IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW
NON-ACADEMIC PROGRAMS

DATE:	2/15/2013

DEPARTMENT/PROGRAM:	Student Support Services

PREPARED BY:	Dolores Diaz Name	*Dolores Diaz (signature)* Signature
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IMPERIAL VALLEY COLLEGE
MISSION STATEMENT

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Institutional Goals
Educational Master Plan 2012-15
Approved by Board of Trustees May 16, 2012

Goal One (Institutional Mission and Effectiveness): The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Obj.	Objectives for EMP Goal 1
1.1	Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.
1.2	Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.
1.3	Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.
1.4	Develop systems that are inclusive, cyclical, and understood by all stakeholders.

Goal Two (Student Learning Programs and Services): The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Obj.	Objectives for EMP Goal 2
2.1	Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.2	Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.
2.3	Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.
2.4	Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, annual Program Review, and Comprehensive Program Review every three years.
2.5	Ensure that the Library meets as closely as possible the "Standards of Practice for California Community College Library Faculty and Programs" of the Academic Senate for California Community Colleges.
2.6	Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Goal Three (Resources): The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Obj.	Objectives for EMP Goal 3
3.1	Develop and implement a resource allocation plan that leads to fiscal stability.
3.2	Implement a robust technological infrastructure and the enterprise software to support the college process.
3.3	Build new facilities and modernize existing ones as prioritized in the facility master plan.
3.4	Design and commit to a long-term professional development plan.
3.5	Raise the health awareness of faculty, staff, and students.

Goal Four (Leadership and Governance): The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Obj.	Objectives for EMP Goal 4
4.1	Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.
4.2	Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.
4.3	Ensure that the Board of Trustees is informed and involved in the accreditation process.
4.4	Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.
4.5	Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.

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I. **PROGRAM/DEPARTMENT DISCRIPTION** (include Vision; Mission; Services-Functions; Funding Sources Statement)

The purpose of the SSS Program is to increase the number of disadvantaged low-income college students, first generation college students, and college students with disabilities in Imperial Valley College successfully complete a program of study and graduate/transfer. The support services provided should increase their retention and graduation rates, facilitate their transfer from two-year to four-year colleges and universities and foster an institutional climate supportive of the success of students who are English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities and students who are homeless children and youths, students who are in foster care or are aging out of the foster care system, or other disconnected students; and to improve the financial literacy and economic literacy of students.

Funding Sources Statement: SSS Program is a federal funded by the U S Department of Education, Washington DC

II. **SERVICE AREA OUTCOMES** (identify outcomes; methods, implementation of assessment process; results; decisions & recommendations)

Outcome #1 Retention/Persistence

SAO: As per the Student Support Services Grant 78% of all participants served by the SSS Program will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

Method of Assessment: US Department of Education SSS Annual Performance Report

Implementation of Assessment Process: Chart 1-shows cohorts 08-09, 09-10, 10-11, 11-12, and 12-13 number of students served in every academic year; and persistence percentage rates for every cohort group. The SSS Program met the 78% objective. Each cohort of students must be tracked for (4) consecutive academic years.

Student Support Services Retention/Persistence Chart 1				
	1st Year in Program Persistence % Rate	2nd Year in Program Persistence % Rate	3rd Year in Program Persistence % Rate	4th Year in Program Persistence % Rate
Cohort 2008-09 (106 stud)	100% (106 stud persisted) AY 08-09	92% (97 stud persisted) AY 09-10	88% (86 stud persisted) AY 10-11	94% (83 stud persisted) AY 11-12
Cohort 2009-10 (118 stud)	100% (118 stud persisted) AY 09-10	89% (105 stud persisted) AY 10-11	82% (87 stud persisted) AY 11-12	In-progress AY 12-13
Cohort 2010-11 (74 stud)	100% (74 stud persisted) AY 10-11	97% (73 stud persisted) AY 11-12	In-progress A-Y 12-13	In-progress AY 13-14
Cohort 2011-12 (100 stud)	100% (100 stud persisted) AY 11-12	In-progress AY 12-13	In-progress AY 13-14	In-progress AY 14-15
Cohort 2012-13 (73 stud)	In-progress AY 12-13	In-progress AY 13-14	In-progress AY 14-15	In-progress AY 15-16

Outcome #2 Good Academic Standing

SAO: As per the Student Support Services Grant 75% of all enrolled participants served by the SSS Program will meet the performance level required for staying in "good standing" at the grantee institution. **Chart 2**-shows cohorts 08-09; 09-10; 10-11; 11-12; and 12-13 numbers of students and percentage rates for every cohort group.

