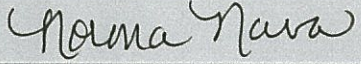


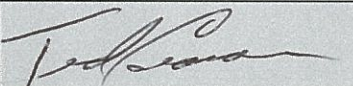



IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW
NON-ACADEMIC PROGRAMS

DATE:	2/14/2013
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DEPARTMENT/PROGRAM:	Disabled Student Programs and Services
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PREPARED BY:	Norma Nava	
	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

PROGRAM REVIEW

NON-ACADEMIC PROGRAMS

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

The mission of Imperial Valley College Disabled Student Program & Services is to foster success in education by ensuring that students with disabilities have access to all courses, program services and activities by providing services and disability related educational accommodations to assist students with disabilities in achieving their educational and career goals.

The function of the DSPS unit is to accommodate for students with disabilities regardless of the person's limitations enabling that individual to participate in the educational experience at Imperial Valley College to achieve their academic and vocational goals.

DSPS is a state funded program. Of the total funding 45% is DSPS funding, 55% is provided through District general fund.

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

1. Outcome #1: Students will demonstrate self-advocacy by initiating and keeping three appointments/contacts with the DSPS Program.

EST. Completion Date: Spring 2013 **Assessment Method:** Review record maintained on SARS of the appointments requested each semester.

2. Outcome #2: Students will demonstrate responsibility by initiating timely requests for appropriate services or educational accommodations each session by adhering to the guidelines set in DSPS.

EST Completion Date: Spring 2013 **Assessment Method:** Review of the records maintained by Coordinator of academic services and our High Tech Specialist each semester and through SARS.

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)

Each semester DSPS provides services and accommodations to insure students succeed in their classes. For the 2011-2012 academic year we proctored 454 exams, approximately provided 300 different services in class Interpreter, note taking, reader /scribe, tape recorders and alt media. These services are in addition to the intakes, academic, career and personal advising, academic monitoring, and outreach to students in the K-12 system. We had a total of 2,899 appointments and 715 drop-ins.

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

The strength of Disabled Student Programs and Services is Team effort and collaboration among the staff to effectively serve the DSPS students. All staff assists with test proctoring and intakes to make sure services are provided in a timely manner. During registration and late registration, every DSPS member assists with registering and counselors see students on a drop -in basis to efficiently serve the needs of the students.

The reduction in funding in recent years to the DSPS program has created some challenges for the program. For one, the full time counselor position was reduced to part time and the hours of the part time counselors cut from 21 hours to 16 hours. This past fall they were increased to 18 hours. Continuing the counselors at 18 hours or increasing their hours will be dependent on funding. As a result counseling loads have to be added on to other Specialists and the Director.

The Instructional Specialist who conducted assessment on an 85 % basis and counseling services on a 15 % basis had to cut back on assessments to increase her counseling load. DSPS funding is based on disability categories and assigned weights, so identifying fewer students under the Learning Disabilities category and having to put them under the other category means less funding to DSPS.

In addition, the plan to hire a part-time Interpreter Coordinator to employ, coordinate and schedule interpreting services, mentor interpreters, perform evaluations and interpret when needed was put on hold due to the cuts in DSPS funding.

The High Tech center was also affected in being able to purchase or upgrade software and hardware. The High Tech Specialist also added ICOE students to her load to advise and monitor this population in order to assist with the loss of the full time counseling position.

DSPS used to be able to pay for note taking services, but with the reduction, note taking is on a voluntary basis. Therefore, note takers, at the end of semester, are given a \$50 gift certificate to the bookstore. By participating in this activity, they are able to use their volunteering as a community service reference.

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.)

There is a substantial need in getting the DSPS counseling position back to full time. The large increase in students with Psychological disabilities and Autism who need more counseling assistance in planning, navigating and successfully completing their classes each semester has increased the need for a full time counselor. This would allow for the LD Specialist to increase her time conducting LD assessments cutting down the time to determining a student eligible for services.

There is an immense need in updating the hardware and adapted software in the High Tech center to insure students are having their disabilities accommodated. In addition, a new Braille embosser is needed to meet the needs of blind students needing articles, class syllabus, student notes, or handouts in Braille.

To meet the mobility needs of Physically Challenged students, a new scooter needs to be purchased. The one in DSPS has been used by both students and faculty needing this service causing a greater wear and tear than normal. Also, we may need to work with the ADA Coordinator to possibly provide this service to faculty who may have a need due to mobility.

Since the funding cuts to DSPS occurred, going out to high schools to do presentations and academic advising to student has had to be reduced. We are attempting to provide this service through the annual Transition Fair; however, not all the high schools attend this event. We are working with the local high school leads to promote greater participation.

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.)

See next page.

**PROGRAM REVIEW FOR NON-ACADEMIC PROGRAMS
PROCESS IMPROVEMENT OPPORTUNITIES**

PURPOSE: For all IVC programs to engage in continuous process improvements, efficiency evaluation, and implementation of steps to facilitate increased student enrollments and student success.

GOALS: Each process within the departments will be reviewed in terms of: 1) Work efficiency, 2) Potential cost reductions, and 3) Potential contributions for increasing enrollment and/or student success.

DEPARTMENT: Disabled Student Program and Services
<i>Opportunities for:</i>
PROCESS #1: Increase High School student's attendance of Transition Fair
Work efficiencies: Increases number of student obtaining information
Cost reductions: Decrease time staff is out of office providing presentations at individual high schools. It will increase access to DSPS Counselors to current DSPS students.
Contributions to student enrollment &/or success: Decrease time staff is out of office providing presentations at individual high schools. It will increase access to DSPS Counselors to current DSPS students from k-12 to post secondary education.
Supports Institutional Goal and Objectives: Click here to enter text.
PROCESS #2: Electronic Confidential Files
Work efficiencies: Click here to enter text.
Cost reductions: By scanning confidential information it will reduce copy cost down and decrease use of space in file cabinets.
Contributions to student enrollment &/or success: Click here to enter text.
Supports Institutional Goal and Objectives: Goal 2, objective 2.3
PROCESS #3: Increase e-mail communication to new DSPS students
Work efficiencies: Will decrease amount of time producing and mailing out correspondence.
Cost reductions: Savings on cost of paper, postage, and time to getting mail to distribution office.
Contributions to student enrollment &/or success: Students will be able to set up appointments with counselors on a quicker turn time. Will alleviate time delay to obtaining services and increase access.
Supports Institutional Goal and Objectives: Goal 2, objective 2.1 and 2.3