

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 1 -	Program Information	
1a) Program Name:	Evaluations/Degree Works (Admissions and Records)	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Kent McGee, Graduation and Evaluation Coordinator	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	In the most recent 12 month cycle we produced over 1700 GE certifications for outgoing transfer students. We processed over 1600 degree applications, verifying and awarding over 1400 degrees. We processed nearly 600 certificate applications, verifying and awarding over 550 certificates. We did the initial processing of over 12,000 transcripts and did full evaluations of over 2000 transcripts. In addition, over 1000 transcripts were evaluated for prerequisite clearances. Over 500 AP scores were processed and evaluated. Given the State's implementation of SB1440 and the Student Success Act mandates for increased accountability, the number of students we will be serving in the future will increase. For more information, see the IR website. http://www.deanza.edu/ir/AwardsbyDivision.html	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	We see students across the spectrum. There is not a specific group that we serve. See the report on degree and certificate awards for demographic examples.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
PART 2 -	MISSION and Accreditation Standard II.B.1	
2a) What is the program Mission Statement?	As part of the Admissions and Records office our Admissions Mission statement is as follows: The De Anza Admissions and Records Office mission is to provide comprehensive, client sensitive, and technologically innovative and appropriate services that support student retention and success for our approximately 24,000 diverse student and staff.	Cut/paste or type in the program's most current Mission Statement.

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<p>2b) In what ways and to what extent does the program assure the quality of its services to students?</p>	<p>The Evaluations office works closely with other support services, such as Counseling to efficiently process student requests leading to degrees, certificates, and transfer. It also oversees implementation and enhancements to Degree Works, working closely with ETS. Although dealing with a large workload, the Evaluations department is accessible to both staff and students.</p>	<p>Please address part 1 of Accreditation Standard II.B.1 -The institution assures the <u>quality</u> of student support services</p>
<p>2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?</p>	<p>The SSSP, Scorecard, ADTs, and other state mandates require greater accountability in the area of student outcomes. This department directly supports student learning by working with students (via Counseling) as they progress through their programs, and then award degrees and certificates, and/or facilitate transfer.</p>	<p>Please address part 2 of Accreditation Standard II.B.1 -The institution ... demonstrates that these services, regardless of location or means of delivery, support student learning and enhance <u>achievement of the mission</u> of the institution.</p> <p>The college Mission Statement can be found at: http://deanza.edu/about/mission.html</p>
<p>PART 3 -</p>	<p>Accreditation Standard II.B.3</p>	<p>Accreditation Standard II.B.3 - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>
<p>3a) In what ways and to what extent does the program assure equitable access for all students?</p>	<p>Students can access Degree Works via the web on any day and time to review an audit of their stated educational goal and see their progress towards completion. They can also generate an educational plan in Degree Works and run that against their audit to ensure they are taking the correct courses to complete their goal.</p>	<p>Accreditation Standard II.B.3.a - The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.</p>
<p>3b) In what ways and to what extent does the program provide an environment that encourages personal and</p>	<p>By providing students with tools, such as Degree Works and the Evaluations web page (add URL), the Evaluations department encourages students to be proactive in planning and monitoring their academic progress and also petition for transfer or degrees in a timely manner.</p>	<p>Accreditation Standard II.B.3.b - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal</p>

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civic responsibility?		development for all of its students.
3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?	The Degree Works tool provides an inventory of all programs currently available at De Anza and the courses that comprise the curriculum for a specific program. Degree Works also provides an electronic educational planner for advisors and counselors to access. Periodic training is offered on the use of Degree Works to faculty and advisors.	Accreditation Standard II.B.3.c - The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)
3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?	NA	Accreditation Standard II.B.3.d - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.
3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	NA	Accreditation Standard II.B.3.e - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under review)
3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	All records are scanned after processing into the student record if applicable. Notations are made in Banner for transfer and other records. Paper records are shredded when no longer needed.	Accreditation Standard II.B.3.f - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
PART 4 -	Staffing	

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<p>4a) Have there been any significant staffing changes since the last CPR in 2008-09?</p>	<p>Degree Audit Specialist laid off Summer 2013.</p>	<p>Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past five years.</p>
<p>4b) Are there any significant staffing changes that will be needed over the next five years?</p>	<p>Evaluations Support Services Clerk {ongoing shortage, needed to assist in processing transcripts (3SP) and initial intake of certificate and degree applications (Campus Scorecard), also need assistance in monitoring 3 email accounts Coordinator currently monitors}</p> <p>Transfer Degree Eval Specialist (SB1440, 3SP and Campus Scorecard)</p> <p>Evaluator (SB1440, 3SP and Campus Scorecard)</p> <p>Technology Resource Staff (DW scribing, testing, training, and other tech enhancements such as workflow and e-transfer credit upload into Banner)</p>	<p>Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated Student Success Support and Program (3SP) connections)</p>
<p>PART 5 -</p>	<p>Facilities</p>	
<p>5a) Have there been any significant facility changes since the last CPR in 2008-09?</p>	<p>No</p>	<p>Please explain any significant changes in program facilities that have occurred over the past five years. (Specifically identify any anticipated 3SP connections)</p>
<p>5b) Are there any significant facility changes that will be needed over the next five years?</p>	<p>No</p>	<p>Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<p>PART 6 -</p>	<p>Equipment</p>	

