# IMPERIAL VALLEY COLLEGE
## PROGRAM REVIEW
## NON–ACADEMIC PROGRAMS

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| **DATE:** | 02/12/13 |

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| **DEPARTMENT/PROGRAM:** | Student Affairs |

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| **PREPARED BY:** | Sergio A. Lopez, Emily B. Bill, Saria Cardoza & Lisa Tylenda <br> Name | *signature* <br> Signature |
| **AREA DEAN/DIRECTOR:** | Sergio A. Lopez <br> Name | *signature* <br> Signature |
| **AREA VICE PRESIDENT:** | Todd Finnell <br> Name | *signature* <br> 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. |

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

Student Affairs shall afford a co-curricular learning environment that fosters intellectual, ethical, and personal development while promoting a sense of individual and civic responsibility by offering opportunities to participate in activities such as student government, clubs, shared governance, and cultural events. Student Affairs prepares our students to deal with a diverse society by encouraging them to understand, be sensitive to, and become educated on issues dealing with race, religion, sexual preference, and disabilities.

The Student Affairs staff and student employees are trained in the areas of facility reservations, data entry, collection and accounting in order to provide prompt and courteous service to the public. The main operations of Student Affairs are funded by the District. The ASG's activities are funded by vending and food services revenue and the Student Representative Fee.

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

There are a multitude of areas under the department of Student Affairs that can be assessed during any given term. The following outcomes were two key areas that the department focused on assessing over the last year and will continue to assess as needed during future terms.

1. **Outcome #1**: Efficiently monitor students' behavior on campus that potentially place faculty/staff/students at risk for harm.
**First Phase Completion Date:** Spring 2012
**Second Phase Completion Date:** Spring 2013
**Outcome Assessment:**
*First Phase:* In Fall 2012, the department established a Student of Concern team to coordinate responses to the student whose behavior raises concern for the health and safety of themselves or other members of the campus community. Included in the team are key campus faculty/staff to provide inter-departmental responses to student behavioral concerns.
*Second Phase:* By Spring 2012 the SOC team instituted weekly team meetings to coordinate timely response to student of concern issues. In Fall 2013, the team began investigating possible data tracking systems to effectively monitor and share data

between team members regarding concerning student behavior. The team plans to implement a formal data tracking system by the end of Spring 2013.

**2. Outcome #2**: Promote leadership skills in Associated Student Government members by encouraging them to communicate and cooperate with others, collaborate to achieve group goals, and help increase awareness in the student body of important cultural figures and historical events that have shaped our society.

**Est. Completion Date**: ongoing, every Spring term

**Way(s) to assess**: Plan and attend leadership conferences. Increase attendance of senators at shared governance meeting on campus. Promote IVC in the community through the sponsoring of public events. Advance cultural competency in the student body by hosting campus events that highlight the contributions important cultural figures have made to society. This outcome will be repeated every academic term, as there is a high turnover rate of ASG members.

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 SOC team endeavors to respond to SOC team contacts from faculty/staff within 48 business hours. Because the team is still informally gathering data about students of concern, we have not developed a data tracking mechanism, aside from saving copies of Student of Concern team form submissions through the web. The team did respond to 100% of the few electronic SOC form submissions within 48 business hours.

In the Fall of 2012, ASG senators were selected for attendance at shared governance meetings. Senator attendance has been tracked and confirmed, as noted on the attached spreadsheet. Attendance was noted as reaching 69 % of planned attendance during the 2011-2012 (See attachment A). In the Fall of 2012, the senators attended 74% of meetings (Attachment B).

The ASG senators also attended 5 conferences during the 2011-2012 school year, with 19 students representing IVC at these events (Attachment A). During the present 2012-2013 school year, the senators have attended 3 conferences, with 18 students attending (Attachment B). The current senators have several more conferences to attend before the end of the year.

The ASG also help 5 cultural events on campus during the 2011-2012 school year. For the 2012-2013 school year, the ASG has held 6 cultural events on campus, with more scheduled for the rest of the year.

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

The SOC team has developed into a strong advisory group that has addressed many concerning student behaviors on campus. The team members work well together and have regularly met once a week to discuss students of concern. The team faces several challenges, which we plan to address over the coming terms. First and foremost, the team must begin to formally track/document student of concern incidents/behaviors on campus that could potentially pose a risk to the student or campus community. Unfortunately, data tracking systems and risk-assessment instruments can be costly. Additionally, educating the campus community about the existence and function of the team has been challenging, as it takes time and planning to disseminate the information.

This term, the ASG senators have been very motivated to attend governance meetings and report their findings during ASG meetings. When an ASG member cannot attend a meeting, his/her fellow senators are quick to serve as alternate attendees In future terms, the senators will ideally attend over 75% of planned meetings.

