



IMPERIAL VALLEY COLLEGE SERVICE AREA PROGRAM REVIEW

DATE:	1/24/2014
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DEPARTMENT/PROGRAM:	Educational Talent Search Program
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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

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

Vision: The vision of Educational Talent Search is to achieve its objectives and goals as they relate to its program participants so that all students take advantage of the program services and achieve their goals of higher education.

Mission: The mission of Educational Talent Search Program at Imperial Valley College is to empower its participants by providing its high school participants high school and college guidance, information, and experiences so that they can make the best decisions as they pertain to their higher educational and career goals.

Services-Functions: The *TRiO Imperial Valley College Talent Search Program* seeks to identify and assist high school students from disadvantaged backgrounds who have the potential to succeed in higher education. The goal of the program is to assist students while they are in high school and help them enroll in college during their senior year.

As participants the program, students will have the opportunity to participate in workshops and other college related activities that will allow them to prepare for college. During the student's senior year, participants will receive assistance with college application, financial aid assistance (FAFSA), and other senior related activities.

IVC Education Talent Search Program services provided include but are not limited to:

- Academic, financial, career, or personal counseling including advice on entry or re-entry to secondary or postsecondary programs
- Career exploration and aptitude assessment
- Tutorial services
- Information on postsecondary education
- Exposure to college campuses
- Information on student financial assistance
- Assistance in completing college admissions and financial aid applications
- Assistance in preparing for college entrance exams

Funding Sources: *IVC TRiO Educational Talent Search Grant* is 100% funded by the U.S. Department of Education. More information about Talent Search can be found at:
<http://www2.ed.gov/programs/triotalent/index.html>

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

There are five main objectives that the Educational Talent Search Program needs to meet annually and report the outcomes to the Federal Department of Education via the Annual Performance Report every November of each program year. The objectives are as follows:

OBJECTIVE A) Secondary School Persistence: 90% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level. This **OUTCOME** objective relates directly to the purpose of ETS because it develops and implements the process of encouraging eligible participants to successfully complete their current grade with the goal of graduating from high school.

OBJECTIVE B) Secondary School Graduation (regular secondary school diploma) 80% of seniors served during the project year will graduate during the project year with a regular secondary school diploma, within the standard number of years. This **OUTCOME** objective relates directly to the purpose of ETS because it develops and implements the process of encouraging eligible participants to successfully complete a secondary education with the goal of enrolling in post-secondary school.

OBJECTIVES C) Secondary School Graduation (rigorous secondary school program of study): 80% of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years. This **OUTCOME** objective relates directly to the purpose of ETS because it develops and implements the process of encouraging eligible participants to undertake a rigorous secondary school program of study in order to prepare for college courses and college success.

OBJECTIVE D) Postsecondary Education Enrollment: 75% of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall semester immediately following high school graduation or will have received notification, by the fall semester immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (i.e. spring semester). This **OUTCOME** objective relates directly to the purpose of ETS because it develops and implements the process of encouraging eligible participants to successfully undertake a program of postsecondary education by the fall semester immediately after high school graduation.

OBJECTIVE E) Postsecondary Degree Attainment: 55% of participants served during the project year, who enrolled in an institution of higher education, by the fall semester immediately following high school graduation or by the next academic semester (e.g. spring semester) as a result of acceptance but deferred enrollment, will complete a program of postsecondary education within six years. This **OUTCOME** objective relates directly to the purpose of ETS because it develops and implements the process of encouraging eligible participants to successfully complete a postsecondary education program of study within six years.

In order to meet the objectives stated above, there is a PLAN OF OPERATION to inform residents, schools and community organizations in target area of the purpose, objectives, and services of the program, and about eligibility requirements for participation in the program. There is also a plan to identify and select eligible program participants and a plan to assess each applicant's need and services.

