

**EL CAMINO COLLEGE
STUDENT SERVICES
EVALUATIONS PROGRAM
PROGRAM REVIEW 2011**

Program Description

- 1. Describe the program emphasizing the program's objectives and how the program supports the college's mission and vision statements, strategic initiatives, and core competencies.*

The Evaluations Program serves the interests of all students who are applying for an Associate of Arts degree, Associate of Science degree, Certificates, CSU (California State University) General Education Breadth Requirement, IGETC (Intersegmental General Education Transfer Curriculum), certification, probations and dismissals. Evaluator's evaluate all student records, El Camino transcripts and those of other colleges to determine a student's eligibility for any of the above named degrees certificates and/or certifications. They also review course repetitions that use course work from other institutions. Evaluate all Academic Renewal Petitions which require course work from other institutions. By effectively performing these functions, the Evaluations Program meets the spirit and intent of the college's mission by offering "comprehensive...services to ensure the educational success of students..." The Evaluations Program also adheres to the concepts contained in the Vision Statement. The staff in the program strive to "work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. "

- 2. Describe the student population served by the program using available data.*

Applications for degrees and/or certificates are open to all students. However, the awarding of degrees and certificates are subject to students meeting the criteria as set forth by the California State Legislature, the Board of Governors of the California Community College System, the Board of Trustees, the Curriculum Committee, and the Academic Senate of the El Camino Community College District.

- 3. What happens after students participate in the program's activities? If applicable, address whether students are successful in meeting their educational goals.*

Students who apply for an associate's degree are required to have achieved a minimum grade point average of 2.00 overall At ECC and all units completed at all other colleges (there may

be additional requirements in a major), have completed at least 60 academic units, have met academic area requirements, and have met El Camino College unit residency.

The Section A, General Education Requirements for both the Associate in Arts and Associate in Science degrees are split into three sections:

- 1) Option I – for students completing an El Camino College major
- 2) Option II – for students completing CSU GE Breadth transfer requirements
- 3) Option III – for students completing CSU/UC (IGETC) transfer requirements

Students who choose Option I must meet requirements in Natural Sciences, Social and Behavioral Science, Humanities, Language and Rationality, Health and Physical Education, Mathematics

The awarding of degrees to the number of degree applications is compared below.

Year	Term	Degrees Applied	Degrees Award	Degrees Award %	Degrees Declined	Degrees Declined %
2011	Spring	1231	890	72.3	341	27.7
2010	Fall	434	306	70.5	128	29.5
2010	Summer	280	218	77.9	62	22.1
2010	Spring	1148	827	72.1	321	27.9
2009	Fall	339	254	74.9	85	25.1
2009	Summer	309	218	70.5	91	29.5
2009	Spring	945	686	72.6	259	27.4

The awarding of certificates to the number of certificate applications is compared below.

Year	Term	Certs Applied	Certs Award	Certs Award %	Certs Declined	Certs Declined %
2011	Spring	350	286	81.7	64	18.3
2010	Fall	154	120	77.9	34	22.1
2010	Summer	84	58	69.1	26	30.9
2010	Spring	364	298	81.9	66	18.1
2009	Fall	195	175	89.7	20	10.3
2009	Summer	129	107	82.9	22	17.1
2009	Spring	245	193	78.8	52	21.2

The main reasons for students to have their degree applications denied are:

- 1) An academic area has not been met
- 2) Transcripts from another college were never submitted
- 3) GPA requirements were not met
- 4) Less than 60 units have been achieved
- 5) Student does not meet the ECC residency requirement. When a student does not qualify for a degree or certificate the evaluators will notify the student with the reason and an advisement to see an academic counselor.

Interaction with students is also critical. The evaluators communicate with students via email, telephone, and regular mail. They communicate with students when students are deficient in requirements to graduate. Requirement deficiencies include: GPA issues, missing coursework, or courses that do not meet the minimum requirements for the major in question. Evaluators also will meet with students in person if necessary or requested by the student. Evaluations staff notifies students in writing if the graduation petition is denied. Students are told why the petition was denied and what the student/s needs to do to meet the graduation requirements.

The role of the Evaluations Program in probations and dismissals is primarily that of a supporting body to the Division of Counseling. The role of the evaluators has been reduced; currently evaluators receive a clearance list and/or individual student reinstatement contracts. Evaluators remove PERC holds to clear students.