More senators have attended leadership conference this school year as compared to last year. This representation of IVC at off-campus events is important for ASG leadership development and for students to stay apprised of relevant political issues that affect the student body.

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.)

The Student of Concern team is committed to formalizing and strengthening its tracking processes and advisory roles on campus. Recently, the Chancellor's office has offers no-cost technical assistance and training to programs on community college campuses that support student mental health. Consultation and staff training regarding Students of Concern is included in this support. The SOC team will continue to research information tracking systems and assess the cost and implementations of such systems. The team will also simultaneously collaborate with our assigned technical assistants and experts from the Chancellors office to compare and mirror our activities as a team with other colleges in the State.

The Student Affairs department will also continue to support the ASG's involvement in shared governance on campus, through the regular attendance of senators at identified meetings. Additionally, the ASG and Student Affairs office strive to increase student involvement in matters that affect student success and participation in

activities that strengthen the comradery of our student body. This will be achieved by improve access to Student Affairs related forms and voting opportunities, via electronics means.

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 Chart Below

# 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: Student Affairs |
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| *Opportunities for:* |
| **PROCESS #1:** Digitize all Student Affairs forms and make them available on Student Affairs website. (SP 13) |
| Work efficiencies: Allows forms to be downloaded from any computer. Less time staff spends on printing and locating forms for student, employees, and public. |
| Cost reductions: Increases staff availability to address other Student Affairs duties. Reduces printing costs. |
| Contributions to student enrollment &/or success: Staff can spend more time addressing other student needs |
| Supports Institutional Goal and Objectives:2.3 |
| |
| **PROCESS #2:** Formalize Student of Concern Team's record keeping and tracking processes (FA 14) |
| Work efficiencies: Formalizing the record keeping and tracking will lessen the amount of time needed for the team to meet in person to discuss students. Implementing a streamlined tracking process will decrease time spent researching data about students of concern. |
| Cost reductions: Reduction in staff time spent exchanging data in person. Reduction in paperwork. |
| Contributions to student enrollment &/or success: The Imperial Valley College Students of Concern Team (SOC) is to promote a safe and healthy learning environment at IVC by coordinating response to students whose behavior raises concern for the serious health and safety to themselves or other members of the campus community. |
| Supports Institutional Goal and Objectives: 3.2, 3.5 |
| |
| **PROCESS #3: Design and Implement Electronic voting for ASG** |
| Work efficiencies: Convert to electronic voting for ASG presidential, senatorial, and homecoming positions. |
| Cost reductions: Reduces staffing spent on monitoring and tallying votes |
| Contributions to student enrollment &/or success: increases student body access toand participation in the electoral process |
| Supports Institutional Goal and Objectives: 2.3 |

# Associated Student Government

## 2011-2012

| COMMITTEES | # of Meetings | # Attended by Students | % |
|---|---|---|---|
| Academic Senate | 15 | 11 | 73% |
| Board of Trustees | 12 | 9 | 75% |
| College Council | 12 | 12 | 100% |
| Curriculum | 16 | 8 | 50% |
| Budget & Fiscal Planning | 15 | 6 | 40% |
| Student Affairs Committee | 7 | 7 | 100% |
| Total meetings | 77 | 53 | 69% |

| Conferences Attended | #of Students Attended |
|---|---|
| CCCSAA Student Leadership - October 2011 | 12 |
| HACU - October 29-31, 2011 | 2 |
| Fall General Assembly - November 4 - 6, 2011 | 2 |
| CCLC Legislative Conference - January 28-30, 2012 | 1 |
| Spring General Assembly - April 26-29, 2012 | 2 |

| | |
|---|---|
| Total Conferences Attended | 5 |
| # of Students Attended | 19 |

## Associated Student Government

### Fall 2012

| COMMITTEES | # of Meetings | # Attended by Students | % |
|---|---|---|---|
| Academic Senate | 5 | 3 | 60% |
| Board of Trustees | 6 | 5 | 83% |
| College Council | 7 | 6 | 86% |
| Curriculum | 6 | 3 | 50% |
| Planning & Budget | 4 | 3 | 75% |
| Student Affairs Committee | 3 | 3 | 100% |
| Total meetings | 31 | 23 | 74% |

| Conferences Attended | #of Students Attended |
|---|---|
| CCCSAA Student Leadership - October 2012 | 13 |
| Fall General Assembly - November 2 - 4, 2012 | 3 |
| CCLC Legislative Conference - January 26-28, 2013 | 2 |
| Spring General Assembly - | Not yet Available |

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|---|---|
| Total Conferences Attended | 3 |
| # of Students Attended | 18 |