Program Services provided to meet the five objectives above are divided into the following six categories: Orientation and Assessment; Academic and Personal Advisement Services; Career Development Services; Financial Assistance Services; Admission Assistance Services; Educational and Cultural Activities Services; and Parent Involvement Services. These special activities have been designed for the purpose of realizing the stated Program objectives sections. The following activity is a sample of many other activities that can be measured by their purpose, resources needed, expected outcomes, staff responsible for activities, and the time frame for implementation and completion:

ORIENTATION AND ASSESSMENT			
Activity 1 (EI,CP,OS) Supports Objectives: A,B,C	Staff Responsible:	Resources Needed:	Performance Outcome and Time Frame:
New ETS participants will have their academic records, teacher/ counselor letters of recommendation, and self needs assessment reviewed by ETS Staff. Foster and Homeless youth will be flagged in order to provide extra support.	Program Director and Outreach Counseling Specialist	Academic records; ETS application and supportive documentation; self-needs assessment form.	100% of all new ETS participants will have their academic records and ETS application evaluated in order to develop the initial Student Services Plan. Time Frame: October through February of each year.
Activity 2 (EI, CP, OS) Supports Objective A,B,C	Staff Responsible:	Resources Needed:	Performance Outcome and Time Frame:
New ETS participants will be attend an ETS Orientation to serve as a welcome and provide valuable information about the Program: Program and student expectations and responsibilities, and services.	Program Director, Outreach Counseling Specialist, Lead and Peer Tutors.	ETS tutorial centers, sign-in sheets, ETS contract, and printed materials.	100% of the entering cohort will attend the ETS orientation presented; Foster and Homeless youth will be flagged for extra support. Time Frame: October through February of each year or needed.
Activity 3 (EI, CP, CR, OS) Supports Objective: A, B	Staff Responsible:	Resources Needed:	Performance Outcome and Time Frame:
Continuing ETS participants will have their academic records reviewed to document the grade point average, course enrollment status, competency test scores. Updates to the Student Services Plan will be made to address each of the needs relative to the services provided.	Program Director and Outreach Counseling Specialist.	Academic records, teacher/counselor input.	100% of all continuing ETS participants will have their academic records evaluated in order to update the initial Student Services Plan. Time Frame: January and June of each year (each semester).
Activity 4 (B) Support Objectives D, E	Staff Responsible:	Resources Needed:	Performance Outcomes and Time Frame:
– ETS Bridge candidates will attend orientation workshops to prepare them for summer school enrollment at the local community college and become familiar with: 1) English and Math Placement testing; 2) College Academic Guidance; 3) On-line Admission. (note)	Program Director, Outreach Counseling Specialist, and/or Tutors.	Bridge student roster; summer college schedule, orientation handbook, placement test results; power point and computer.	90% of ETS Bridge candidates will participate in orientation workshops to prepare for transition to college during Time Frame: April and May of each year.

The results of each of the activities above are recorded and kept in the Talent Search office. Each program participant is monitored through the year so see if the participant has completed the activities. With the results obtained from each of the activities above, decisions and recommendations are made for the objectives and activities. These decisions and recommendations include changing or modifying activities to meet the desired outcome such as changing the time and day when the activities are conducted.

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 data collected for our Annual Performance Report was submitted this past December 2013 to the U.S. Department of Education. Educational Talent Search did meet all the 5 main objectives as follows:

Objective A: Secondary School Persistence (90% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level). Of these 517 participants, 516 persisted (99%); therefore this objective was met.

Objective B: Secondary School Graduation (80% of seniors served during the project year will graduate during the project year with a **regular secondary school diploma** within the standard number of years). Of these 81 seniors, 81 (100%) received their diploma; therefore this objective was met.

Objective C: Secondary School Graduation (80% of seniors served during the project year will complete a **rigorous secondary school program** and study and will graduate during the project year with a regular secondary school diploma within the standard number of years. Of these 166 seniors, 165 (99%) received their diploma; therefore this objective was met.

Objective D: Postsecondary Education Enrollment (75% of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic term (e.g. spring term). Of the 247 seniors, 221 (89%) seniors enrolled in postsecondary education; therefore this objective was met.

Objective E: Postsecondary Attainment (55% of participants served during the project year who enrolled in an institution of higher education by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance but deferred enrollment will complete a program of postsecondary education within six years. This objective has not been met. Most of the 2012-13 graduates are freshmen this school year. ETS will be tracking the 221 graduates for college graduation at the end of each school year beginning at the end of 2013-14 and for the next five years.

