokesha Meacham	Admissions & Records	Enrollment Services Specialist
Ouida Mathis	Admissions & Records	Enrollment Services Specialist

Number of Full Time Faculty:

0

Number of Part Time Faculty:

0

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

1x-Sr. Enrollment Services Supervisor, 1x-Admissions & Records Supervisor, 1x-Cashiering Supervisor, 5x-Enrollment Services Specialist, 3x-Admissions & Records Assistant

List all departments covered by this review and indicate the appropriate program type.

Admissions & Records	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
Cashier's Office	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

SECTION 1.1: SERVICE AREA DATA**1.1A. Service Area Data:**

	2012-2013	2013-2014	2014-2015
Number of Students Served	30,603	31,242	31,332
Full-Time Load (FTEF)	N/A	N/A	N/A
Part-Time Load (FTEF)	N/A	N/A	N/A

1.1B. Student Service Trend:

Students Served (Over Past 3 Years): ☒ Increase ☐ Steady/No Change ☐ Decrease

1.1C. Student Demographics: Please describe service trends for the following student groups, comparing the current program-level data with previous data (past 3 years).

	Increase	Steady/No Change	Decrease
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Filipino	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Decline to State	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Female	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<25 Years Old	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
>25 Years Old	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1.1D. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipino/Pacific Islanders. If your service trend for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is declining, what is your program doing to address this?

Recently, we began to increase staff availability and representation to students who may have previously encountered difficulties. Ideally, a staff member who identifies with part of the targeted demographic group makes themselves available to students to establish rapport with students and help identify needs that can and should be addressed. Among these activities are serving with different representative groups such as the African American Network (AAN), clubs such as Organization Latino Association (OLA) to help raise funds for scholarships, or working with outside agencies such as the Los Altos Rotary Club to provide scholarships and book vouchers for Veterans. By fostering a sense of community and support, we feel that students will be more at ease in their studies and more comfortable in asking for assistance. We also encourage participation in shared governance committees such as Basic Skills, and Student Equity.

1.1E. Service Area: How has assessment and reflection of service-area Student Learning Outcomes (SA-SLOs) led to program changes and/or improvements?

To help reach a larger population, we are working on an online orientation process that students would be able to participate in even if they can not physically attend one of the scheduled orientations. We are partnering with Go2Orientation and are implementing a pilot testing effective Winter 2016.

1.1E. SA-SLOs: If your program's SA-SLOs are not being met, please discuss your program objectives aimed at addressing this.

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SECTION 1.2: INSTRUCTIONAL PROGRAM DATA & ENROLLMENT

If your program has an instructional component, please complete Section 1.2.
If your program does not have an instructional component, please skip to Section 2.

1.2A. Transcriptable Program Data: Data will be posted on Institutional Research's website for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2012-2013	2013-2014	2014-2015

1.2B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2012-2013	2013-2014	2014-2015

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data.

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1.2C. Department Level Data:

	2012-2013	2013-2014	2014-2015
Enrollment			
Productivity			
Course Success			
Full-Time Load (FTEF)			
Part-Time Load (FTEF)			

1.2D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): ☐ Increase ☐ Steady/No Change ☐ Decrease

1.2E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☐ At Level ☐ Below Level

Female: ☐ Above Level ☐ At Level ☐ Below Level

<25 Years Old: ☐ Above Level ☐ At Level ☐ Below Level

>25 Years Old: ☐ Above Level ☐ At Level ☐ Below Level

1.2G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

1.1H Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this issue.

1.1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☐ Steady/No Change ☐ Decrease
 Program Productivity (Compared to College Goal): ☐ Above Goal ☐ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

1.1J. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard
 Targeted Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard
 Online Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard
 In-Person/Hybrid Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard

1.1K. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal
 Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal
 Online Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal
 In-Person/Hybrid Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

1.1L. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☐ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)

☐ Department Meetings ☐ Opening Day ☐ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring dialogue takes place.

1.1M. Course-Level: How has assessment and reflection of CL-SLOs led to course-level changes?

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

SECTION 2: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. Past Program Objectives/Outcomes: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

SOAR	Year: 2014	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Enrollment Priorities	Year: 2014	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Increase student knowledge of institutional policies and procedures	Year: 2015	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Provide student support services to facilitate student success	Year: 2015	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
New students that attend Day on the Hill / Foothill Open House will be educated on the registration process	Year: 2013	<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

There is still ongoing need for additional staff and resources as our population increases and the learning methods change.

Please provide rationale behind any objectives that are no longer a priority for the program.

With new 3SP Mandate we had to address the shortcomings of Day on the Hill and restructured it to SOAR event.

