

## Transcript Evaluation Training 8/16/17

### General Guidelines

- Approach should be to maximize what we get out of the student's transcript.
- Valuing what a student has completed without violating our standards.
- Get transcript legend for all transcripts before evaluation. Can get them from TES and College Source
- Important to check exceptions to guidelines and limitations to certifications.
- Minimum unit limitation for UC vs. CSU
- Sequential classes (can use two to equal one class e.g. ENGL 101) – see IGETC notes

### Articulation Process

- Curriculum Instruction Committee – evaluate and approves all curriculum
- Classes get submitted to Assist for CSU and UC transferability
- General UC transferability approval has to be complete before submitting for IGETC

### UC Statement of Transfer Credit Practices - general notes about UC transferability

- Is it a regionally accredited institution?
- Extension courses
- Limitations on AP, IB
- Does IGETC accept CLEP? No.
- Physical Education
- Duplicative credit – not taking higher level course first, then taking lower level

### UC Subject Area Transfer Guidelines

- Use more for non-GE classes
- Goes through by subject area and also reviews prerequisites required

### Executive Order 1100

- GE Breadth Requirements for CSU
- Revise minimum grade standard for Golden Four. As long as C- is a 70% or above, you can apply it to the Golden Four.
- Lists exceptions – e.g. double counting
- Full vs. partial certification

### Evaluating Transfer Credit – Segment Perspectives

- Recency – some campuses may have local requirements for recency in the area of IT, business, or software even though we do not
- Upper Division –
  - o After transfer, LD courses approved for UD requirements earn UD content credit but LD units
  - o UD courses used in ADTs transfer as UD units
  - o 60 unit max of transferable on both LD & UD
- IGETC for STEM
- Guiding Notes for GE Course Reviewers
- TES – campus transfer sites
  - o CSPU Pomona

- CSU Channel Islands
- CSU East Bay
- CSU Los Angeles
- San Diego SU
- San Jose SU
- CIAC – articulation-related resources

#### Guiding Notes for General Education Course Reviewers

- Written communication
- Critical thinking
- Oral communication
  
- Is it accredited?
- Get transcript legend
- Set aside courses that are not relevant (e.g. substandard grades, basic skills classes, upper division)
- Exclude those that are not general education or degree applicable
- Are they eligible for IGETC?
- Get course descriptions

## Counseling Staff Meeting – 10/18/17 (Review 2/7/18)

### **MIS REPORTING:**

*Use Student Intake Code Sheet as a guide to entering data into SVAMSTD and SVAMSHD*

#### **SVAMSHD**

- Use this to report a student's Educational Goal
- Should be updated every term to confirm a student's current goal. If no change, leave as is.
- Exemptions

#### **SVAMSTD**

Orientation:

- Original orientation gets reported under Orientation. Additional orientations are reported under follow-up
- Select provider origin to reflect the area of service

Assessment:

- Record Assessment Service & Status based on Code sheet
- Select provider origin to reflect the area of service

Counseling:

- Always record a substantive contact under Counsel/Advise and then the description under an additional tab (e.g. Career/Interest, Academic Progress, Education Plan)
- Use Counsel/Advise codes on Code sheet
- Use Status of CA only
- Select provider origin to reflect the area of service

Education Plans:

- Record under Counsel/Advise AND Education Plan
- Only select CSEP or ASEP
- Select provider origin to reflect the area of service

Academic Progress:

- Select service based on Code sheet
- Select provider origin to reflect the area of service
- Choose Status of A or C

Career/Interest (Follow-up):

- All other student support services
- Select multiple options for one appointment if applicable (e.g. student came in for counseling, prerequisite clearance, registration assistance, and transcript evaluation) – select counsel/advise and multiple services under career/interest
- Record description and corresponding status code for EACH service
- Select provider origin to reflect the area of service

#### ***IMPORTANT:***

Update Reason Codes in SARS to reflect substance of appointment so it matches. This should be done after each appointment.

### **Education Planning:**

- Must show where the student has been; not only what they have left
- How this should be reflected:
  - o LTEP with attached major sheet and gen ed pattern OR
  - o LTEP with full history of classes and outline of future classes
- \*\*Must have a full history of where the student has been, classes taken, etc.
- When submitting Requests to Repeat, Readmits, etc. this full history must be presented.
- Need to note on the LTEP if students are taking classes that are not required as part of their program but want to take them. We need to discuss how to note this.
- The LTEP should include all semesters for the program or the remainder of what they need (otherwise it is an ASEP).
- List specific classes or at a minimum the Area which needs to be satisfied (e.g. PSYCH C101 or Area 4 on IGETC).
- Email education plan and relevant attachments to ALL students.