Other pertinent data collected for this year (2012-13 program year) as required by the U. S. Department of Education besides the 5 objectives above are as follows:

ETS Participant Demographics				Total Students:
New Students	186	Continuing Students	580	766

Low Income/1 st Gen.	558	Low Income Only	68	
First Generation Only	83	Other	57	
Male	277	Female	489	
Ages:	10-13 years: 4	14-18 years: 759	19-27years: 3	
ETS Ethnic Background				
Hispanic/Latino	729	Asian	14	White 14
American Indian	1	Black	7	Two or More Races 1
ETS Participants in other Federal Programs				
Upward Bound	0	Gear Up	79	
Other	113	Cal-Soap	137	

ETS Participant Grade Levels			
Seniors (12 th grade):	247	Non-Seniors (9 th -11 th grade):	517
Graduates enrolled Postsecondary Education			
Graduates:	221	89%	
Enrolled in Public 2 year College:	139	63%	
Imperial Valley College (IVC):	126	57%	
Other Community Colleges:	13	6%	
Arizona Western College:	5	Phoenix College:	1
Palomar College:	1	San Diego City College:	1
San Diego Mesa College:	2	Southwestern College:	1
Cuyamaca College:	1	Fresno City College:	1
Enrolled in Public 4 year University:	74	33%	
CSU Cal Poly Pomona:	1	Mayville State University:	1
CSU Cal Poly San Luis Obispo:	2	Northern Arizona University:	1
CSU Chico:	6	UC Berkeley:	4
CSU Fullerton:	3	UC Irvine:	2
CSU Long Beach:	1	UC Los Angeles:	1
CSU Los Angeles:	1	UC Merced:	2
CSU Monterey Bay:	1	UC Riverside:	3
CSU Northridge:	1	UC San Diego:	6
CSU San Bernardino:	1	UC Santa Barbara:	2
CSU San Marcos:	10	UC Santa Cruz:	1
SDSU:	4	University of Arizona:	1
SDSU-Imperial Valley: (9%)	19		
Enrolled in Private 4 year College:	7	(3%)	
Asuza Pacific University:	1	The Art Institute of California:	1
La Sierra University:	1	University of La Verne:	1
Lee University:	1	University of Phoenix:	1
New York University:	1		
Graduates enrolled in Military			Total: 2
Graduates not enrolled in College/Military			26
Seniors that did not Graduate from High School			1
Graduates: Financial Aid Assistance			

Applied for FAFSA	241	97%		
IVC Enrollees:	126			
	FAFSA	121	96%	
	BOGG	122	97%	
ETS Graduates in College Programs @ IVC				
SSS Student	27			
EOPS Student	16			

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.)

Strengths: Our program strength is that we have met all five main objectives required by the Department of Education. Therefore, we should receive all of our Prior Experience points for the 2012-13 school year (a 3 point maximum). Even though it was a challenge we have met our objectives. Most of the five main objectives are related to seniors as listed below:

OBJECTIVE A) Secondary School Persistence: 90% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level. Of the **517** participants, **516 (99%)** of these were promoted to the next grade level.

OBJECTIVE B) Secondary School Graduation (regular secondary school diploma): 80% of seniors served during the project year will graduate during the project year with a regular secondary school diploma, within the standard number of years. Of the **81** graduates, **81 (100%)** received a regular secondary school diploma.

OBJECTIVES C) Secondary School Graduation (rigorous secondary school program of study): 80% of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years. Of the **166** graduates, **165 (99%)** received rigorous secondary school program of study.

OBJECTIVE D) Postsecondary Education Enrollment: 75% of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall semester immediately following high school graduation or will have received notification, by the fall semester immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (i.e. spring semester). Of the **247** total graduates, **221 (89%)** enrolled in postsecondary education are various college and universities as listed in previous section. The following is a glimpse of the similar information:

Graduates enrolled in Postsecondary Education: **221 (89%)**

Graduates enrolled in Public 2 year Institution: **139 (63%)**

Imperial Valley College (IVC) Enrollees: **126 (57%)**

Other Community Colleges: **13 (6%)**

Graduates enrolled in Public 4 year Institution: **74 (33%)**

Graduates enrolled in Private 4 year Institution: **7 (3%)**

OBJECTIVE E) Postsecondary Degree Attainment: 55% of participants served during the project year, who enrolled in an institution of higher education, by the fall semester immediately following high school graduation or by the next academic semester (e.g. spring semester) as a result of acceptance but deferred enrollment, will complete a program of postsecondary education within six years. This objective will be addressed at the end of the 2013-14 school year once the graduates have been identified as completing a program of postsecondary education.