4. List notable achievements that were linked to the College's Strategic Initiatives that have occurred since the last program review.

The evaluators are now creating a library of courses from other college to have a more comprehensive online degree audit that will be available for students, counselors and evaluators. This can be linked to two of the goals in place during the last program review: the primary goal was "support innovative practices that enhance the educational experience." The secondary goal that could be tied to this achievement is "incorporate flexibility into institutional structure and process."

A computerized program has been created that enable the evaluators to communicate with the student via email on the progress of their petition. This program will also be used to maintain an ongoing tracking system. This accomplishment is linked to "improve and enhance internal and external communication."

Petitions and intents are now available online. Students may printout graduation intents and petitions for certifications. Currently hardcopy petition are still required. This achievement is linked to “incorporate flexibility into institutional structure and process.”

We continue to recommend the following:

Fill all vacancies in the Evaluations Unit

Since the last program review we have filled all vacancies in evaluations and have hired two additional evaluators to fulfill the Title V Graduation Initiative Grant. Replace any evaluator position that may become vacant due to attrition.

Continue the update of the catalog in Datatel Colleague

This continues on an annual basis. However, the update of the catalog is not performed by any of the evaluators, but by a Student Services Specialist.

Implement on-line degree audits

This recommendation has been implemented. But, there are limitations on the use of online degree audits. Degree audit is used by all evaluators but not all catalogs and incoming transcripts are in degree audit.

5. *What prior program review recommendations were not implemented, if any, and why? What was the impact on the program and the students?*

Upgrade the Senior Evaluator from Evaluations Specialist to Advisor

This was a recommendation in the last program review and was an objective in both the Evaluations Program plan and the Admissions & Records Unit plan. The recommendation is listed in the Recommendations section.

Student Learning Outcomes (SLO)

1. *Describe how program personnel are engaged in the creation, discussion, and review of SLO - statements, assessment results, and reports.*

The three more senior evaluators and the Assistant Director of Admissions & Records were directly involved in the creation of the SLO for Evaluations.

As a result of the assessment, the graduation petition was updated and re-worded to be more user-friendly for the students.

Three questions are asked in the Evaluations Unit Student Survey. They are:

- 1) Did you interact with the Admissions & Records evaluation staff?
- 2) Were you able to complete the Intent to Graduate form?

3) Based on your experience with this process, will you be able to complete the application for graduation at a future college?

2. *How does the program ensure that SLO's are assessed consistently?*

The first SLO assessment was a combined assessment. The SLO surveys for Fall 2009, Spring 2010 and Summer 2010 were comingled. Staff assessed those three terms as one, but will not consider that initial assessment as a benchmark since they will only assess by primary terms on an individualized basis in the future. However, they did conduct the SLO surveys and subsequent assessments for Fall 2010 and Spring 2011. The quantitative response to the second question (ability to complete the Intent to Graduate form) consistently was in the affirmative at 95% or more. The third question (ability to complete a future application to graduate) fared better with a 97% positive response rate.

3. *Have the SLO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?*

The results over the three assessments have far exceeded expectations. The Evaluations staff has now had three assessment cycles. The rubric and standards for success states:

“The minimum standard established by El Camino College’s Admissions and Records Division and by the Evaluations Program is to have at least 85% of the students indicate that they are able to complete the Intent to Graduate form and at least 85% of the students state that their experience with Evaluations allows them to complete a similar form at a future college.”

To date, the Evaluators have not made any changes based on the quantitative data. However, one student comment resulted in a change in the wording on the third question. The original question read “based on your experience with this process, will you be able to complete the application at a future college.” The student pointed out that “application” can apply to many things. Therefore, the SLO statement was changed from “application” to “application for graduation” to provide clarity.

Program Improvement

Explain what changes need to be considered to improve the program.

1. *What activities has the program engaged in to improve services to students?*

Evaluations have traditionally provided paper applications for degrees and certificates in the Admissions lobby. In the past year students may also print the application from the Evaluations website. In addition, publication of the deadline to apply for degrees and certificates has expanded in the past few years to include: the class schedule, the college catalog, the marquee, plasma monitors, signage, the college's newspaper, and email announcements. The use of these tools has significantly expanded communication with students.