Method of Assessment: US Department of Education SSS Annual Performance Report

Implementation of Assessment Process: Chart 2-shows cohorts 08-09, 09-10, 10-11, 11-12, and 12-13; number of students served in every academic year; and students good academic standing percentage rates for every cohort group. The SSS Program met the 78% objective. Each cohort must be tracked for (4) consecutive academic years.

Student Support Services Good Academic Standing Chart 2				
	1st Year Good Academic Stranding % Rate	2nd Year Good Academic Standing % Rate	3rd Year Good Academic Standing % Rate	4th Year Good Academic Standing % Rate
Cohort 2008-09 (106 stud)	84% (89 stud in good academic standing) AY 08-09	85% (73 stud in good academic standing) AY 09-10	85% (73 stud in good academic standing) AY 10-11	94% (45 stud in good academic standing) AY 11-12
Cohort 2009-10 (118 stud)	92% (108 stud in good academic standing) AY 09-10	91% (107 stud in good academic standing) AY 10-11	81% (87 stud in good academic standing) AY 11-12	In-progress AY 12-13
Cohort 2010-11 (74 stud)	95% (70 stud in good academic standing) AY 10-11	92% (68 stud in good academic standing) AY 11-12	In-progress A-Y 12-13	In-progress AY 13-14
Cohort 2011-12 (100 stud)	89% (89 stud in good academic standing) AY 11-12	In-progress AY 12-13	In-progress AY 13-14	In-progress AY 14-15
Cohort 2012-13 (73 stud)	In-progress AY 12-13	In-progress AY 13-14	In-progress AY 14-15	In-progress AY 15-16

Outcome #3 Graduation/Transfer

SAO: As per the Student Support Services Grant 80% of new program participants served each year will graduate with an associate degree or certificate and/or transfer to a four-year institution with an associate degree or certificate within (4) years. The SSS Grant covers the following cohort of students: cohort 2008-09; 2009-10; 2010-11; 2011-12; and 2012-13. Each cohort must be tracked for (4) academic years.

Method of Assessment: US Department of Education SSS Annual Performance Report

Assessment of Implementation Process:

The Program Director, Counselor, Retention Specialists, and Office Assistant reviewed the files of cohort 2008-09 and flagged graduates/transfers for Academic Year 11-12. Graduates/transfers data for Cohorts 09-10, 10-11, 11-12, & 12-13 is in progress.

Results-After, reviewing and interviewing student cohort 08-09 it yielded the following results:

The 2008-09 Cohort consisted of (106) students, out of the (106) students (21) students were exited from the Program within a four year period due to personal or academic reasons. (85) Students continued in the Program, out of (85) students (46) students graduated within a four year period. (45) Students graduated and demonstrated the ability to navigate and complete admission application(s) to transfer to institutions of their choice on-line.

Graduation/transfer was 54% (did not met the 80% graduation/transfer rate promised in the SSS Proposal).

The 2009-10 Cohort consists of (118) students and will be evaluated at the end of spring 2013.

The 2010-11 Cohort consists of (74) students and will be evaluated at the end of spring 2014.

The 2011-12 Cohort consists of (100) students and will be evaluated at the end of spring 2015.
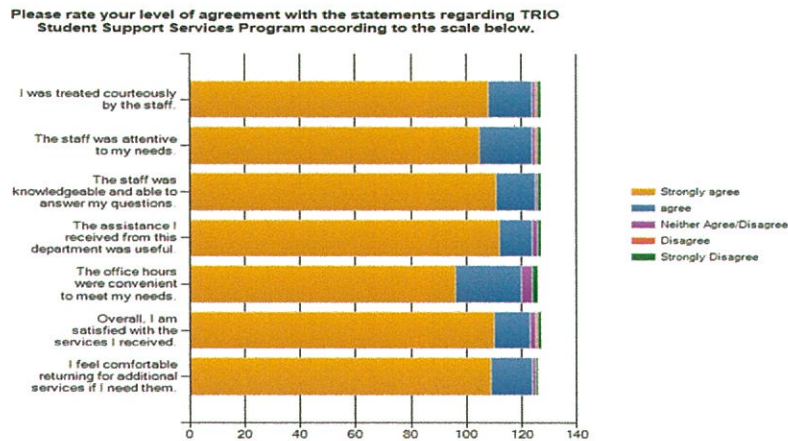
The 2012-13 Cohort consists of (73) students and will be evaluated at the end of spring 2016.