Challenges: One of our program challenges for the 2012-13 school year was student recruitment. Each year we spend a lot of resources trying to recruit participants. This year was our second year of our five year grant cycle and we had to recruit 186 participants. This was a decrease from the previous year where we had to recruit 292 participants. This was due to an increase of participants mandated by the Department of Education of an additional 166 students and the replacement of 126 graduates from the previous year. Fortunately the 2012-13 school year was not as challenging as the previous year, but recruiting 186 participants did have its challenges.

Another challenge we face annually is meeting our objectives and activities with our limited financial resources. The program has one full-time Director, 4 part-time Outreach Counseling Specialists, and 11 part-time Lead and Peer Tutors. Much of our resources go towards payroll, while a smaller portion of our resources go to field trips, supplies, and other office expenses. With part-time staff, it is a challenge to complete our program objectives and activities. Although much of our program funds are spent on tutors to complete many of our activities, sometimes they cannot complete them due to class schedules, personal commitments, and lack of commitment to the program.

Another challenge is the high percentages we have set on some of the objectives and activities. Some of them will be unattainable, for example, field trips. We do not have the financial resources to take 60% or 460 participants to field trips while also providing a cultural experience too. We would have to take 10 field trips annually to meet this activity and with the cost of transportation increasing, we have not been able to meet this activity.

Another challenge we face daily is lack of laptops and dependable desktops in our program. Having laptops would immensely help our staff in providing our program services to our participants such as FAFSA assistance, university application, scholarship application assistance, career exploration, and more. These applications are online applications and so laptops with access to wireless would most definitely assist our staff to complete our program objectives and activities. Our office desktops are old and I am often placing online computer repair tickets to fix these computers. The desktops that do function are very slow and sometimes need to be rebooted in order to unfreeze them.

Opportunities: Educational Talent Search offers many opportunities to our participants and staff. Students who participant gain much information and knowledge about preparing for college, receiving information about college, experience college life through our educational and cultural field trips, receiving tutorial assistance, and much more. Regular workshops are offered

to our participants at their school site, normally after school. They also are provided career presentations from our community professionals.

Our staff is also provided opportunities through our program. They enhance their leadership skills and acclimate to various situations and learn the importance of being a team player. They often work with other similar outreach programs, as well as learn to become professionals with the staff at the various school sites. They develop their leadership skills because they must take the lead in the tutorial centers. They facilitate and setup workshops, presentations, and other related duties. They also attend out-of-town field trips to monitor our participants during the day and therefore also learn about the various universities (public or private) and any cultural experiences that our participants are being offered. For the past five years our staff has attended a Professional Development Seminar held in the Imperial Valley. This seminar is organized by the Imperial Valley Partnership for Higher Education, which the Educational Talent Search Program is a member of. Our Outreach Counseling Specialist have also attended a regional WESTOP SoCal Professional Development Seminar when program funds allow, as well as California State University (CSU) and University of California (UC) Counseling Conference, and other informational sessions.

Needs of Program: Educational Talent Search Program is in need of new technology such as laptops and desktops. The use of the internet is extremely important to providing quality services to our participants especially the seniors. The iPads would be of great help to complete our program services. These are so much easier to handle and carry around to the various school sites.

- 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.)

Based on the data presented above, Educational Talent Search Program has met all the five main objectives required by the U.S. Department of Education. In order to satisfy these five objectives, many activities are provided to our participants throughout the program year. With the outcomes of the activities and the findings we have shaped the decisions made within our program.

After every activity presented to our students, staff members must document and complete a summary sheet. With these summaries the director and counselors meet and discuss the program's progress towards meeting all of our objectives and activities. During this meeting changes are discussed to better serve the participants, to make changes to the activities presented, and if there should be any changes to how the staff is presenting these activities. If there are any changes that need to be made to forms, power points, procedures, etc., the changes are made before the next activity. All staff is informed of these changes and their role as it pertains to these changes.

As the activities are completed, areas of concern are addressed and changes are proposed and implemented. For example, if the program takes a field trip out-of-town and there are concerns about how the trip was handled or how the trip was scheduled, then the appropriate staff will discuss the trip and make the appropriate recommendations so that future trips operate more efficiently. This change could be to updated check-off lists, update student surveys, communicate effectively and efficiently, explain procedures clearly, etc.