2B. New Program Objectives: Please list all new program objectives discussed in Section 1; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Reduce Wait Time for Counselors</i>	<i>Winter 2016 Term</i>	<i>Student Surveys</i>
Improve the Drop for Nonpayment process - resolve the issue that there is a time lapse between the online payment and the DNP process	Spring 2016	- compare the number of emails and phone calls regarding this issue reported to A&R and Cashiering. - compare the DNP counts for the Academic Year 2015-2016
In an effort to increase student efficacy and	June 2016	Students may

self-reliance when attempting to access important deadlines, policies, and procedures immediately relevant to lasting academic success, Admissions & Records created an interactive online monthly survey that launched in March 2015. Each month questions are selected by determining which topics are repeatedly inquired about by students via email, phone, or in person. Additionally, Admissions and Records actively collaborate with other Student Service and academic departments on campus to integrate questions in the monthly survey representing the diverse assemblage of resources available to students.		participate in the survey as many times as they wish each month and are notified at the end of the survey which questions were incorrect along with what the correct response is. A monthly winner is chosen from students with the highest scores and are notified via email. Thus far, prizes have included gift certificates to the Foothill College Bookstore.
In order to meet the increased volume of requests for fee waivers from students that cannot afford to pay all of the basic quarterly fees, Admissions & Records created a streamlined fee waiver process. All students can send an email to foothillfeewaiver@fhda.edu to have their account reviewed for potentially eligible waivers	January 2016	Compare fee exemption request counts from 2014-2015 academic and 2015-2016 academic years.
Streamline the application, registration, and enrollment troubleshooting process for students/staff via by switching from basic email practices to an automated help form.	April 2016	Quantified data

2C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information.

Indicate which EMP goals are supported by your program objectives (Check all that apply).

- ☒ Create a culture of equity that promotes student success, particularly for underserved students.
- ☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- ☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

2D. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 2B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
1 A&R	60K	all	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 cashier	60K	all	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting room 4 SOAR	TBD	all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Headsets	1K	all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Smart TV (65+) for presentations/webinars	2K	all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 laptops (1PC/1 Mac)	3K	all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chairs	4K	all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

N/A

2F. Review: Review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

The high volume scanner and 10 desktop scanners that we acquired as a result of last year's PR have reduced processing time of all incoming transcripts/student documents by 1/3.

SECTION 3: PROGRAM SUMMARY

3A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
No concerns were expressed	

3B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

With the support of Management, we are continuously reevaluating our interactions with students and the general public and continuously seek to improve the speed and quality of our service. By looking for non-traditional means of student support such as online orientations and interactive surveys, we are moving past the traditional 9-5 office hours and creating a virtual student support environment available 24/7.

SECTION 4: LEARNING OUTCOMES ASSESSMENT SUMMARY

4A. Attach 2014-2015 Service-Area Outcomes: Four Column Report for SA-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW TEMPLATE for 2015-2016

Unit Assessment Report - Four Column

Foothill College

SA - Admissions & Records

Mission Statement: Admissions & Records is committed to a positive experience that is essential to retention, persistence and to the overall student academic success by providing accurate and consistent information along with friendly assistance as students progress through the educational system.

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

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Admissions & Records - 3 Registration Process_2 - Conduct SOAR (Student Orientation, Assessment, and Registration) events to help educate students on the new registration process effective Fall 2014 and what is required for priority registration under the new Student Success & Support Program requirements recently implemented by the State Chancellor's Office.</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 05/03/2014</p> <p>End Date: 06/26/2015</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: This can be measured by the number of students that apply and register on that day. Manual headcount combined with Argos reports pulled from Banner will be used to assess.</p> <p>Assessment Method Type: Data</p> <p>Target:</p>	<p>12/16/2015 - This is the first year participating in SOAR events as a replacement for Day On The Hill. Out of the 1124 students tracked as participating, we had 984 register for the Fall quarter.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>12/16/2015 - To help reach a larger population, we are working on an online orientation process that students would be able to participate in even if they can not physically attend one of the scheduled orientations. We are partnering with Go2Orientation and are implementing a pilot testing effective Winter 2016.</p> <p>12/12/2014 - Increase the amount of SOAR events on and off campus prior to Fall 2015 registration to help students make informed choices in regard to their educational futures.</p>
<p>SA - Admissions & Records - 4 Enrollment Priorities - A&R will redefine the existing priority registration grid to be in compliance with the new Title 5 3SP priorities. In order to have priority registration, the students must have completed orientation to the college (CNSL 5), assessment, and approved electronic Ed Plan through Degree Works</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: Banner Reports and Analyzing Argos Reports</p> <p>Assessment Method Type: Data</p> <p>Target: 85%</p>	<p>12/16/2015 - Beginning for the fall 2014 registration period, Foothill College will implement a new method for determining the day and time when students are first allowed to register for courses. The change is required by new state regulations. The new method includes state mandated requirements as well as new requirements specific to Foothill College. The Enrollment Priorities Committee began meeting in the summer of 2013 and were guided by the following principles: 1) Adhere to State of California Title 5 regulations 2) The focus should be on behaviors rather than group status</p>	<p>12/16/2015 - After having gone through a year under the new enrollment priority regulations, several groups have expressed concerns whether or not that we are truly meeting the needs of students under the current setup. As part of the Enrollment Priorities Workgroup, Admissions & Records has agreed to revisit with both colleges to determine possible changes that can be made. The changes will take effect in Fall 2016</p>