### **Strategies to Improve Matriculation:**

- Use of SARS Alerts
- Anytime meeting with a student, discuss what components they need and guide them on process
- End of appointment checklist and/or reminders to ensure proper data collection in BANNER and SARS
- Follow-up



## All-Site Counselors Meeting

3/7/18

10:00am-12:00pm

EW207, Bishop 197, Mammoth 228 and KRV5 and CCConfer

### CCC CONFER PARTICIPANT INVITATION

#### Meeting Details

Title: All-Sites Counselor Meeting

Meeting Type: Meet & Confer

Meeting Link: <http://cccconfer.org/GoToMeeting?SeriesID=f2e5c2b8-86c7-4cd7-8119-8d034a5008ea>

Meeting Passcode: **722951**

Dial your telephone conference line: 1-913-312-3202\*

**Participant Passcode: 722951**

Presenter Passcode: 1691812 (Christine only)

### AGENDA

1. Follow-up on Concurrent and Dual Enrollment process
2. Progress Report & Grade Check
  - a. Process
  - b. New Form
3. Use of Transfer Units – Incarcerated Students and beyond
4. Max Unit Limit Process
5. Behavioral Intervention Team
6. Upcoming Events
  - a. UCLA STOMP – April 27
  - b. College Fair – October 16 (10am-1pm)

**April 18, 2018**

- 8:30 a.m.     **Alerts and Case Management Configuration**  
*Admin Team to determine what alerts we want to show in the platform, which alerts will be available on progress reports (faculty early alert) and which should be one-off individual student alerts. We will also determine which alerts will open cases, and who those cases should be assigned to.*
- 10:00 a.m.     **Campus Training for Counselors and Advisors**  
*EAB will provide an overview of the Campus platform – including the 30 second gut check, ability for notes, ability to communicate with students, alerts and case management, watch lists, and advanced search*
- Noon             **Lunch**
- 12:30 p.m.     **Navigate and Campus Overview for Faculty**  
*An overview of the student and staff platforms with the focus being on the holistic support of the student.*
- 2:00 p.m.       **Student UX Testing**  
*10-20 students will walk through the platform to get a sample size to determine if any opportunities to clean up content, data, or make the student experience better.*
- 3:00 p.m.       **Adjourn**

TRANSFER EVALUATION  
SYSTEM  
Cerro Coso Community College

- Log-in
- Find College
- Check for Accreditation
- Match Course Descriptions
- Send Descriptions to Department Chairs
- Create Equivalencies
- Check for Equivalencies



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**Log-in**

- Use your email
- Change password
- Password emailed to you



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SEARCH & ACCREDITATION

**SEARCH**  
Search for course descriptions from a database containing information of records. Access complete course details, including course title, course code, and credits. View instructor profiles, including availability, contact info, and more.

**MATCH**  
Match course descriptions and program requirements to faculty and staff for evaluation. Track the approval process and address any concerns. Check the results on an equivalence, if found, and the log of evaluation activity for each course.

**ACCREDITATION**  
Track and manage course equivalencies between your course inventory and other institutions. Check both match and create equivalencies. Check attributes for use in the program to program equivalency, general study programs, or degree completion.

**MANAGE**  
Manage your TES account. Add users, set user rights, customize your public display, report requirements, view usage statistics, and more.



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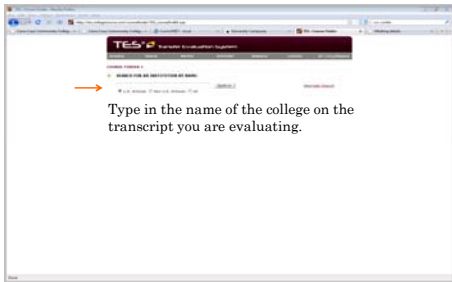
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## FIND COLLEGE



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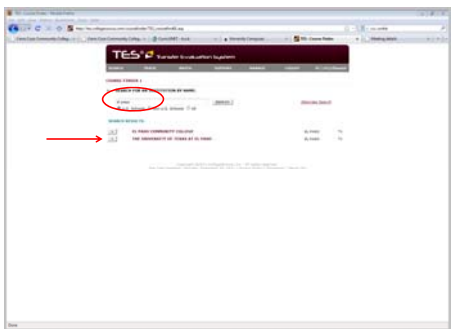
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## SELECT APPROPRIATE COLLEGE