Areas of concern are addressed from office procedures, organizing field trips, setting up workshops, arranging career presentations, and more. The logistics of organizing or setting up a field trip, workshop, and presentation will all have similarities but other factors will also affect the outcome of such activities, such as the day, time, place, weather condition, availability of staff, availability of students, etc.

Areas of concern are also addressed as they relate to the collection of data as it pertains to our participants. Throughout the program year, our staff will monitor all student progress in completing our program's activities. Students who have not completed certain activities will be called to participate in missing activities. As the students are monitored, proof in the form of surveys, show that students attended such activities and are gathered and entered onto a spreadsheet that shows the student's progress. Sometimes, this data (surveys) are not collected from the students or are partially collected. The use of a sign-in sheet is also used as proof that the student was present at the activity.

Another area of concern is low attendance of participants at our program's activities. For example, low turnout at tutorial centers, presentations, workshops, etc. This is discussed as a team. Better practices are discussed and other methods are suggested to have a successful turnout at similar activities in the near future.

Recommendations for future direction of the Talent Search program would be to meet the program objectives and activities on a timely manner while complying with the Federal rules and regulations and adhering to Imperial Valley College procedures. Another future recommendation is to have staff work more efficiently by being prepared with supplies, materials, equipment, and forms so that activities provided to students are well-organized and effective. Being more efficient will also positively affect our budget by being as productive as possible with our limited daily hours, especially since everyone except the program director is part-time staff.

Funding: Federal program funding has been level funded for several years by the U.S. Department of Education, therefore we do not expect or cannot request for an increase of funding. We have to stretch our budget as much as possible and strive to complete all the objectives and activities. This is definitely our biggest challenge.

Facilities: Our current location is manageable although more space would be appreciated. We have been notified that we will most likely be moved to another location but the Program Director has not received much information about the details. The Director has asked that she be notified about such move and be part of the conversation as it relates to the move and future

location. The Director would prefer to stay at the current location because it is easy access to the participants, other outreach programs, and the community at large.

Staffing: We currently have 4 part-time Outreach Counseling Specialists and the director to manage eight school sites. Lead and peer tutors are also at the school sites twice a week for two hours after school. Some school sites only have one tutor due to low student turnout at the tutorial center after school. We also have some tutors provide assistance in the office as needed but it would be helpful to have a full-time position instead of a part-time staff to perform payroll, budget, and bookkeeping tasks as well as office duties.

Technology: The laptops and desktops that Talent Search utilizes are outdated. The laptops are at least 6 years old as well as some of the desktops. For years, Talent Search has been upgrading computers from other departments who purchased new computers. The Talent Search budget does not have sufficient funds to purchase or upgrade its computers.

Professional Development: Outreach Counseling Specialists attend regional professional development seminars as the budget allows. Our program tutors and counselors have also attended an Imperial Valley Partnership for Higher Education Professional Seminar for the past four years. Counselors have also attended a Financial Aid (FAFSA) training session for the past few years and the CSU Counselor Conferences.

Marketing: Our federally funded program does not allow Talent Search to spend its funds on marketing supplies or materials. We make our own brochures on regular paper; pencils and pens are purchased but every other year as needed. We use facebook as a bulletin to inform our participants of upcoming activities. We also use emails to contact our students and provide them information. We make our own poster boards to promote our program at school sites and other events. We use the school sites bulletins to make announcements to the student body. Lastly, we also use the old fashion method of making house calls to our students and parents.

- 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.)

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.

1). **Recruitment:** Recruiting over 200 students per year is a challenge. The program spends a lot of program funds on recruitment. Some of the challenges are the lack of time on behalf of the part-time tutors since they are taking colleges courses during the day. Tutors are tied to their class schedules and therefore are not always available to work on recruitment. It is also a challenge to hire an ideal tutor for the program who also has an accommodating class schedule.

2). Protocols: Although Talent Search has protocols in place for most program activities; these protocols are not always followed. We have informed staff and provided such information in our staff meetings, yet protocols are not followed fully.

3). Student Involvement: In order to complete or meet our minimum percentages for each program activity, we need to have our program participants attend our activities; this is a challenge. In order to have a good turnout of participants, we need to entice students with food. This can be costly and is not always effective. Fortunately, we can use our funds to feed students during such activities.

