Basic Program Information

Department Name: Evaluations

Division Name: Counseling, Student Services

Program Mission(s):

To provide information and problem-solving services, transcript processing, as well as technical assistance to all involved parties at the college, including deans, faculty, staff and students 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™ (online 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
Laureen Balducci	Counseling	Dean of Counseling
Stephanie Franco	Evaluations, Degree Works™, & Student Success & Support Program (3SP)	Graduation & Evaluations Coordinator

Total number of Full Time Faculty:	0
Total number of Part Time Faculty:	0

Please list all existing Classified positions:
Evaluations Specialist
Student Success Specialist
Counseling Specialist
Graduation & Evaluations Coordinator

Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators.

   a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

The Evaluations department has served about 3,000 students. This was tracked via the number of equivalence applications, certification requests, petitions for substitution, academic renewal requests, and the establishment of incoming course equivalency in Banner. The trend of students served is a steady increase each year.

The number of students served with Degree Works™ has also increased and will continue to increase with the 3SP encouraging students to have a Student Education Plan (SEP).

The Evaluations staff has reviewed 8,994 prerequisites applications in the 2012-13 academic year. The trend is increasing as in the past only a limited number of the prerequisites that were listed in the College Catalog were being enforced. Currently, all prerequisites specified in the College Catalog are being enforced. As such, the number of students requiring clearance of prerequisites has significantly increased.

This data was obtained via the following sources:
   _____ CCC Apply
   _____ Ask Foothill
   _____ Credentials
   _____ SARS
   X   Other: Institutional Research, tracking the number of requests processed, certificates and degrees awarded.

   b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

   The Evaluations staff serves all students.

   c. Please describe services offered off campus and how the effectiveness of these services is assessed.

   Students taking classes at off-campus sites are served equally through electronic submissions of forms.

Data for this area is based on services offered at the following locations:
   1. _____ Middlefield
   2. _____ CCOC
   3. _____ Other (List)

    d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

      Yes, at this time.

Section 2: Core Mission Support and Student Equity

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

> The Evaluations staff provides support with the building of educational plans (SEPs), the clearing of prerequisites necessary for the students to enroll in basic skill courses and evaluations of transcripts to support meeting completion criteria.

b. Transfer

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

> *Staff evaluates incoming transcripts for determination of how previously completed* transfer coursework can be used to satisfy IGETC and/or the CSU GE pattern. Evaluations area staff complete the AA-T/AS-T verification form for the CSU system to confirm that the student will satisfy the Associate degree requirements at the time of graduation.

c. Workforce

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

> Staff reviews all of the two-year program allied health student folders and update Degree Works™ on what requirements have been satisfied. They then meet with the students to explain Degree Works™, showing them how to utilize this resource. The allied health students' petitions for graduation are one of the first ones processed since they all have State Board

Section 3: Learning Outcomes Assessment Summary

a. Attach 2012-13 Program Level SA- SLO – Four Column Report for PL-SLO Assessment from TracDat.

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	11/14/2013 - a- 109 (student submitted requests) b- 2196 (transcripts submitted to A & R) **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

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
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 **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	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 graduation by deadline dates. **SA-SLO Status:** Inactive	**Assessment Method:** A database is kept of petitions submitted for 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	10/19/2011 - Reflection 1: The number of students requesting to graduate has declined slightly. This could be the result of the elimination of the transfer degree. **Result:** Target Met **Year This Assessment Occurred:**	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

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	encouraged to apply for the Spring graduation date with an email targeting those students who may be eligible to graduate. **Assessment Method Type:** Data	2010-2011	large to consider creating transfer degrees. Reflection 3: Work with the Student Activities Office to encourage students to apply for graduation.
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:** 07/01/2012 **End Date:** 06/30/2013 **SA-SLO Status:** Active	**Assessment Method:** Institutional Research provided data on the number of students who had prerequisites cleared. **Assessment Method Type:** Data	11/14/2013 - 8994 prerequisite requests were processed **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:** 06/30/2013 **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.	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	

Section 4: SLO Assessment and Reflection

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

a. How do the objectives and outcomes in your service area relate to the program-level service area and student learning outcomes and to the college mission?

The Evaluations department provides critical service to support student success and completion.

b. If your service area has other outcomes or assessments at the program level, comment on the findings.

The evaluations function has a dramatic impact on students, and staff work closely with individual students throughout their time at Foothill College to support success.

c. How has your service area engaged in dialogue about service area and student learning outcomes?