Decisions & Recommendations:

It is highly recommended to flag all graduate/transfer candidates during the month of August. Early assessment will allow SSS Staff to properly assist every prospective graduate/transfer student successfully.

III. **DATA** (use data pertinent to your program/department; include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program/department effectiveness).

The SSS Program utilized Survey Monkey to measure student satisfaction with program staff and services effectiveness. Survey was conducted during the months of April-July 2012.

Please rate your level of agreement with the statements regarding TRIO Student Support Services Program according to the scale below.

IV. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department provide thorough interpretation of data and complexity of analysis)

Student Support Services Program needs and challenges:

Survey Monkey Student Survey AY 11-12 = Response to #9. If you could change one thing about the TRIO (SSS) Program what would it be?

OVERALL REVIEW OF COMMENTS:

have priority in registration like eops
7/17/2012 6:14 PM
If I could change something from the program will be to have a better building because sometimes it gets too packed, once again because of the services the SSS program provides.
6/27/2012 5:26 PM
the room
6/26/2012 5:02 PM
we should have priority registration
6/26/2012 12:08 AM
priority registration
6/23/2012 11:47 AM
Bigger room.
6/18/2012 2:35 PM
The size for better studying group.
6/18/2012 1:45 PM
Make the office bigger
6/18/2012 1:45 PM
have a wider program so more students could join TRIO

The above student comments showed the need of getting priority registration for SSS students and bigger facility to accommodate a large number of students.

The US Department of Education utilizes the SSS Annual Performance Reports to measure student retention/persistence, good academic standing, and associate degree completion and/or transfer from a 2-year to a 4-year institution. The Imperial Valley College Student Support Services Grant states **Objective 1**-Rentention/Persistence Rate will be 78%; **Objective 2**-Good Academic Standing rate will be 75%; and **Objective 3**-Graduation/Transfer Rate will be 80%.

The Imperial Valley College SSS Program has met Objective 1 & 2 percentage rates. Objective 3 Graduation/Transfer rates of 80% have not been met and will result in loosing prior experience points. The high graduation/transfer percentage rate was inadvertently written too high. Other challenges impeding graduating/transferring students within four year are:

> 1-Transfer courses offerings are limited
> 2-No winter session
> 3-It is taking longer for students to complete English and math remedial courses

V. **FINDINGS & FUTURE DIRECTION** (summarize findings and indicate how the findings have shaped decision making; areas of concern are addressed; provide recommendations for future direction of your program/department and address applicable needs (funding, facilities, staffing technology, professional development, marketing.)

Recommendations: enhance research technology for grant writing, increase transfer course offerings, re-structure remedial course work so students may take less time to take transfer level courses, improve SSS Program staff use of technology to assist program students, priority registration for SSS students, and bigger facility.

VI. **PROCESS IMPROVEMENT OPPORTUNITIES** (Identify three processes for improvement in terms of: 1) Work efficiency, 2) Cost reductions, and 3) Contributions to student enrollment and/or success. Identify one or more institutional goals supported by each process.)

Work efficiency-The efficiency of Student Support Services Program relies on IVC **Institutional Goal One Objective 1.3** Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness; **Institutional Goal Two Objective 2.1** Ensure that all instructional programs,

regardless of locations or means of delivery, address and meet the current and future needs of students and **Objective 2.3** Ensure that all Student Services Programs, regardless of location or means of delivery, address and meet the current and future needs of students.

Cost reductions-Sharing resources will translate into cost reductions for Student Support Services Program. Cost sharing is addressed in **Institutional Goal Two Objective 2.6 Ensure** that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.

Contributions to student enrollment and/or success-Student Support Services Program contributes to student success by providing one-on-one counseling, mentoring students to acquire leadership skills, learn how to navigate degree plans, and empowered students to transfer to colleges of their choice. **Institutional Goal Two Objective 2.1** Ensure that all instructional programs, regardless of locations or means of delivery, address and meet the current and future needs of students and **Objective 2.3** Ensure that all Student Services Programs, regardless of location or means of delivery, address and meet the current and future needs of students.