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: Educational Talent Search Program.
<i>Opportunities for:</i>
<p>PROCESS #1: Recruitment: Recruiting over 200 students per year is a challenge. The program spends a lot of program funds on recruitment. Some of the challenges are the lack of time on behalf of the part-time tutors since they are taking colleges courses during the day. Tutors are tied to their class schedules and therefore are not always available to work on recruitment. It is also a challenge to hire an ideal tutor for the program who also has an accommodating class schedule.</p>
<p>Work efficiencies: Staff is not always available to recruit. A new strategy for recruitment needs to be addressed. One possible method is to allocate one of the tutors at the school site to work during the day until recruitment at the school site is met. Once the numbers have been reached, the tutor can return to the tutorial center.</p>
<p>Cost reductions: Allocating a tutor to recruit during the early part of the day will assist with recruitment therefore reducing the amount of time spend on recruitment and reducing the costs of recruitment.</p>
<p>Contributions to student enrollment &/or success: Recruiting the number of students needed for the program during the fall semester of the program will allow program staff to complete the program activities in a timely manner while allowing students to become more prepared for college. Staff will be able to complete other activities besides recruiting.</p>
<p>Supports Institutional Goal and Objectives: 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.</p>
<p>PROCESS #2: Protocols: Although Talent Search has protocols in place for most program activities; these protocols are not always followed. We have informed staff and provided such information in our staff meetings, yet protocols are not followed fully.</p>
<p>Work efficiencies: Protocols are in place so that all staff and tutors work efficiently.</p>
<p>Cost reductions: Following protocols will make staff work efficiently and therefore reduce the cost of activities by being prepared and ready to perform any task.</p>
<p>Contributions to student enrollment &/or success: Following protocols will allow staff to be prepared to provide services to students and therefore complete our program goals and objectives in a timely manner while maintaining the program funds.</p>
<p>Supports Institutional Goal and Objectives: 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.</p>

<p>PROCESS #3: Student Involvement: In order to complete or meet our minimum percentages for each program activity, we need to have our program participants attend our activities; this is a challenge.</p>
<p>Work efficiencies: In order to have a good turnout of participants, we need to entice students with food. This can be costly and not always effective. Fortunately, we can use our funds to feed students during such activities. Having a high turnout of students at our activities makes our staff more productive because there is less workshops to facilitate.</p>
<p>Cost reductions: Our staff works less on activities when many students attend our activities. Staff is able to continue on to the next activity and therefore continue to make progress towards meeting our goals and objectives instead of repeating the same activity.</p>
<p>Contributions to student enrollment &/or success: Student involvement in our program activities is very crucial to the success of our program in meeting our goals and objectives and submitting the program's outcome to the Department of Education.</p>
<p>Supports Institutional Goal and Objectives: 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.</p>

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	<p>PAST PROGRAM GOAL #1</p> <p>Identify Program Goal from Last Program Review: Recruiting over 200 students per year annually.</p> <p> <input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met </p> <p>Provide detail on any improvements/effectiveness and detail status on those not fully met:</p>	<p> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 </p>

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
<p>Identify Program Goal from Last Program Review: Follow protocols as needed by ETS staff.</p> <p><input type="checkbox"/> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p>		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<p>Provide detail on any improvements/effectiveness and detail status on those not fully met: Although most of our Program activities were met not all staff committed to their work load. Some part-time tutors did not complete their assignments. The Director and Outreach Counseling Specialist did meet with these individuals to provide guidance and assistance, and there was improvement on behalf of the staff. The tutors whose workload were questioned no longer work with the program.</p>		

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
<p>Identify Program Goal from Last Program Review: Obtain student commitment to become more involved in program activities in order to complete or meet our minimum percentages for each program activity.</p> <p><input type="checkbox"/> Met <input checked="" type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p>		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
<p>Provide detail on any improvements/effectiveness and detail status on those not fully met: Talent Search participants are informed about the majority of activities the program provides. This is done by person to person phone contact, facebook, emails, delivery of reminders to the student while in class, school bulletins, and at times over the loud school speakers. Most of the activities were met, but there are some that did not meet the proposed percentage.</p>		