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<p>6a) Have there been any significant equipment changes since the last CPR in 2008-09?</p>	<p>A request for a scanner through Measure C was never received.</p>	<p>Please explain any significant changes in program equipment that have occurred over the past five years. (Instructional and non-instructional)</p>
<p>6b) Are there any significant equipment changes that will be needed over the next five years?</p>	<p>Desk-top scanners for BDMS would be beneficial.</p>	<p>Please identify any anticipated program equipment needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated 3SP connections)</p>
<p>PART 7 -</p>	<p>Operational Costs</p>	
<p>7a) Have there been any significant operational cost changes since the last CPR in 2008-09?</p>	<p>Yes, in that many employees were reclassified as a result of increased Banner and technology expertise. This resulted in a deficit B budget in the division. Augmentation has been available at times, but overall the B budget needs to be enhanced to meet staff professional and operational needs.</p>	<p>Please explain any significant changes in program operational funding that have occurred over the past five years. (B budgets)</p>
<p>7b) Are there any significant operational cost changes that will be needed over the next five years?</p>	<p>There would be significant additional operational costs if new staff is hired.</p>	<p>Please identify any anticipated changes to operational cost needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<p>PART 8 -</p>	<p>Organizational Alignment</p>	
<p>8a) Have there been any significant organizational alignment changes since the last CPR in 2008-09?</p>	<p>Lost one employee due to budget cuts. Additional duties/mandates have become more numerous without additional staffing.</p>	<p>Please explain any significant organizational alignment changes that have occurred over the past five years.</p>

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<p>8b) Are there any significant organizational alignment changes that will be needed over the next five years?</p>	<p>See 4b.</p>	<p>Please identify any anticipated changes to organizational alignments that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<p>PART 9 -</p>	<p>Regulations/Laws/Policies</p>	
<p>9a) Have there been any significant changes in regulations/laws/policies since the last CPR in 2008-09?</p>	<p>State Statue SB1440 (Transfer degrees) mandates that De Anza College offer degrees to facilitate the transfer of the community college student to the California State University system.</p> <p>Student Success Act/Scorecard</p>	<p>Please explain any significant changes in regulations/laws/policies that have occurred over the past five years. (Federal, State, Local, District, college, etc.)</p>
<p>9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next five years?</p>	<p>The transfer degrees mandated by SB1440 require greater resources to implement, process, and award. As the number of transfer degrees increase the amount of resources necessary will increase as well.</p> <p>3SP will require the evaluation of applicable transfer transcripts so that appropriate education plans can be developed for students. Developing reports to identify potential awards for certificates and degrees will also be necessary.</p>	<p>Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated 3SP connections)</p>
<p>PART 10 -</p>	<p>Professional Development</p>	
<p>10a) Have there been any significant professional development activities for the program (or others) since the last CPR in 2008-09?</p>	<p>Both the Degree Works forum and Ellucian Live conferences have provided opportunities to engage with other users to troubleshoot and establish best practices in both Degree Works and Banner. In addition, the availability of one on one technical support at both events yielded substantial problem solving strategies. We were able to avail ourselves of similar opportunities at 3CBG, a California Community College users group workshop. Staff has also presented at conferences on DW throughout the state.</p>	<p>Please explain any significant professional development activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.</p>

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<p>10b) Are there any significant professional development needs for the program (or others) over the next five years?</p>	<p>Continued presence at Degree Works forum and 3CBG. Continued access to state and technical venues to retain currency on trends, mandates, and tech updates.</p>	<p>Please identify any anticipated professional development needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated 3SP connections)</p>
<p>PART 11 -</p>	<p>Curriculum, Student Success, and Equity</p>	<p>The 2012-13 course data is located at: http://deanza.edu/ir/program-review.12-13.html .</p>
<p>11a) Have there been any significant curriculum since the last CPR in 2008-09?</p>	<p>N/A</p>	<p>Please explain any significant curriculum changes in that have occurred over the past five years.</p>
<p>11b) Are there any significant curriculum issues in that will affect the program over the next five years?</p>	<p>N/A</p>	<p>Please identify any anticipated curriculum issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SP connections)</p>
<p>11c) What is the aggregate student success rate in the instructional portions of the program?</p> <p>Has the 60% requirement been met or exceeded?</p>	<p>N/A</p>	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</p> <p>If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?</p>
<p>11d) What are the student success rates between groupings of students?</p> <p>Is there a success rate gap that exceeds 5% between any of these groupings?</p>	<p>N/A</p>	<p>The college equity goal is to have no more that a 5% student success gap between any groupings of students.</p> <p>Please explain any gaps exceeding 5% and what plans are in place, or are being made, to address closing this gap</p>

