

De Anza College
 Student Services Planning and Budgeting Team (SSPBT)
 2019-20 Program Review (APRU)

TracDat Description (50 character max)	Part 1	Program Information	
	Program Review		If you are entering for a previous year complete in word document and submit to Vice President of Student Services.
	1a) Program Name	Evaluations/Degree Works (Admissions and Records Department)	Enter the name of the program being reviewed
	1b) Name(s) of the author(s) of this report:	Veronica Aparicio, Graduation and Evaluation Coordinator, Robert Tomalinas, Senior Evaluation Specialist, Jeff Dickard, Evaluation Specialist, Christa Steiner, Evaluation Specialist, Joseph Gilmore, Evaluation Specialist, Yasmine Malboubi, Evaluation Specialist	Enter the name or names of those who authored this APRU
SS 1c) Number of students served annually & trend increasing, even, decreasing	1c) How many students are served by this program annually and is this number trending up, even, or down?	<p>In the most recent 12 month cycle, we produced approximately 1200 GE Certifications for outgoing transfer students. We processed and verified approximately 2350 degree applications, resulting in the awarding of over 2195 degrees. We handled nearly 900 certificate applications, resulting in the verifying and awarding of 820 certificates. We did the initial review of over 4000 transcripts both college and high school and did full evaluations of over 3588 transcripts. The Evaluations Office has also verified and cleared over 4500 student prerequisite related requests. Additionally, over 538 AP scores were also entered into Banner and Evaluated.</p> <p>De Anza's declining enrollment trend has contributed to a corresponding decrease in incoming student degree applications, requests for prerequisite clearance and related documents. However, the number of ADT transfer degree applications continues to increase from 676 in 2017 to 895 in 2018 to 1082 in 2019. This increase means that despite a corresponding decrease in overall degree application volume the time required to process those documents has not decreased. Since ADT applications require additional</p>	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?

		attention.	
	1d) Who are the typical students served by this program?	Evaluations interacts with the entire student population throughout the academic year. It does not have a specific group or groups. We see students across the spectrum, based upon the services we provide. See the reports on degree and certificate awards for demographic examples. http://www.deanza.edu/ir/deanza-research-projects/degrees/degrees.html	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: Admissions and Records provides comprehensive, client sensitive and technologically innovative services in an effort to simplify the admissions, registrations and record processes.	Cut/paste or type in the program's most current Mission Statement.
SS 2b) In what ways and to what extent does program assure the quality of its services to students?	2b) In what ways and to what extent does the program assure the quality of its services to students?	The Evaluations Office works closely with other support services, such as counseling, to efficiently process student requests leading to enrollment in courses, degrees, certificates and transfer. It also oversees implementation and enhancements to Degree Works, working closely with ETS. It conducts periodic reviews of processes that improve efficiency and expediency in meeting student needs. We have recently updated our website to simplify our messaging to students and make our information more succinct and accessible. The Evaluations Department strives to maintain accessibility to staff and offer quality service to students via phone, email, and face-to-face communications despite its high volume of work. https://www.deanza.edu/admissions/evaluations/index.html	Please address part 1 of Accreditation Standard II.B.1-The institution assures the quality of student support services.
SS 2c) In what ways and to what extent does program support College Mission statement?	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?	The Student Success and Support Program (SSSP), Scorecard, Associate Degrees for Transfer (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 awards degrees and certificates, and/or facilitates transfer.	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 achievement of the mission of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html

		Evaluations also provides students prerequisite clearance with work from other colleges. This helps ensure students have completed the required courses to prepare them for the course content	
	Part 3	Accreditation Standard II.B.3	
	3a) In what ways and to what extent does the program assure equitable access for all students?	Students can access Degree Works via the web anytime 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 goals. Degree applications, certificate applications, prerequisite clearance requests, and general education certification requests are available online to all students. Transcript evaluations no longer requires paper requests – any student may mail in, drop off, or provide an electronic transcript for evaluation. Students can submit documents in-person, via email or regular mail. New procedures related to IGETC language other than English have also been implemented to allow for faster GE certification turn around for students and to better help them track their IGETC completion.	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.
SS 3b) State ways and extent that program encourages personal and civic responsibility.	3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?	By providing students with tools, such as Degree Works, and increasing communication from the Evaluations team, 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.	Accreditation Standard II.B.3.b-The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.
SS 3c) State ways & extent program designs, maintains and evaluates counseling &/or academic advising	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)
SS 3d) State ways & extent program support/enhances student understanding & appreciation of diversity	3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student	Evaluations staff regularly evaluates coursework for our Intercultural Studies requirement, ensuring that all students are taking a minimum of one course focusing on race, ethnicity, gender, or historically underserved communities in	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.