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)
<p>Identify Goal: Recruit over 200 students per year annually to meet our program objective.</p> <p>Objective: The objective is to recruitment 200+ program participants by the end of December of each year.</p> <p>Task(s): Recruit 200+ program participants; have committed staff to perform the duties necessary to recruit; make presentations in the classrooms, have recruitment table during lunch times, post in the school site bulletin, have current ETS participants refer a friend, meet with high school counselor for referrals such as student list, gpa list, etc.</p> <p>Timeline: End of each December.</p>	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
EXPENSE TYPE	BUDGET REQUEST
<p><input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring</p> <p><input checked="" type="checkbox"/> Categorical Specify: Federal Trio Program <input type="checkbox"/> General Fund</p>	<p>RESOURCE PLAN (Check all that apply.)</p> <p><input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Planning & Budget <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing</p> <p><input type="checkbox"/> SLO/SAO (Student Learning Outcome/ Service Area Outcome) <input type="checkbox"/> Student Services <input type="checkbox"/> Technology</p> <p>\$0.00</p>

2	FUTURE PROGRAM GOAL #2 Budget Priority #2		INSTITUTIONAL GOAL(S)
<p>Identify Goal: Have ETS staff follow program protocols.</p> <p>Objective: To inform and assist program staff with office and program protocols as needed to successful perform tasks and activities.</p> <p>Task(s): Meet with all staff on a monthly bases and meet with individual staff as needed to review program protocols; email staff forms as needed, email reminders to staff as needed such as deadlines for timesheets, recruitment, field trips, workshops, etc.</p> <p>Timeline: Within one week of the incident or concern.</p>			<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input checked="" type="checkbox"/> Categorical Specify: Federal Trio Program <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	\$0.00

3	FUTURE PROGRAM GOAL #3 Budget Priority #3		INSTITUTIONAL GOAL(S)
Identify Goal: Have students become more involved with ETS activities. In order to complete or meet our minimum percentages for each program activity, we need to have our program participants attend our activities; this is a challenge.	Objective: To actively seek program participants to become involved with program activities and partake in program services.		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Task(s): To get program staff's commitment to obtain participant involvement in program activities, provide staff with timelines on all activities, remind staff via emails regarding activities and deadlines.			
Timeline: On going. Activities are held every week through the 12 months the program is operating.			
EXPENSE TYPE	FUNDING TYPE	RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input checked="" type="checkbox"/> Categorical Specify: Federal Trio Program <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	\$0.00
TOTAL BUDGET REQUEST			\$0.00

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 1	SERVICE AREA OUTCOME #1	ISLO(S)
	<p>Identify Outcome: Recruitment of 200+ program participants will be completed by the end of December of each year.</p> <p>Measurable Outcome Summary: Our student database, Blumen, will provide the student count.</p> <p> <input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met </p> <p>Provide detail on any improvements/effectiveness and detail status on those not fully met:</p>	<input type="checkbox"/> ISLO 1 <input type="checkbox"/> ISLO 2 <input type="checkbox"/> ISLO 3 <input type="checkbox"/> ISLO 4 <input checked="" type="checkbox"/> ISLO 5

SAO 2	SERVICE AREA OUTCOME #2	ISLO(S)
	<p>Identify Outcome: Office and program protocols will be followed by all program staff.</p> <p>Measurable Outcome Summary: This outcome will be identified by staff productivity such as completing program services and activities that are measured by student evaluations.</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p>Provide detail on any improvements/effectiveness and detail status on those not fully met:</p>	<input type="checkbox"/> ISLO 1 <input type="checkbox"/> ISLO 2 <input type="checkbox"/> ISLO 3 <input type="checkbox"/> ISLO 4 <input checked="" type="checkbox"/> ISLO 5

SAO 3	SERVICE AREA OUTCOME #3	ISLO(S)
	<p>Identify Outcome: Student involvement will progress until the minimum percentage as stated on program grant is met.</p> <p>Measurable Outcome Summary: Student progress in meeting program services and activities will be measured by the student's surveys and sign in sheets that are turned in at the end of each activity.</p> <p><input type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met</p> <p>Provide detail on any improvements/effectiveness and detail status on those not fully met:</p>	<input type="checkbox"/> ISLO 1 <input type="checkbox"/> ISLO 2 <input type="checkbox"/> ISLO 3 <input type="checkbox"/> ISLO 4 <input checked="" type="checkbox"/> ISLO 5