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PART 12 -	Other	
12a) Have there been any other significant program changes since the last CPR in 2008-09?	Covered above.	Please explain any other significant program changes that have occurred over the past five years.
12b) Are there any other significant issues that will affect the program over the next five years?	We will see.	Please identify any other anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SP connections)
PART 13 -	Student Success and Support Programs (3SP)	
13a) How will the new 3SP orientation requirements affect the program over the next five years?	Resources will be necessary to develop program templates in Degree Works for counselor and student access during the 3SP orientation process.	Summarize any orientation issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
13b) How will the new 3SP assessment requirements affect the program over the next five years?	Continued updates in DW and Banner will be necessary to accommodate changes in Assessment, multiple measures, etc.	Summarize any assessment issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
13c) How will the new 3SP student education planning requirements affect the program over the next five years?	Will need to update and maintain curriculum for all De Anza programs in Degree Works for use in the Educational Planner. Next generation electronic educational planner in Degree Works should be implemented within next 12 months requiring development and maintenance.	Summarize any student education planning issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.

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PART 14 -	<p align="center">Student Services Learning Outcomes and Accreditation Standard II.B.4</p>	<p>Accreditation Standard II.B.4 - The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>
<p>14a) What are the current/active program <u>outcome statements</u>?</p>	<p>Financial Aid students who request an extension will be able to use Degree Works as part of their petition and review process.</p> <p>Students will be able to identify the process for petitioning for graduation and the courses necessary for meeting degree requirements.</p> <p>Degree Works Knowledge from Intake - This survey assesses how much new Vets students know about Degree Works during registration workshop.</p>	<p>Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)</p>
<p>14b) How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?</p>	<p>Financial Aid students who request an extension will be able to use Degree Works as part of their petition and review process.</p> <p>Students will be able to identify the process for petitioning for graduation and the courses necessary for meeting degree requirements.</p>	<p>Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)</p>
<p>14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.</p>	<p>Made/making following enhancements: Online certificate/degree application Developing Evaluations website Establishing availability of student appointments with evaluators Continuing to build transfer equivalency tables to speed up transcript evaluation process, exploring possibility of making table available via web for student access.</p>	<p>Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)</p>

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<p>14d) What are the program outcome assessment plans for the next five years?</p>	<p>They will be developed as needed to assess new processes and mandates.</p>	<p>Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)</p>
<p>Part 15 - CPR SUMMARY</p>		
<p>15) Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?</p>		<p>Part 15 is intended to be a brief yet thorough overarching summary of Parts 1 through 14. Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19).</p>
<p>Part 16 - DIVISIONAL PERSPECTIVE</p>		
<p>16a) Name of the Division and the names of the programs.</p>	<p>Admissions, Assessment, Evaluations, FERPA compliance, Graduation/Transfer, Prereq Review/Clearance, Registration, Records, Veterans' Services, Student Technology Implementation and Security</p>	<p>Applicable to Divisions that have multiple programs that are writing CPRs Write the name of the division and the names of the programs that are submitting CPRs</p>
<p>16b) Who wrote the Divisional Perspective?</p>	<p>Kathleen Moberg, Dean</p>	<p>Enter the name or names of those who authored this Divisional Perspective.</p>
<p>16c) Summarize the CPRs written by the programs of the Division.</p>	<p>The Graduation and Evaluations department has seen a tremendous increase in workload, technology enhancements, regulatory changes, and budget reductions during the last five years. During this period, the Graduation Coordinator was responsible for the implementation of Banner and Degree Works, which required both technical understanding and leadership, and collaboration with Foothill, ETS, Ellucian, and Counseling divisions. It required both learning to create the infrastructure to make DW function, but also the expertise to identify and implement enhancements and customization. This is an ongoing process and both functional requests and Ellucian upgrades are frequent. DW is now an integral part of meeting SSSP requirements.</p>	<p>Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.</p>

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	<p>Besides the technology piece, the department also had to meet the new requirements of SB 1440 (ADTs) and the demands for higher college performance in the areas of degree and transfer numbers as well as challenges in meeting state deadlines set for semester colleges, which don't work well for us being on quarters.</p> <p>The Admissions Division oversees all facets of Admissions, Records, Transfer, Graduation, Veterans, Assessment, 320 and other regulatory compliance, and faculty support in the area of rosters, etc. The division underwent a 30% decrease in the last five years, during Banner implementation, and enormous regulatory and process changes from the state (repetition, repeatability, SSSP, ADTs,). As De Anza moves to meet these challenges, evaluation of Student Services and staffing is critical to determine rebuilding both to meet mandates and to ensure access, equity, and success are uniformly addressed and supported. Additional changes at the state level, including Common Assessment, will require division staff to participate in professional development, communicate change to the campus community, and participate in state-wide pilots. Insufficient staff will limit De Anza's ability to be on the cutting edge of change as well as be a voice to bring innovation and concerns to the broader system and community.</p>	
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