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## CHECK FOR ACCREDITATION

- You may check accreditation by clicking on the Parthenon icon
- You may view a course description by typing in the course title
- Or you may view the PDF copy of the complete catalog



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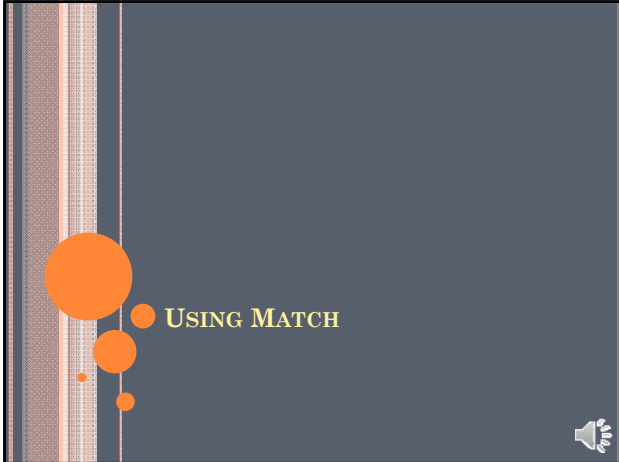
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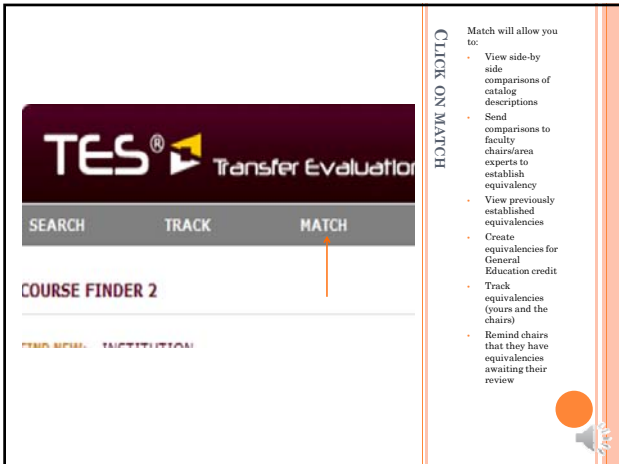
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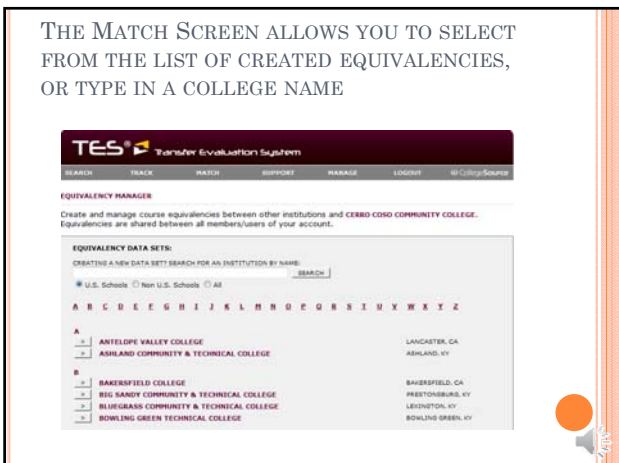
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TYPE IN THE NAME OF THE COLLEGE ON A TRANSCRIPT

**EQUIVALENCY DATA SETS:**

CREATING A NEW DATA SET? SEARCH FOR AN INSTITUTION BY NAME:

College of the Mainland

U.S. Schools  Non U.S. Schools  All



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FROM HERE YOU MAY CHECK ACCREDITATION, VIEW THE COLLEGE'S WEBSITE AND PRINT A COPY OF THE KEY, THEN SELECT THE YEAR

**CREATE EQUIVALENCY 2**

INSTITUTION: WEST VALLEY COLLEGE



▶ SELECT A COURSE DESCRIPTION DATA SET:

WEST VALLEY COLLEGE 2010-2011

↑ Drop down menu, allows you to select the year based on when the student took the course. This is limited based on # of years available.



