



2014-15 Service Area Program Review

<p>DEPARTMENT/PROGRAM</p>	<p>Disabled Student is to foster</p>
<p>success in education by ensuring that students with disabilities have access to all courses,</p>	<p>and achieving their educational and career</p>
<p>program services and activities by providing services and</p>	<p>goals.</p> <p>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 and activities offered at Imperial Valley College.</p>
<p>SUBMITTED BY:</p>	<p>Norma Nava</p>
<p>AREA DEAN/DIRECTOR</p>	<p>Ted Ceasar</p>
<p>AREA VICE PRESIDENT</p>	<p>Todd Finnell</p>

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL 1	INSTITUTIONAL GOAL 2	INSTITUTIONAL GOAL 3	INSTITUTIONAL GOAL 4
<p>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.</p> <p><u>1.1</u> Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.</p> <p><u>1.2</u> Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.</p> <p><u>1.3</u> Develop systems and procedures to ensure that the college maintains a collegial and self reflective dialogue that improves effectiveness.</p> <p><u>1.4</u> Develop systems that are inclusive, cyclical, and understood by all stakeholders.</p>	<p>STUDENT LEARNING PROGRAMS AND SERVICES – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.</p> <p><u>2.1</u> Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p><u>2.2</u> Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.</p> <p><u>2.3</u> Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p><u>2.4</u> Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.</p> <p><u>2.5</u> Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.</p> <p><u>2.6</u> Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.</p>	<p>RESOURCES – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.</p> <p><u>3.1</u> Develop and implement a resource allocation plan that leads to fiscal stability.</p> <p><u>3.2</u> Implement a robust technological infrastructure and the enterprise software to support the college process.</p> <p><u>3.3</u> Build new facilities and modernize existing ones as prioritized in the facility master plan.</p> <p><u>3.4</u> Design and commit to a long term professional development plan.</p>	

II. 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.

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S) <small>(Select one primary goal.)</small>
Identify Program Goal and Budget request, if any, from the Program Review completed in 2013 2014 (Section II C): To hire a full time DSPS counselor. To meet the needs of DSPS students in terms of access, availability for appointments to complete educational plans, career planning, accommodations, facilitating with community partners (i.e. Department of Rehabilitation), or assist with issues.		
<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Not Met		
		<input type="checkbox"/> 1 Mission & Effectiveness <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3

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PAST PROGRAM GOAL #2

**INSTITUTIONAL
GOAL(S)**
(Select one primary goal.)

Identify Program Goal and Budget request, if any, from the Program Review completed in 2013 2014
(Section II C):
The program goal was to hire a half time Qualified ASL

B. PRESENT –

Having a designated reduced distraction testing room will allow students to take their exams without interruptions should assist in students improving grades. Once the full implementation of starfish is established and teaching faculty that flagging a DSPS student as a concern, the DSPS counselor can meet with the student to discuss the issues and be able to make adjustment to their accommodation or recommend additional services. This should increase the number of DSPS students who successfully complete courses. Students who use assistive technology like Kurzweil will be more successful in completing assignments, and will be able to complete their courses a C grade or better.

- 2. Summarize revisions, additions, deletions, and alternate delivery methods to your program based on the last program review.

The largest changes to the program has been providing information to high schools thru transition fair. We have drastically reduced the number of individual presentations to the different high schools. This is mainly due to staff shortages and wanting to have students come and see what IVC and the other community programs have to offer to students in Special Education.

This past spring 350 high school students attended the transition fair. The high schools transported their high school seniors in February to get information on DSPS and other IVC programs like Financial Aid, and department presentations and tours. This change has been a positive one for the students. They were able to see what IVC has to offer in terms of programs and services if they decide to come and attend Imperial Valley College. Positive feedback was received from the surveys completed by the students at the end of the transitions fair. The program counselors would not have been able to see this many student going out to the individual high schools and continue to be available for the current IVC students.

During 2013 2014, equipment was purchased and some of the assistive technology was upgraded. We purchased Kurzweil Firefly, Upgraded JAWS, two laptops for student to take exams through blackboard, purchased a new embosser and the software needed Duxbury. The program also purchased additional digital recorders which are in high demand. To expedite delivery of last minute furniture requests to different classroom locations a used cart was acquired to deliver furniture and if needed, could

new new

needed

C. 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.)

You are

- A. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

The students students

A. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

Submit request for hire to HR. After getting approval advertise the position. Have a committee selected to review applications. After selected those to be interviewed set up interviews.

& Governance

- 4.1 4.4
- 4.2 4.5
- 4.3

- Facilities Marketing Technology Professional Development x Staffing

Timeline:

B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

Facilities Marketing Technology Professional Development Staffing

Timeline:

Expense Type

One Time
 Recurring

Funding Type

General District
 Categorical (Specify)

Budget Request

\$ _____

C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)

Facilities Marketing Technology Professional Development Staffing

Timeline:

Expense Type

Funding Type

Budget Request