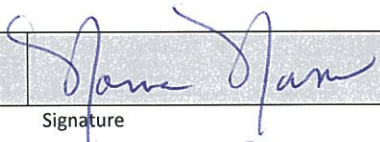
IMPERIAL VALLEY COLLEGE
SERVICE AREA PROGRAM REVIEW

DATE:	2/16/2014	
DEPARTMENT/PROGRAM:	Disabled Student Program and Services	
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
SERVICE AREA PROGRAM REVIEW

I. **PROGRAM/DEPARTMENT DISCRIPTION** (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 provide services and accommodations directly related to the disability of students attending classes, regardless of the person's limitations, enabling them to participate in courses offered at Imperial Valley College. The following services assist students to successfully complete their courses:
Priority registration, counseling, test accommodations, note takers, ASL interpreters, LD assessment, reader/scribes, equipment such as print enlargers, recorders, and other alternate media, adapted computer lab and instruction.

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** (use the attached form to identify outcomes, methods, assessment process, results, decisions & recommendations)
Click here to enter text.

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)

Services and accomodations provided to students vary each semester. The services and accomodations provided are to meet the needs of the student based on their disability to enable participation and successful completion of their courses, activities and/or program of study. In 2012-2013 academic year, DSPS 510 students received four or more contacts with academic counselors, instructional specialists and academic support coordinator. Of the services, we had 492 scheduled test procter appointments, this does not include the walk-ins, we estimate there were approximately 2 to 4 unscheduled exams each week. We also processed 95 requests for notetaking services, 27 for interpreter services, 82 for reader/scribe

and 21 for furniture in classrooms. The High Tech center provided classes to a total of 214 students and in the assessment class 25 students. These numbers do not reflect those students who used the High Tech center and those who were assessed without registering for a class.

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.)

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 these past few 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 continue to be approximately 16 hours. Bringing the counselors hours to 23 hours will be dependent on increased funding. Until the funding is fully restored to 2007/2008 levels counseling loads have to be continued on the other Specialists and the Director.

The LD Instructional Specialist who conducts assessments has increased her advising services to students to insure they are developing their student ed plans and semester course recommendations. This has assisted students in enrolling in the appropriate courses and setting up accomodations. In order to provide this service, she 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 has greatly increased the numbers in this category which has also meant less funding to DSPS.

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.

With the recent funding increase this past December to DSPS program, The program purchased a Kurzweil site license. This program will give the students using this software more independence and access from any computer even from home. We are looking at also purchasing software and upgrading JAWS. After purchasing the hardware and software needed for direct services to students, hopefully we will be able to increase the part-time counselors hours. Bringing the counselors hours to 23 hours will be dependent on continued increased funding.

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.)

In DSPS computer lab there is a huge need to update the software for visually Impaired students. Our JAWS program is out of date and since the computers were replaced, the software we have will not work on the new computers in the lab. The need for an upgrade is crucial for our students to have their accomadations met. Currently the students can not use the screen readers. We are considering cutting down to a 15 user license upgrade . The cost is about half of a 30 user license. Even with the cut we would be able to meet the needs of the students for next two -three years. Hopefully the funding will continue to increase and when the third year is complete we may be able to increase to a 30 users license. We also need to purchase other hardware and software programs to have our computer lab fully updated.

We need to hire a full-time Counselor to be able to meet the needs of the students in terms of access and availablity of appointments to complete the educational plans, career planning, facilitating with Department of Rehabilitation and process or assist with issues with accomodations. Having a full time counselor would mean the DSPS student have access to a counselor for assistance, address questions Monday thru Friday from 8 to 4 pm.

A part-time Sign Language Interpreter Coordinatoor is needed in the DSPS program. The academic services coordinator currently works with the scheduling, but does not have the background needed to be supervising the Sign Language Interpereters, mentoring novice interpreters, and cannot cover if an interpreter is out. The services to the Deaf and Hard of Hearing student requires specialized skills to insure we are meeting complaince under ADA.

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.)

Click here to enter text.

SERVICE AREA PROGRAM REVIEW
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 & Services
Opportunities for:
PROCESS #1: Convert remaining Confidential files to electronic format
Work efficiencies:
Cost reductions: By completing conversion it will increase file space, it will reduce copy cost and provide access to DSPS staff from their computers to review information if necessary.
Contributions to student enrollment &/or success: Click here to enter text.
Supports Institutional Goal and Objectives: Goal 2; objective 2.3
PROCESS #2: Provide all eligible DSPS students with codes to Kurzweil Firefly.
Work efficiencies: Click here to enter text.
Cost reductions: Reduce cost of readers for students with print disabilities needing printed information in audio format, and assists with study tools.
Contributions to student enrollment &/or success: Provides greater independence, access from any device with internet access at any location or at any time to review their work assignments, reading requirements. Previously students needed to come in to High Tech lab.
Supports Institutional Goal and Objectives: Goal 2; objective 2.3
PROCESS #3: Click here to enter text.
Work efficiencies: Click here to enter text.
Cost reductions: Click here to enter text.
Contributions to student enrollment &/or success: Click here to enter text.
Supports Institutional Goal and Objectives: Click here to enter text.

PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Increase High School student's attendance of Transition Fair . This would increase number of student obtaining information. Decrease time staff is out of office providing presentations at individual high schools. It will increase access to DSPS Counselors to current DSPS students.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** In Feb. 17, 2013 the Transition Fair was held and of the eight high schools in Imperial County, five plus two alternative schools attended this event. We had two more additional schools attend from the previous year. We had approximately 250 high school student attend. The students had the opportunity to speak with representatives from 37 different community agencies plus IVC on programs,trainings, and services available. In addition there were four breakout sessions which were well attended. The two put on by IVC Financial Aid and DSPS had full room capacity.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Electronic Confidential Files	☐ 1 ☒ 2 ☐ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** By scanning confidential information it will reduce copy cost down and decrease use of space in file cabinets. Due to staff shortages and some on medical leave only 50% of the conversion occurred.	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Increase e-mail communication to new DSPS students	☐ 1 ☐ 2 ☐ 3 ☐ 4
	☒ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** There was a decrease in amount of time producing and mailing out correspondence. There was a savings on cost of paper, postage, and time to getting mail to distribution office. There are still many DSPS Students who do not have computers or tablets to get access to their G-mail so some information was still sent via mail. Quick access to information alleviated time delay to obtaining services and increase access.	

Comments:

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.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
	Identify Goal: The College will maintain instructional programs and services which support student success and attinment of student educational goals.	☐ 1 ☒ 2 ☐ 3 ☐ 4
	Objective: To hire a full-time DSPS counselor . To meet the needs of DSPS students in terms of access, availablity for appointments to complete educational plans, career planning, accomodations, facilitating with comunnity partners (ie Department of Rehabilitation), or assist with issues.	
	Task(s): Provide academic advising, career, educational plans, academic monitoring, accomodations, refer rals and liason with community agancies.	
	Timeline: By the Spring 2015.	

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)		BUDGET REQUEST
☐ One-Time ☒ Recurring	☒ Categorical Specify: DSPS 45% ☒ General Fund	☐ Facilities ☐ Marketing ☐ Planning & Budget ☐ Professional Development	☐ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☐ Student Services	$97689.26

		☒ Staffing	☐ Technology	

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal: The College will maintain instructional programs and services which support student success and attinment of student educational goals.		☐ 1 ☒ 2 ☐ 3 ☐ 4
Objective: Hire 1/2 time Qualified ASL Interpreter Coordinator To coordinate services for the Deaf and Hard of Hearing.		
Task(s): Coordinate Interpreter services, mentor, evaluate, and provide in serives to the ASL Interpreters and cover in case of absences.		
Timeline: Spring 2015		

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)		BUDGET REQUEST
☒ One-Time ☒ Recurring	☒ Categorical Specify: DSPS 45% ☒ General Fund	☐ Facilities ☐ Marketing ☐ Planning & Budget ☐ Professional Development ☒ Staffing	☐ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☐ Student Services ☐ Technology	$22,500.00

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal: The College will maintain instructional programs and services which support student success and attinment of student educational goals.		☐ 1 ☒ 2 ☐ 3 ☐ 4
Objective: Increase participation of high schools and Alternative High School of annual Transition Fair to 100%		
Task(s): Provide fair annually on third Friday of February. Include information, presentations and tours to address needs of tranistioning high school juniors and seniors in Imperial County on programs, trainings, services at Imperial Valley College and in the community .		
Timeline: By Spring 2015		

EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)		BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify: ☐ General Fund	☐ Facilities ☐ Marketing ☐ Planning & Budget ☐ Professional Development ☐ Staffing	☒ SLO/SAO (Student Learning Outcome/ Service Area Outcome) ☒ Student Services ☐ Technology	$_____

	TOTAL BUDGET REQUEST	$120189.26

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

The DSPS program is required by 504 and ADA mandates to provide timely services and accommodations to students. For a student with disabilities it is extremely important to be able to have all services and accommodations set each semester. The students are required to have a minimum of two contacts each semester. Having a full time counselor, more DSPS students will be able to access the counselor have the two contact requirement. They will be able to address academic advising, academic issues which necessitate changes in service or accommodation preventing the student falling behind. They will be available to develop SEPs, Financial Aid petitions, process accommodations requests to assist the student in

completing assignments, exams and other class requirements. It will also enhance turnaround time in referral to community agencies for services to enable students are able successfully complete courses and program of study.

Comments:

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 (Describe learning outcomes.)	**ISLO(S)** [Link SAO to appropriate ISLO(s).]

SAO 1	**SERVICE AREA OUTCOME #1**	**ISLO(S)**
	Identify Outcome: Students will demonstrate self-advocacy by initiating and keeping three appointments/contacts with the DSPS Program.	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: Students who maintained the three or more contacts were aware of their progress or lack of and addressed their needs, made changes to schedule and/or services. These students passed their classes with C or better or if not able to improve grade chose to drop class allowing them to focus on the classes they could complete with a 2.0 or better. Since every year we have new students starting at IVC in the DSPS program this goal will continue to be part of program review hopefully improving the students advocacy skills and percentages each year.	
	☐ Met ☒ Partially Met ☐ Not Met	

	Provide detail on any improvements/effectiveness and detail status on those not fully met: New students were contacted by office staff for appointments per counselor request due to reports from instructors. Continuing students set up their own appointments without having to be	

SAO	SERVICE AREA OUTCOME #2	ISLO(S)
2	**Identify Outcome:** Students will demonstrate responsibility by initiating timely requests for appropriate services or educational accommodations each session by adhering to the guidelines set in DSPS.	☒ ISLO 1 ☒ ISLO 2 ☒ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary: Continuing students had higher percentages approximately (60%) in timely requests where new students (20%) still in the transition phase forgot they needed to set up the services since in the K-12 the schools were responsible for insuring the students were receiving the accomodation or service.	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

SAO	SERVICE AREA OUTCOME #3	ISLO(S)
3	**Identify Outcome:**	☐ ISLO 1 ☒ ISLO 2 ☐ ISLO 3 ☐ ISLO 4
	Measurable Outcome Summary:	

	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	☐ ISLO 5