Students do not have to wait in line to submit petitions for degree or certificates.

- 2. How have program personnel used metrics to improve program services? (Provide metrics from the last four years).***

The Evaluations Program does not use metrics to improve program services. The number of applications for graduation and resulting approval or denial is not related to services, but to the adherence of standards. Metrics are used as a tool to gauge the work volumes. The quantitative data provides insight into peak periods and the success of college efforts to increase the number of students who apply for graduation. It is in the qualitative data – the comments found on the SLO document or through other comments or inquiries from students that staff are provided an opportunity to review some of the practices and assess if services can be improve while not compromising academic standards, adhering to state and district laws and regulations, and within fiscal reality.

- 3. If applicable, explain any patterns in student success, retention, and persistence in terms of student characteristics and program objectives and discuss planned responses or changes.***

This question does not apply to the Evaluations Program or the services it offers to students.

Program Environment

- 1. Discuss the program environment, including the relationship among program staff and students and involvement with other programs or support areas.***

The Evaluations Program staff work closely with counselors and staff in academic division offices, the Records Office, Student Development office, and the Compton Center. Counselors will confer with the evaluators on issues such as course comparability, course substitution, and the accreditation status of other colleges. The evaluators will consult with the academic division offices on course substitution. The approval of the appropriate academic dean or designee is required. At least one of the evaluators participates on the College Curriculum Committee to ensure that the evaluations unit is up to date on all matters

related to College Curriculum Committee and Chancellor's Office approved courses, requirements and pre-requisites. Interaction with the Records Office is essential. The evaluators need to view imaged transcripts from other colleges. Once a year, the Evaluations program works with Student Development office staff in the creation and verification of a graduation list for commencement. Finally, there is close collaboration with the Admissions & Records office staff at the Compton Center.

Interaction with students is also critical. The evaluators communicate with students via email, telephone, and regular mail. Evaluations staff notifies students when students are eligible for a degree or certificate. They also communicate with students when students are deficient in requirements to graduate. Requirement deficiencies include: GPA issues, missing coursework, or courses that do not meet the minimum requirements for the major in question. Evaluators also will meet with students in person if necessary or requested by the student. They change codes to re-instate students and clear the PERC holds.

2. *Describe the number and type of staff and faculty (include current organizational chart).*

The Evaluations Program is composed of five evaluators. Please see "Appendix A" for current organizational chart.

3. *Describe facilities or equipment needs for the next four years.*

The Evaluations Program currently occupies a space in the middle of the Admissions Office. It is adjacent to the space occupied until recently by the International Student Program. In the 2011-2012 academic year, it is anticipated that the Evaluations Program will move into the area now vacated by the International Student Program. Currently the two new evaluators need new desk top computers. The virtual computer equipment provided to them does not meet the needs of their duties and actually hinders productivity. As for the three experienced evaluators, they will need computer upgrades.

The evaluators are currently located in the middle of the office but divided by cubicles with high dividers. In the near future the evaluations unit is slated to move to the area next to where they currently work. They have thoroughly discussed the move and the needed furniture. The move has been approved. The evaluators unanimously agree that cubicles are not conducive to a collaborative environment and therefore would like to have desks instead of cubicles with high partitions. The move is designed so that they will be in a more cohesive work environment.

4. *Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.*

Most student-to-evaluator interaction is via email, the telephone or admissions front counter. The availability of the evaluators is Monday, Tuesday, and Thursday 9:00 am to 5:30 pm and Wednesday 9:00 am to 6:30 pm.

At the time of the last Program Review evaluators were available to students from 9:00 am to 4:30 pm Monday through Thursday. Rotating the senior evaluators work schedules to cover the evening hours and assigning the two new evaluators to work until the division closes, allows the evaluation service to meet the needs of the evening students. There are always two evaluators in the evening hours to assist students.

5. *Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.*

There are external factors that will have a definite impact on the evaluations program. A change in a course numbering or course content will require updating of degree audit program and evaluation sheets. Notification of new information must be sent to all the counselors. Addition of new majors or deletion of existing majors requires the same as above. The increase number of student that petition for graduation, certificates, IGTC and/or General Education Certifications have had a significant impact in the evaluator's workload. This was addressed by the hiring of the two new evaluators. Changing demographics of the student body does not impact the evaluator's job duties or student service.