	understanding and appreciation of diversity?	America. Recently, Women's Studies courses have been approved to meet ICS requirements. Which has expanded students' options, created more incentive to study gender inequality. By evaluating these courses based on strict guidelines, we ensure that all students completing an Associate's Degree at De Anza are exposed to diversity in their academic requirements.	
SS 3e) State ways & extent program regularly evaluates admissions & placement practices	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?	Evaluations uses the information contained on transcripts to best help the student clear prerequisites or award transfer credit for degree and certificates. This prevents bias related to any of the defined groups or ethnicities because it relies solely on the student's academic progress and content of the courses submitted. Evaluations staff effectively minimize bias by using defined academic standards to evaluate every student equitably. Evaluation staff meet regularly with the dean. Problems with processes that could possibly create inequity or bias are addressed quickly and clearly redefined when needed.	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)
SS 3f) State ways & extent program maintain student records securely & confidentially?	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. Adhering to FERPA laws, only the student is allowed access to their personal information, with the exception of directory information. However, all students have the right to keep all records confidential.	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	
SS 4a) Have there been any significant staffing changes since the last APRU?	4a) Have there been any significant staffing changes since the last APRU?	The Evaluations group had a vacant Evaluation Specialist position from February 2019 – July 2019, but since August 2019, it has been filled.	Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past year.
	4b) Are there any significant staffing changes that will be needed?		Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next year. (Explain why these changes may be needed, i.e. new directions, retirements, policy issues, etc.).
	PART 5	Facilities	
	5a) Have there been any significant facility changes since the last APRU?	There have been no significant facility changes.	Please explain any significant changes in program facilities that have occurred over the past year.

	5b) Are there any significant facility changes that will be needed?	There are no significant facility changes that will occur over the next five.	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed).
	PART 6	Equipment	
	6a) Have there been any significant equipment changes since the last APRU?	No	Please explain any significant changes in program equipment that have occurred over the past year. (Instructional and non-instructional)
	6b) Are there any significant equipment changes that will be needed over the next year?	A laser printer solely dedicated to the printing of all degrees and certificates located in a secure area. This would greatly assist in maintaining the quality of the diplomas and certificates provided to students.	Please identify any anticipated program equipment needs that could occur over the next year. (Explain why these changes may be needed. Include both instructional and non-instructional needs)
	PART 7	Operational Costs	
	7a) Have there been any significant operational cost changes since the last APRU?	No	Please explain any significant changes in program operational funding that have occurred over the past year-
SS 7b) Will any significant operational cost changes be needed over the next year?	7B) Are there any significant operational cost changes that will be needed over the next year?	No	Please identify any anticipated changes to operational cost needs that could occur over the next year. (Explain why these changes may be needed.)
	PART 8	Organizational Alignment	
SS 8a) Have there been any significant organizational alignment changes since the last APRU?	8a) Have there been any significant organizational alignment changes since the last APRU?	A new Dean of Enrollment Services was hired December 2019. She now supervises several departments: Admissions and Records, Evaluations, Veterans Services, International Student Programs, and Assessment. Cashiering Services also came in January 2020 under the Dean's supervision.	Please explain any significant organizational alignment changes that have occurred over the past year.
	8b) Are there any significant organizational alignment changes that will be needed over the next year?		Please identify any anticipated changes to organizational alignments that could occur over the next year. (Explain why these changes may be needed.)
	PART 9	Regulations/Laws/Policies	
SS 9a) Have there been any significant changes in regulations/laws/policies since the last APRU?	9a) Have there been any significant changes in regulations/laws/policies since the last APRU?	Assembly Bill(AB) 705 The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school course work, high school grades, and high school grade point averages. This was included in the last APRU but has continued to change and impact Evaluation operations.	Please explain any significant changes in regulations/laws/policies that have occurred over the past year. (Federal, State, Local, District, college, etc.

