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| I. Department/Program Mission | |
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| 1. State the department name and everyone who participated in creating the comprehensive program plan. | Evaluations Office Stephanie Franco |
| 2. State the program's mission. If you don't have one, create one. | To provide information and problem-solving services, as well as technical assistance to all segments of the college in the following areas: 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. |
| 3. Explain how the program/department mission is aligned with the college mission ? | Both support the missions of career and transfer. |

II. Department and Program Description & Data

| II. Department and Program Description & Data | | | |
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| <p>1. Indicate all locations and service delivery options available.</p> | | Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus | Delivery options offered: <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Telephone <input checked="" type="checkbox"/> Email / Online |
| <p>2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).</p> | | | |
| Faculty Positions | Full-time Headcount | Part-time Headcount | Brief Description of duties |
| Position Title | 0 | 0 | |
| Position Title | 0 | 0 | |
| Position Title | 0 | 0 | |
| Position Title | 0 | 0 | |
| Management Positions | Full-time Headcount | Part-time Headcount | Brief Description of duties |
| Position Title | 0 | 0 | |
| Position Title | 0 | 0 | |
| Position Title | 0 | 0 | |
| Classified Positions | Full-time Headcount | Part-time Headcount | Brief Description of duties |
| Evaluations Specialist, Senior | 1 | 0 | Provides overall direction and guidance to the day-to-day operations, problem-solving and decision-making regarding the College evaluation activities; assure student needs are met regarding assessment of transfer credits, general education certifications, diplomas, certificates. Coordinates the day-to-day evaluation activities for the entire department and deals with complex evaluation issues. The Evaluation Specialist assures that student needs are met regarding assessment of transfer credits, general education certification, certificates and other related issues. |
| Position Title | 0 | 0 | |
| Position Title | 0 | 0 | |

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| Position Title | 0 | 0 | | |
| Position Title | 0 | 0 | | |
| Position Title | 0 | 0 | | |
| Position Title | 0 | 0 | | |
| Student Worker Positions | Hours per Week | Months per Year | Brief Description of duties | |
| Position Title | 0.00 | 0 | | |
| Position Title | 0.00 | 0 | | |
| Position Title | 0.00 | 0 | | |

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| 3. Given available data, describe the trends in overall student usage (# served by total headcount, amount served through telephone, amount served through online communication) . Are there changes in overall usage? What are the implications for your department/program? | The demand for this service increases with the increase in enrollment. Currently serve about: 8,000 annually. About 1440 phone calls annually (6 per day x 12 months), 1200 emails (5 per day x 12 months), 3,200 in person (13 per day x 12 months). When the one person is way from her desk, students are not served. | |
| 4. Scheduling of services : Given available data, describe the patterns in usage (times of day, times of year, weekend usage) . Are there changes in when students access services? What are the implications for your department/program? | The demand this though out the day, demand is heaviest at the beginning of the each quarter when graduation/certificate petitions, CSU/IGETC certifications are processed. The heaviest demand is during the summer when the largest number of students graduate and transfer. Currently there is no evening coverage. | |
| 5. Student Demographics : Given available data, describe the trends with respect to student demographics and underrepresented students . Are there changes in access to and use of services? How will your program address any needs/challenges indicated by the data? | This office students all students; the demographics and underrepresented students attending the college receive the same service as all other students. | |
| 6. Student Academics : Given available data, describe the trends with respect to the academic characteristics of students, such as transfer or basic skills status . Are there changes in access to and use of services? What are the implications for your department/program? | The office works with students from all of the different academic characteristics. | |
| 7. International Students : Given available data, describe the | As the number of international students increase so does the | |

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| trends with respect to international students . Are there changes in access to and use of services? What are the implications for your department/program? | demand of this office, but it would also just an increase in the student population. | |
| 8. Optional: Provide any additional data relevant to your program. (Indicate the source of the data). | | |
| 9. Are you seeing trends that are not reflected in the data cited above? If yes, please explain. | | |

| Summary of Planning Goals & Action Plans | | | | |
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| 10. Identify 1-3 operational goals for the next 3 years and link them to one or more college strategic initiatives or to your operations . | | | | |
| Department Operational Goals | College Strategic Initiatives | | | |
| Identify 1-3 operational goals | Building a Community of Scholars | Putting Access into Action | Promoting a Collaborative Decision-making Environment | Operations Planning |
| Have equivalence from other colleges built into the system to better serve students | <input type="checkbox"/> | x <input type="checkbox"/> | <input type="checkbox"/> | x <input type="checkbox"/> |
| Increase the availability for student to get information faster | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | x <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. What is your plan for accomplishing your goals? | | | | |
| Dept/Program Operational Goals | Activities | | Measures | Timeframe |
| Request additional staffing | | | | |
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| 12. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource. | | | | |
| Identified Resource | Purpose | | If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success . | |
| Increase staffing | To better meet student need. | | The College has experienced tremendous growth since the first evaluation position was created around 1965 when the college was designed to handle 8,500 students. Currently, the college has approximately 18,638 students; | |