Customer Service

1. *Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.*

The SLO Student Survey is used in lieu of a customer service survey.

2. *What aspect of the program's service needs improvement? Explain how the program will address service improvements.*

Degree audit needs to be fully implemented. Currently the two new evaluators have been creating a library of courses from other colleges that will enable evaluators and/or students and counselors to fully use degree audit.

Setting up a separate counter to assist students will enable more efficient service.

The results of the SLO will be used to determine student service needs and changes and/or improvements in the unit's workflow.

Currently students may access the graduation petition online. The student downloads the petition fills it out and submits it in person. The evaluations unit is working to offer an online petition that may be filled out online and be submitted online.

Conclusions and Recommendations

Present a brief summary of the program's strengths and areas for improvement. List all recommendations in a prioritized manner for subsequent placement into the program's annual plan.

1. Summarize the program's strength and areas that need improvement.

Strengths

1) Experience

The Evaluation Program has three experienced evaluators and two evaluators hired at the beginning of 2011 who are showing remarkable promise and advancement. The most experienced evaluator has over twenty five years of experience at El Camino College. The other two evaluators have six and four years experience.

2) Cohesiveness

The five evaluators are a cohesive group in which consultation and collaboration serve as a strong support structure.

3) Technology

Recent technological improvements such as degree audit and the Hershey scanning system have aided in the functions and processes of Evaluations.

Weaknesses

1) Varied Degree Patterns

The very large number of degrees and degree patterns at El Camino College make it almost impossible to fully program degree audit. It is hoped the Degree Task Force established by Vice-President of Academic Affairs and Co-Chaired by Business Dean and a Counselor will lead to a streamlining of degrees and full implementation of degree audit.

2) Technology

The scanner is both a strength and weakness. The evaluators have found that technological problems with the scanner take an incredibly long time to address. The scanner recently reached maximum capacity in early June but was not fixed until the first week of October. The evaluators as well as the counselors were unable to review recently received transcripts via the system. Staff needed to resort back to the paper transcript review. It proved to be very time consuming and labor intensive.

The two recently hired evaluators have virtual computers. There are significant limitations with these computers. For example, email communiqués to students must be conducted on on-virtual computers. This is not effective in terms of time management or process flows.

The assistant director has asked ITS to review the needs of the two evaluators and to change the virtual computers to desk top computers.

3) New processes

The staff needs to explore a more efficient way to handle incoming transcripts. Simple questions regarding transcripts should not have to be transferred to the evaluations unit. Anyone in Admissions & Records and/or Counseling should be able to answer general questions. The assistant director and the office supervisor will address this with the front counter and records staff in the near future.

2. List prioritized recommendations. (Provide proposed organizational chart if appropriate).

Hire an Evaluations Advisor

The program works well with specialists. However, the program, service to the students, and the college's goal to increase the issuance of degrees and certificates would all benefit and be enhanced with the program having at least one Evaluations Advisor. An advisor brings an added dimension to the work performed and the services rendered. Extracting from the "representative duties" of the Student Services Advisor job description, there are two duties that stand out:

- 1) Develop forms, handbooks, manuals and other written materials to facilitate student advisement.
- 2) Plan, develop and conduct workshops to provide students with specialized assistance and information in assigned area.

The first duty would involve the development of the resources students would use from managers to the personnel with the expertise in the area. The second duty would provide students with in-person contact with an evaluator to provide information and assistance to students interested in pursuing a degree or certificate at El Camino College.

New Computers for the New Evaluators

The current virtual computers used by the two newest evaluators limit their ability to perform their work. They must be provided the computer hardware similar to that used by the other three evaluators and compatible and complimentary with their job duties. Failure to do so will continue to hinder their efficiency and compromise their effectiveness through no fault of their own.

New Furniture/Workstations for Program

When the Evaluations Program moves to the location formerly occupied by the International Student Program it will need a furnishings/file storage layout that is conducive to collaboration among the evaluators and service friendly to students who visit in person to ask questions and inquire about graduation intents. Included in this new furniture will be a counter to provide enhanced access for students' approx \$7,000.00.

3. X **Continue Program**

Revised: May 2012

APPENDIX A

The Evaluations Program is composed of five evaluators.

ADMISSIONS AND RECORDS

EVALUATIONS AREA