SS 9b) State significant changes in regulations/laws/policies affecting program over next year.	9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next year?	Assembly Bill (AB) 705 will require greater resources to implement, process, and evaluate high school transcripts as the college did not evaluate high school transcripts for non IGETC AREA 6 requirements previously. This was included in the last APRU but has continued to change and impact Evaluation operations.	Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next year. (Federal, State, Local, District, college, etc.)
PART 10		Professional Development	
SS 10a) State any significant professional development activities for the program since last CPR.	10a) Have there been any significant professional development activities for the program (or others) since the last APRU?	Degree Works by Ellucian has a three day conference once a year. As Degree Works is a significant part of student success. It is highly advantages for evaluations staff to attend. The conference covers the latest on new practices, procedures, and updates to the Degree Works software.	Please explain any significant professional development activities that have occurred over the past year. Include the nature, reason, significance, and outcomes of the activities.
SS 10b) State any significant professional development needs for the program for the next year.	10b) Are there any significant professional development needs for the program (or others) over the next year?	A Continued presence at the Degree Works forum, 3CBG, and Evaluator Training Workshops. To continue access to state and technical venues to retain currency on trends, mandates, and tech updates.	Please identify any anticipated professional development needs for the program over the next year. Include the anticipated nature, reason, significance, and outcomes of the activities.
PART 11		Curriculum, Student Success, and Equity	
SS 11a) Have there been any significant curriculum since the last APRU?	11a) Have there been any significant curriculum since the last APRU?	N/A	Please explain any significant curriculum changes that have occurred over the past year.
SS 11b) State any significant curriculum issues that will affect the program over the next year.	11b) Are there any significant curriculum issues in that will affect the program over the next year?	In addition to various new degree and certificates changes. The college will be implementing additional transfer degrees. Which will create a corresponding increase in the workload needed to verify and post these new degrees and certificates.	Please identify any anticipated curriculum issues in that could affect the program over the next year.
SS 11c) State the aggregate student success rate in the instructional portions of the program?	11c) What is the aggregate student success rate in the instructional portions of the program?	N/A	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 . If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?
SS 11d) State gap of student success rates with targeted groups.	11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds 5% between any of these groupings?	N/A	The college equity goal is to have no more than a 5% student success gap between any groupings of students. Please explain any gaps exceeding 5% and what plans are in place, or are being made, to address closing this gap

	PART 12	Other	
SS 12a) Have there been any other significant program changes since the last APRU?	12a) Have there been any other significant program changes since the last APRU?		Please explain any other significant program changes that have occurred over the past year.
	12b) Are there any other significant issues that will affect the program over the next year?		Please identify any other anticipated issues that could affect the program over the next year.
	PART 13	Student Services Learning Outcomes and Accreditation Standard II.B.4	
	13a) What are the current/active program outcome statements?	A&R/Eval SSLO3 – Students will be able to identify the process for requesting an IGETC/GE Breadth Certificates to transfer.	Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)
	13b) How many SSLO/SLO statements have been assessed since the last APRU?	A&R/Eval SSLO3 – Students will be able to identify the process for requesting an IGETC/GE Breadth Certificates to transfer.	Please identify the SSLO statements that have been assessed over the past year. (Cut/paste from TracDat, APRU or other documents.)
	13c) Summarize the outcomes assessment findings and resulting program enhancements made since the last APRU.	Along with implementing ongoing updates to transfer course equivalency tables to bring them in line with the CID equivalency process and generally expedite the course evaluation process. The evaluations area has implemented new online forms to streamline and clarify the degree/certificate, prerequisite, and IGETC application process for students. We have also implemented a new evaluations informational website. Which was made available to student along with the new De Anza College website.	Please summarize the outcomes assessment findings and resulting program enhancements made over the past year. (Cut/paste from TracDat, APRU or other documents.)
	13d) What are the program outcome assessment plans for the next year?	Next SLO will be geared toward the new Evaluations website.	Please indicate which SSLO/SLO statements will be assessed over the next year and when. (Include any plans to create new outcome statements.)
	Part 14	APRU Summary	Part 15is intended to be a brief yet thorough overarching summary of Parts 1 through 14.
	14) Where has the program come from since last year, where is it now, and where does it anticipate or need to go over the next year?	At present, we are at six evaluators. This may seem like a significant number of evaluators; however, we still struggle to maintain current excellent turnaround and service to our students. It is made even more imperative if in the future, the schools anticipates any growth or improvement of services in the next five years. The Evaluations staff will	Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last APRU? 2) Where the program is now, and 3) Where the program anticipates or needs to go over the next year.

		continue to maintain the curriculums for all De Anza programs in Degree Works, evaluate all incoming transcripts, post all AA/AS degrees, ADT degrees, certificates, certify IGETC/GE Breadth certificates for transferring students, eVerify all ADT degrees, and clear all prerequisites for all incoming students. We will continue to strive to improve our communication, quality of work, and effectiveness to help our students achieve their goals of graduating and transferring.	
	Part 15	Divisional Perspective	
	15a) Name of the Division and the names of the programs.	Enrollment Services is the name of the Division that houses the Admissions and Records, Evaluations, Assessment, Veteran Services and (new to the division) the International Student Program, and Cashiering Office.	Write the name of the division and the names of the programs that are submitting APRUs
	15b) Who wrote the Divisional Perspective?	Veronica Aparicio	Enter the name or names of those who authored this Divisional Perspective.
	15c) Summarize the APRU written by the programs of the Division.	Evaluation Department has been a key component of the student success and completion! 2018-19 year had in increase in the number of transfer degree applications without a corresponding increase in staffing. This is also applies to all incoming transcript evaluations!	Please summarize all the APRUs 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.