





IMPERIAL VALLEY COLLEGE SERVICE AREA PROGRAM REVIEW

DATE:	2/21/2014
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DEPARTMENT/PROGRAM:	Student Support Services
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PREPARED BY:	Dolores Diaz, Program Director	
	Name	Signature

AREA DEAN/DIRECTOR:	Ted Ceasar	
	Name	Signature

AREA VICE PRESIDENT:	Todd Finnell	
	Name	Signature

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.



IMPERIAL VALLEY COLLEGE
SERVICE AREA PROGRAM REVIEW

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 2013-14 is due November 2014.

Summary of PE Scores for 2012-13 Assessment Year (P042A100938)					
PE Criteria		Maximum Points Allowed	Approved Rate	Actual Attained Rate	PE Points Earned
Persistence		4	78%	81%	4
Good Academic Standing		4	75%	89%	4
Associate's Degree or Certificate		2	80%	38%	0
Associate Degree or Certificate & Transfer to a 4 year institution		2	70%	30%	0
Funded Number	3	Number of Participants Funded to Serve 350	Number of Participants Served 435	Percent Served 124	3
Total Points	15				11

Implementation of Assessment Process: New SSS students will attend a one-on-one SSS Program Orientation to allow newcomers get to know the program staff and provide a more in depth explanation of program services and to provide each student with their Student Responsibility Contract. Students will be encouraged to participate in the SSS Club to promote community service. SSS participants will receive mid-term evaluations of current coursework by meeting with their counselor to develop strategies to overcome academic issues. SSS students on academic probation will be encourages to attend study skills workshops. SSS students will get information on financial aid process, transportation, child care, psychological support/referral.

The Program Director will utilize the US Department of Education SSS Performance Report to measure the retention/persistence rate of the SSS participants for Academic Year 2013-14.

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.

Method of Assessment: US Department of Education SSS Annual Performance Report 2013-14 is due November 2014.

Summary of PE Scores for 2012-13 Assessment Year (P042A100938)					
PE Criteria		Maximum Points Allowed	Approved Rate	Actual Attained Rate	PE Points Earned
Persistence		4	78%	81%	4
Good Academic Standing		4	75%	89%	4
Associate's Degree or Certificate		2	80%	38%	0
Associate Degree or Certificate & Transfer to a 4 year institution		2	70%	30%	0
Funded Number	3	Number of Participants Funded to Serve 350	Number of Participants Served 435	Percent Served 124	3
Total Points	15				11

Implementation of Assessment Process: Student Support Services participants placed on academic probation (a GPA less than 2.0) at any time will be contacted by their counselor or retention specialist in order to determine the source of the problem, be it academic or personal, and ensure appropriate support services are identified. At the end of each term, academic performance, course completion and basic skills acquisition will be documented to ensure that each participant has been place appropriately and is making progress toward his/her declared educational goal. In addition, special needs requiring program services such as tutoring, learning skills workshops, outside referrals, etc. will be identified, reviewed and updated every term.

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.

Method of Assessment: US Department of Education SSS Annual Performance Report 2013-14 is due November 2014.

Summary of PE Scores for 2012-13 Assessment Year (P042A100938)					
PE Criteria		Maximum Points Allowed	Approved Rate	Actual Attained Rate	PE Points Earned
Persistence		4	78%	81%	4
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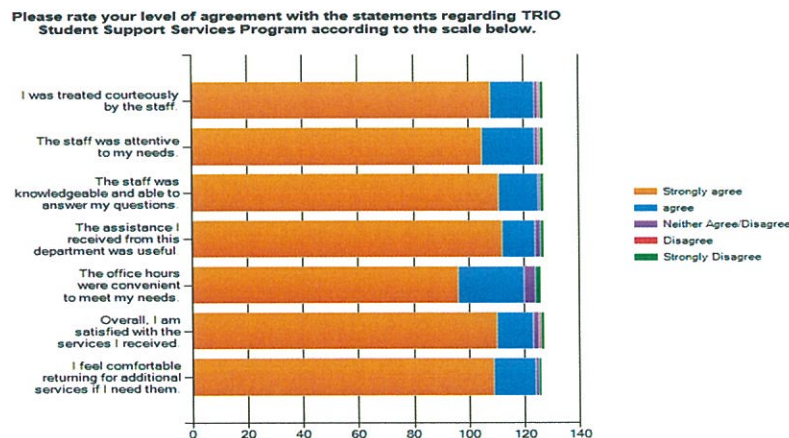
Assessment of Implementation Process: The Program Director, Counselor, Retention Specialist, and Office Assistant reviewed all the files of those students who were candidates for graduation. Approximately (77) students were flagged as graduates. Out of (77) graduate candidates (58) students were ready to graduate in spring 2013.

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 2013.



- IV. **ANALYSIS** (evaluate the strengths, challenges, opportunities and needs of your program/department; provide thorough interpretation of data; use the attached form to list previous objectives/goals and associated Institutional Goals; state if met, partially met, or not met for each one; give detail on any improvements/effectiveness and detail on status on those not fully met.)