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COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW TEMPLATE for 2015-2016

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		3) Use Student Success Task Force recommendations as a guide, including: a. An emphasis on students selecting an education goal of transfer, degree, or certificate b. And emphasis on students selecting a major 4) Encourage enrolling full time 5) Use Enrollment Priorities to encourage student behaviors important for success by providing them their own data Result: Target Not Met Year This Assessment Occurred: 2012-2013	12/16/2013 - In order to assess this learning outcome, data will be pulled from Banner to determine the means by which students were assigned priority registration and how and when students were able to register. A determination will be made to see if students were given accurate registration date based on FH criteria. Data can also be pulled from the Argos Reports. The date and time of initial registration for students not meeting the enrollment priority criteria will be after students who have met the criteria and will be determined by the number of units earned.
SA - Admissions & Records - Increase student knowledge of institutional policies and procedures - In an effort to increase student efficacy and self-reliance when attempting to access important deadlines, policies, and procedures immediately relevant to lasting academic success, Admissions and Records created an interactive online monthly survey that launched in March 2015. Year(s) to be Assessed: End of Academic Year Start Date: 03/01/2015 End Date: 06/30/2016 SA-SLO Status: Active	Assessment Method: In an effort to increase student efficacy and self-reliance when attempting to access important deadlines, policies, and procedures immediately relevant to lasting academic success, Admissions and Records created an interactive online monthly survey that launched in March 2015. Each month questions are selected by determining which topics are repeatedly inquired about by students via email, phone, or in person. Additionally, Admissions and Records actively collaborates with other student service and academic departments on campus to integrate questions in the monthly survey representing the diverse assemblage of resources available to students. Assessment Method Type: Survey Target: 90%		
SA - Admissions & Records - 5 Provide student support services to facilitate student	Assessment Method: Argo Reports, Banner, BDMS Reports	12/16/2015 - Currently it takes seven to ten days to log in incoming transcripts and then it takes	

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COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW TEMPLATE for 2015-2016

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>success - *In support of 3SP and mandatory Ed Plans there will be more immediate need for transcripts scanned (BDMS) and input into Banner.</p> <p>*Increase support to off sites and non-traditional populations</p> <p>Year(s) to be Assessed: End of Academic Year</p> <p>Start Date: 01/01/2014</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method Type: Data</p> <p>Target: 85%</p>	<p>additional two months to manually input the data in Banner. The target goal a year from now will be to expedite this process to half the time for the processing incoming transcripts.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>12/16/2015 - With the help of 3SP funding, we were able to hire additional TEA's to assist with the scanning and input of transcripts. Although the timeframe has been greatly reduced, we are still exploring other alternatives to assist us in the timely intake and input of data. We have submitted a request for a grant through the State Chancellor's Office for the development of a new method of receiving incoming transcript data. This will allow information to be directly loaded into our Student Information System greatly reducing the delay time of manual input and allowing for a quicker degree audit process.</p> <p>12/16/2013 - A&R will purchase scanners for all staff to scans all incoming transcripts on ongoing basis and also A&R will hire two full-time TEAs to catch up on all incoming transcripts to enter them in Banner.</p>

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4B. 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.

SECTION 5: FEEDBACK AND FOLLOW-UP

This section is for the Associate Vice President to provide feedback.

5A. Strengths and successes of the program as evidenced by the data and analysis:

With recent re-org A&R is much more efficient and productive and we get more positive feedback from students and faculty/staff.

5B. Areas of concern, if any:

None

5C. Recommendations for improvement:

None

5D. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Laureen Balducci
Associate Vice President, Student Services

This section is for the Vice President to provide feedback.

5E. Strengths and successes of the program as evidenced by the data and analysis:

The A & R team is outstanding. They have increased productivity, created systems to handle issues more quickly, provide transcript evaluations in a timely manner and work as a cohesive group committed to serving students.

5F. Areas of concern, if any:

None

5G. Recommendations for improvement:

None

5H. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 5, 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.



Denise Swett
Vice President, Student Services
February 1, 2016