




IMPERIAL VALLEY COLLEGE SERVICE AREA PROGRAM REVIEW

DATE:	2/18/2014
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DEPARTMENT/PROGRAM:	Child, Family and Consumer Science (Foster and kinship Care Ed.)
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PREPARED BY:	Becky Green	
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AREA DEAN/DIRECTOR:	Efrain Silva	
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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

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

The Foster and Kinship Care Education program was established in the California Community College Chancellor's Office in 1984 following the passage of Senate Bill 2003, known as the Foster Children and Parent Training Act. This act designated the Chancellor's Office as the agency to administer the program and provide funding to the community colleges for the provision of education and training to potential and existing foster parents.

Mission Statement

The Foster and Kinship Care Education Program provides quality education and support opportunities for care givers of children and youth in out-of-home care so that these providers may meet the educational, emotional, behavioral and developmental needs of children and youth

II. SERVICE AREA OUTCOMES (use the attached form to identify outcomes, methods, assessment process, results, decisions & recommendations)

Foster Care Education

Outcomes Pre-service:

Potential Foster Care Providers will discuss and identify:

- The child protective system
- The effects of child abuse and neglect on child development
- Positive discipline and the importance of self-esteem
- Health issues in foster care
- Accessing education and health services available to foster children

· The right of a foster child to have fair and equal access to all available services, placement, care, treatment, and benefits, and to not be subjected to discrimination or harassment on the basis of actual or perceived race, ethnic group identification, ancestry, national origin, color, religion, sex, sexual orientation, gender identity, mental or physical disability, or HIV status.

Outcomes Post-placement

Foster Care Providers will describe:

- Age-appropriate child development
- Health issues in foster care
- Positive discipline and the importance of self-esteem
- Emancipation and independent living skills if a foster parent is caring for youth
- The right of a foster child to have fair and equal access to all available services, placement, care, treatment, and benefits, and to not be subjected to discrimination or harassment on the basis of actual or perceived race, ethnic group identification, ancestry, national origin, color, religion, sex, sexual orientation, gender identity, mental or physical disability, or HIV status.
- AB 3062, Chapter 1016, Statutes of 1996, established pre-service and post-service training requirements of foster parents; and,

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)

Class Records

100% coverage of legislative required topics

Attendance Records:

Our attendance varies from class to class with an average of 10 participants

Participant evaluations:

Participants have evaluated the program 100% successful

The program has increased the hours of service and contract funds due to the need in Imperial County.

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.)

Met: Provide classes in spanish. All classes have translation available.

Partially Met: Campus and community awareness. We have presented at community meetings and have made the program more visible to the community. The campus visibility still needs to be worked on.

Not Met: Hire full time secretary.

Strengths:

The program is open to anyone in the community. We provide services to a variety of people from different backgrounds, cultures, religions, economic levels, ages and genders. We translate all classes into Spanish.

The Director of the Program attends all State and Regional meetings in which new laws and curriculum are discussed. The Director keeps up on current information for the program.

Challenges:

The lack of awareness by the college staff and faculty.

Campus parking

Requirement enforcement by Imperial County Social Services

- 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.)

The program has met its goals with providers but needs to increase its partnership with the Department of Social Services.

A meeting with the new Director of Social Services has been requested to discuss ways to increase cooperation between the two agencies.

A need to publicize the program on campus is apparent and a request for marketing assistance will be made.

- 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.)

Participant Success is met when providers receive the required number of hours of pre-service and in-service.

**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.

03/17/20	ALVJ	Child, Family and Consumer Sciences: Foster Care
<i>Opportunities for:</i>		
PROCESS #1: Meet needs of participants and offer required classes.		
Work efficiencies: Track hours and topics		
Cost reductions: Click here to enter text.		
Contributions to student enrollment &/or success: offer variety of classes to meet the needs of the participants		
Supports Institutional Goal and Objectives: 2.1: Ensure that all instructional programs, regardless of location or means of delivery, address, meet the current and future needs of students.		
PROCESS #2: Increase working relationship with Department of Social Services		
Work efficiencies: Work with Department of Social Services to meet needs of participants		
Cost reductions: Maintain trainings and staff based on contract. Work with Department of Social Services to better share in cost and responsibility.		
Contributions to student enrollment &/or success: Work with Department of Social Services to assure community is aware of class offerings.		
Supports Institutional Goal and Objectives: Goal 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.)
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1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Marketing the Program to Community and Campus	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met Provide detail on any improvements/effectiveness and detail status on those not fully met: The community is more aware of the program because we have presented at a variety of community meetings but we need to market the program on campus.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Hire a full time secretary	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
	<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input checked="" type="checkbox"/> Not Met Provide detail on any improvements/effectiveness and detail status on those not fully met: Due to a budget cut the department will hire part time only at this time.	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	<input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met Provide detail on any improvements/effectiveness and detail status on those not fully met:	

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.)
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1	FUTURE PROGRAM GOAL #1 Budget Priority #1		INSTITUTIONAL GOAL(S)
Identify Goal: Increase relationship with Department of Social Services			<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
Objective: Meet with and develop plans to increase working relationship to better meet the needs of the community			
Task(s): Set up meetings with new Director of Social Services. Create letter of understanding to work together.			
Timeline: By August 2014			
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 \$ _____

2	FUTURE PROGRAM GOAL #2 Budget Priority #2		INSTITUTIONAL GOAL(S)
Identify Goal: Meet the needs of participants			<input type="checkbox"/> 1
Objective: Survey participants on a regular basis to assure their needs have been met			<input checked="" type="checkbox"/> 2
Task(s): Create survey that gains better information from participants			<input type="checkbox"/> 3
Timeline: On going			<input type="checkbox"/> 4
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	
<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	
			BUDGET REQUEST \$ _____

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?

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).]
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SAO	SERVICE AREA OUTCOME #1	ISLO(S)
1	Identify Outcome: Provide a comprehensive training program that prepares participants to provide care for foster and kinship children	<input type="checkbox"/> ISLO 1 <input type="checkbox"/> ISLO 2 <input checked="" type="checkbox"/> ISLO 3 <input checked="" type="checkbox"/> ISLO 4 <input checked="" type="checkbox"/> ISLO 5
	Measurable Outcome Summary: Trainings established to meet the State, National and local requirements	
	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met	
	Provide detail on any Improvements/effectiveness and detail status on those not fully met:	

SAO	SERVICE AREA OUTCOME #2	ISLO(S)
2	Identify Outcome: Provide trainings that meet the specialized needs of Kinship	<input type="checkbox"/> ISLO 1 <input type="checkbox"/> ISLO 2
	Measurable Outcome Summary: Trainings for Kinship are provided both for Kinship only and as combination with foster.	<input checked="" type="checkbox"/> ISLO 3 <input checked="" type="checkbox"/> ISLO 4 <input checked="" type="checkbox"/> ISLO 5
	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> 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: Assure trainers are trained in current and mandated information	<input checked="" type="checkbox"/> ISLO 1 <input checked="" type="checkbox"/> ISLO 2
	Measurable Outcome Summary: Attend trainings to stay current on topics. Stay current on legislative information for foster and kinship trainings.	<input checked="" type="checkbox"/> ISLO 3 <input checked="" type="checkbox"/> ISLO 4 <input checked="" type="checkbox"/> ISLO 5
	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met	
	Provide detail on any improvements/effectiveness and detail status on those not fully met:	