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SELECT CERRO COSO CATALOG DATE

**CREATE EQUIVALENCY 3**

INSTITUTION: WEST VALLEY COLLEGE



DATA SET: WEST VALLEY COLLEGE 1994-1995

INSTITUTION: CERRO COSO COMMUNITY COLLEGE

▶ SELECT YOUR COURSE DESCRIPTION DATA SET:

CERRO COSO COMMUNITY COLLEGE 2006-2008

↑ Drop down menu allows you to select the Cerro Coso Catalog date based on the student's catalog date.



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## VIEW COMPLETED WORK



### MY OPEN EVALUATIONS

[Switch to 'My Assigned' View](#)

The following evaluation tasks were entered by you and are assigned to another user.

TRANSFER INSTITUTION	COURSES	DATE	ENTERED BY
BAKERSFIELD COLLEGE	CHDV 800	8/9/2011	Moline, Jan
CALIFORNIA STATE UNIVERSITY-LOS ANGELES	HEATH 150	8/2/2011	Moline, Jan
JAMESTOWN COMMUNITY COLLEGE	ENG 153	8/18/2011	Moline, Jan
JAMESTOWN COMMUNITY COLLEGE	ENG 154	8/18/2011	Moline, Jan
WEST VALLEY COLLEGE	BIO 246	12/9/2011	Moline, Jan



## VIEW HISTORY

### EVALUATION TRACKER 1

[EVALUATION TRACKER 1](#) → OPEN EVALUATION TASK

SELECT ACTION:

ASSIGNED TO: **O'neal, Mary - Department Chair**  
 CREATED DATE: 8/9/2011 12:58:27 PM  
 CREATED BY: Moline, Jan - Counselor

#### COMMENTS

EVALUATION LOG:  
 12/3/2011 9:49:14 PM [Moline, Jan] Re-Assign To: O'neal, Mary  
 8/9/2011 12:58:27 PM [Moline, Jan] Proposed equivalent course: CHDV 1100  
 8/9/2011 12:58:27 PM [Moline, Jan] Request initiated. Assigned to Moline, Jan

You can see when you started, what you proposed and re-assigned

<b>BAKERSFIELD COLLEGE</b> CITY: 87 CURRENT CALENDAR: 88888888 CATALOG YEAR: 2010-2011	<b>CEBU COMMUNITY COLLEGE</b> CITY: 37 CURRENT CALENDAR: 88888888 CATALOG YEAR: 2010-2012
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**CHDV 800 INTRODUCTION TO CHILD GROWTH AND DEVELOPMENT**  
 Provides an introduction to the history, philosophy and theories of child growth and development and the education of young children. Emphasizes techniques of

**CHDV 1100 PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN**  
 This course provides an examination of the underlying theoretical principles of developmentally appropriate



## VIEW APPROVAL AND WHO APPROVED

[EVALUATION TRACKER 1](#) → EVALUATION TRACKER 1 → EVALUATION TRACKER 1

Single Effective Date: -- End Effective Date: --  
 Public View Table: No  
 Public Note: --  
 External Note: --

CENTRAL TEXAS COLLEGE	CEBU COMMUNITY COLLEGE
<b>CHDV 800: FAMILY AND THE COMMUNITY</b> A study of the relationship between the child, the family, the community, and early childhood educators. Includes an overview of the history, philosophy and theory of early childhood education, and an overview of the role of the early childhood educator in the community. Includes an overview of the role of the early childhood educator in the community.	<b>CHDV 1100: CHILD, FAMILY AND COMMUNITY</b> This course examines the developing child in a social context. It focuses on the development of family and social-cultural factors. The processes of socialization and identity development are highlighted, along with the importance of respectful, reciprocal relationships that support and empower families. (Priority ENDF 1215) 16 hours lecture, AS/C/CS.
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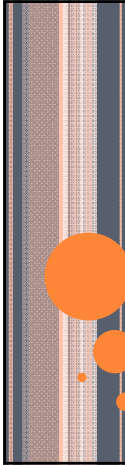
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EVALUATION LOG:

8/9/2011 12:58:27 PM [Moline, Jan]	Start
8/9/2011 12:58:27 PM [Moline, Jan]	Prop To EDD
8/9/2011 12:58:27 PM [Moline, Jan]	Assign To: O'neal, Mary
8/9/2011 12:58:27 PM [Moline, Jan]	Approval
8/9/2011 12:58:27 PM [Moline, Jan]	Approval
8/9/2011 12:58:27 PM [Moline, Jan]	Request equivalent course: CHDV 1100
8/9/2011 12:58:27 PM [Moline, Jan]	Request initiated. Assigned to O'neal, Mary





**QUESTIONS**



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