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| | | this is a growth of 220%. With the increased growth the college has experienced, the one evaluator is not able to meet the on-going and daily needs of the students. | |
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| III. Service Evaluation | |
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| Service Evaluation Overview | |
| 1. Student Services Survey : Given results of the Fall Student Services Survey, describe any trends with respect to student knowledge of and use of program services . Are there changes over time? What are the implications for your department/program? | |
| 2. "Internal" Evaluation : Given results of the Internal Evaluation, describe any trends with respect to internal perceptions of program effectiveness . Are there changes over time? What are the implications for your department/program? | |
| 3. "External" Evaluation : Given results of the External Evaluation, describe any trends with respect to external perceptions of program effectiveness . Are there changes over time? What are the implications for your department/program? | |
| 4. Point of Service Surveys : Given results of the Point of Service Survey, describe any trends with respect to student evaluations of service . Are there changes over time? What are the implications for your department/program? | |
| 5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data). | |
| 6. Are you seeing trends in service satisfaction or perceived effectiveness that are not reflected in the data cited above? If yes, please explain. | |

| Summary of Planning Goals & Action Plans | | | |
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| 7. Identify 1-3 goals for the next 3 years related to service evaluation and provide action plans for accomplishing your goals. | | | |
| Dept/Program Operational Goals | Activities | Measures | Timeframe |
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| 8. Are additional resources needed to accomplish your department service evaluation goals? If yes, identify the resource, as well as the purpose and rationale for each resource. | | | |
| Identified Resource | Purpose | If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success. | |
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| IV. Service Area Outcomes | | |
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| <i>Student Learning Outcome Assessment</i> | | |
| <p>1. Be sure and complete your service area outcomes. SAOs are listed in a separate document. Please refer to your SAOs to complete this section, but do not-relist the SAOs themselves.</p> <p>2. Are additional resources needed to accomplish your service area outcome goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p> | | |
| Identified Resource | Purpose | If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success. |
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| V. Resource Planning: Personnel, Technology, Facilities, and Budget | |
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| <i>Faculty</i> | |
| 1. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program) | |
| <i>Classified Staff</i> | |
| 2. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program) | 1 Evaluator |
| <i>Technology and Equipment (see definitions below)</i> | |
| 3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain. | |
| 4. Do you have adequate resources to support ADA needs in your physical and/or online services? If no, explain. | |
| <i>Technology & Equipment Definitions</i> | |
| <ul style="list-style-type: none"> • Non-instructional Equipment and Supplies: includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director. • Instructional Equipment and Supplies: includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director. • Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. • Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. | |
| <i>Facilities</i> | |
| 5. Are your facilities accessible to students with disabilities? If no, explain. | yes |
| 6. List needs for upgrades for existing spaces. | |
| 7. List any new spaces that are needed. | |

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| 8. Identify any long-term maintenance needs. | | |
| 9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain. | | |
| 10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain. | | |
| <i>Budget</i> | | |
| 11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program? | | |
| 12. Describe areas where your budget may be inadequate to fulfill program goals and mission. | | |
| 13. Are there ways to use existing funds differently within your department/program to meet changing needs? | | |
| Summary of Planning Goals and Action Plans | | |
| 14. What are your goals with respect to resource planning and how will those goals be measured? | | |
| 15. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource. | | |
| Identified Resource | Purpose | If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success. |
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VI. Final Summary of Goals, Commitments to Action, and Resource Requests

- Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 3 years.

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| <ol style="list-style-type: none"> Final Resource Request Summary: When the program planning and review form is online – the section below will automatically fill in with your responses from each section. Until this is ready, these sections will be cut and pasted from previous sections. | <p>Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.</p> |
| Resource | Purpose |

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| <i>Supervising Administrator Signature</i> | <i>Completion Date</i> |
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