Student Support Services Program needs and challenges:

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**-Retention/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 losing 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 (Bio 200, 202, 204, & 206)
- 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; address areas of concern; provide recommendations for future goals of your program/department; use the attached form to identify goals for the next year; align future program goals to one or more institutional goals, and address applicable needs by listing budget enhancement requests associated with program goals, and select applicable resource plan, i.e. facilities, staffing, technology, professional development, marketing.)

Recommendations: enhance research technology for grant writing, maintain the SSS student lab, 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** (Use the attached "Process Improvement Opportunities" form to 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. Assess progress in attainment of process improvements identified in previous Program Review.)

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.

FUTURE – LIST OF “SMART” (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)
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1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: Goal 3.2. Technology		<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
Objective: SSS Computer Lab availability for program participants.		
Task(s): SSS Program participants’ admission application process, research and homework, research scholarships, and have access to web-based educational services.		
Timeline: September through August		

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
<input checked="" type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> Categorical Specify: <input checked="" type="checkbox"/> General Fund	<input checked="" type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input checked="" type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing <input checked="" type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input checked="" type="checkbox"/> Student Services <input checked="" type="checkbox"/> Technology	\$ <u>District In Kind</u>

2	FUTURE PROGRAM GOAL #2 Budget Priority #2		INSTITUTIONAL GOAL(S)
<p>Identify Goal: 2.3, 2.6 Tutoring Services</p> <p>Objective: Access to one-on-one district tutoring at IVC's Tutorial Center for SSS Program participants.</p> <p>Task(s): Coordinate tutorial services with tutorial center coordinator.</p> <p>Timeline: End of August to early May, Summer and Winter sessions.</p>			<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input type="checkbox"/> Categorical Specify: <input checked="" type="checkbox"/> General Fund	<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing <input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input type="checkbox"/> Student Services <input type="checkbox"/> Technology	\$District In-Kind

3	FUTURE PROGRAM GOAL #3 Budget Priority #3		INSTITUTIONAL GOAL(S)
Identify Goal:			<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Objective:			
Task(s):			
Timeline:			
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> Categorical Specify: <input type="checkbox"/> General Fund	<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing <input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input type="checkbox"/> Student Services <input type="checkbox"/> Technology	\$ _____
TOTAL BUDGET REQUEST			\$ _____

1. How will your enhanced budget request improve student success?

Imperial Valley College in-kind contributions to the SSS Program would increase IVC's retention and graduation/transfer rates to be reported in IVC's Scorecard required by the Student Success Act.

Comments: Only included two Future Program Goals #1, 2

INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

SERVICE AREA LEARNING OUTCOMES (SAOs)

SERVICE AREA OUTCOMES		ISLO(S)
The support services provided increased student retention/persistence of students in the SSS Program.		

SAO	SERVICE AREA OUTCOME #1	ISLO(S)
1	Identify Outcome: Retention/Persistence	<input checked="" type="checkbox"/> ISLO 1 <input checked="" type="checkbox"/> ISLO 2 <input checked="" type="checkbox"/> ISLO 3 <input checked="" type="checkbox"/> ISLO 4 <input checked="" type="checkbox"/> ISLO 5
	<p>Measurable Outcome Summary: 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.</p> <p> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met </p> <p>Provide detail on any improvements/effectiveness and detail status on those not fully met:</p>	

SAO	SERVICE AREA OUTCOME #2		ISLO(s)
2	<p>Identify Outcome: Good academic standing</p> <p>Measurable Outcome Summary: 75% of all enrolled participants served by the SSS Program will meet the performance level required for staying in “good academic” at the grantee institution.</p> <p><input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p>	<input checked="" type="checkbox"/> ISLO 1 <input checked="" type="checkbox"/> ISLO 2 <input checked="" type="checkbox"/> ISLO 3 <input checked="" type="checkbox"/> ISLO 4 <input checked="" type="checkbox"/> ISLO 5	
<p>Provide detail on any improvements/effectiveness and detail status on those not fully met:</p>			

SAO	SERVICE AREA OUTCOME #3		ISLO(s)
3	<p>Identify Outcome: Graduation/Transfer</p> <p>Measurable Outcome Summary: 80% of new program participants served each year will graduate with an associate degree or certificate and/or transfer to a four year-year institution with an associate degree or certificate with (4) years.</p> <p><input type="checkbox"/> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p>	<input checked="" type="checkbox"/> ISLO 1 <input checked="" type="checkbox"/> ISLO 2 <input checked="" type="checkbox"/> ISLO 3 <input checked="" type="checkbox"/> ISLO 4 <input checked="" type="checkbox"/> ISLO 5	
<p>Provide detail on any improvements/effectiveness and detail status on those not fully met: In the upcoming SSS grant competition the graduation/transfer goal will written as follows: “Of the total number of students accepted to participate in the SSS program during 2015-16 program year, the following percentages will graduate/transfer from IVC at the end of each of the specified academic years: 0% during academic year 2015-16; 0% during academic year 2016-17; 5% during academic year 2017-18; 10% during academic year 2018-19”.</p>			