Evaluations staff participate in division-wide discussions, workgroups and college-wide committees and is fully aware of how its functions and timely services impacts student success. They attempt to clear prerequisite applications in less than 3 days and expedite equivalence requests and the clearing of graduation/certificate petitions as a priority.

d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

The trend that can be seen in our SA/SLO's is the increase in the number of prerequisite clearance applications, transcript evaluation and graduation and completion certification. This has a significant bearing on increased success to maximize opportunities within the State's new 3SP guidelines.

e. What summative findings can be gathered from the Program Level Assessments?

Evaluations provide several significant services to the students which are instrumental in their goal completion and success.

Section 5: Service/Program Goals and Rationale			

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, **Educational & Strategic Master Plan (ESMP)**, the division plan, and SLOs.

List Previous Program Goals from the last academic year: check the appropriate status box & provide an explanation in the comment box

Goal/Outcome	Completed?	In Progress?	Comment on Status
Assist students/counselors in determining how and when student's will/have satisfied Associate Degree/and or Certificate of Achievement requirements.	On going	Yes	We need to continue to market Degree Works™ to students and to advise them to take CNSL 5 to complete their SEP.
Assist students in determining how course work will satisfy CSU/IGETC certification.	On going	Yes	We have had increased staffing which has supported work completion, and have been challenged with several personal, family and medical

			issues that have at times slowed responses to students.

New Goals: Goals can be multi-year (in Section 6 you will detail resources needed)

Goal/Outcome	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
As required by "3SP" all students must have an Educational plan. Therefore our goal is to educate students on how to use the Degree Works™ Audit System so they can create and access their SEPs.	On going	Students will have 24/7 access to their SEPs so they have more control and direct involvement managing their educational goals and mapping their schedules.	Run Argos reports on the number of SEPs in Degree Works™ that are completed.

Section 6: Service/Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> 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	$ Amount	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)
None			

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

Has the program received college funding for reassign time in the last three years? (y/n) No	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n) No	N/A

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 5 and how this resource request supports this goal.	Est hours per month	% Time
N/A				

One-Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None at this time			

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
None at this time			

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
4 Flatbed scanners & 4 multipage scanners	$3,000	Transcripts, certifications, academic renewals etc. are made accessible in BDMS.	No

a. **Please review the goals and 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.**

   N/A

IF THIS SERVICE AREA DOES <u>NOT</u> HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.

Section 7: Data and Trend Analysis			

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
N/A			

*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.

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php 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 Programs	2010-2011	2011-2012	2012-2013	% Change
N/A				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

N/A

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

N/A

b. Department Level Data

	2010-2011	2011-2012	2012-2013	% Change
Enrollment				
Productivity (College Goal 2012-13: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

c. **Enrollment trends**: Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

d. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

e. **Productivity**: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

f. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

g. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

h. **Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

i. **Innovation**: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Section 8: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%
Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

N/A

b. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

> (blank)

c. Institutional Standard for Transfer to four-year colleges/universities: 775
Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

> (blank)

Section 9: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 10: SLO Assessment and Reflection

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

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?
b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?
c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?
d. If your program has other outcomes assessments at the program level, comment on the findings.
e. How has your department engaged in dialogue about student learning outcomes?

Section 11: Service/Program Review Summary

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
Hire an additional evaluator	Completed Sept. 2013

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

Due to the large amount of prerequisite clearances and UC/CSU certifications, transcript coding, equivalency requests, academic renewals, graduation/CEA petition processing there may be a need in the future to hire an additional evaluator.

Section 12: Feedback and Follow Up

This section is for the Dean of Counseling to provide feedback.

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

As evidenced by the large amounts of prerequisite clearances and UC/CSU certifications, transcript coding, equivalency requests, academic renewals, grad/CEA petition processing, and implementing the 3SP criterion within Degree Works™, has been highly successful for the students and the college community.

b. Areas of concern, if any:

With the potential retirement of the Graduation & Evaluations Coordinator within the next few years, we will need to implement a transition plan. This plan may include an additional evaluator to assist with Degree Works™, scribing and troubleshooting.

c. Recommendations for improvement:

Streamline forms—create online forms to better serve students and counselors.
To have a fully staffed Evaluations team in place (there has been a lot of Working-Out-of-Class, pulling personnel away from regular duties).

This section is for the Vice President Student Services to provide feedback.

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

The evaluations team is continually challenged to meet the growing numbers of prerequisite clearance requests, transcript evaluations and degree and certificate completion verifications. Changing information in these areas and new requirements from the 3SP are being embraced and managed by the team. The team is also looking at new strategies to leverage technology to provide services electronically.

e. Areas of concern, if any:

As this is a critical area for the college since our students all will eventually impact the Evaluations department as they submit requests for verifying degree, certificate and transfer completion, there is a potential future need for additional staffing and support for technology services.

f. Recommendations for improvement:

None

Recommended next steps:

☑Proceed as planned on program review schedule

Denise Swett, EdD
Vice President, Student Services
December 9, 2013