



IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW
NON-ACADEMIC PROGRAMS

DATE:	February 1, 2013
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DEPARTMENT/PROGRAM:	Educational Talent Search Program
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PREPARED BY:	Myriam Fletes	
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AREA DEAN/DIRECTOR:	Ted Cesar	
	Name	Signature

AREA VICE PRESIDENT:	Todd Finnell	
	Name	Signature

IMPERIAL VALLEY COLLEGE
MISSION STATEMENT

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.



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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>

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 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.

Male	263	Female	503	
Ages:	10-13 years: 3	14-18 years: 746	19-27years: 17	
ETS Ethnic Background				
Hispanic/Latino	721	Asian	14	
American Indian	4	Black	7	
White	17			
ETS Participants in other Federal Programs				
Upward Bound	1	Gear Up	280	
Other	44	Cal-Soap	99	

ETS Participant Grade Levels				Total Students:
Middle School	9	Seniors	166	766
Non-Seniors (9 th -11 th grade)	591			
Graduates enrolled Postsecondary Education				
Graduates	146	88%		
Enrolled in Public 2 year College	92	56%		
Imperial Valley College (IVC)	78	54%		
Other Community Colleges:	14	10%		
	Arizona Western College:	6		
	Fullerton College:	1		
	San Diego Mesa College:	2		
	Los Angeles Valley College:	2		
	Mira Costa College:	1		
	Mount St. Antonio College:	1		
	Gateway Community College:	1		
Enrolled in Public 4 year University:	45	31%		
	CSU Fresno:	1		
	CSU Fullerton:	2		
	CSU Long Beach:	1		
	CSU Los Angeles:	1		
	CSU San Marcos:	4		
	CSU Stanislaus:	1		
	SDSU:	3		
	SDSU-Imperial Valley: (9%)	13		
	UC Berkeley:	1		
	UC Irvine:	2		
	UC Los Angeles:	6		
	UC Riverside:	2		
	UC San Diego:	6		

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academic year, at the next grade level. Of the 600 participants, 597 (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 166 graduates, 63 (38%) 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, 101 (61%) 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 166 graduates, 146 (88%) 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: **146 (88%)**

Graduates enrolled in Public 2 year Institution: **92 (56%)**

Imperial Valley College (IVC) Enrollees: 78 (54%)

Other Community Colleges: 14 (10%)

Graduates enrolled in Public 4 year Institution: **45 (31%)**

Graduates enrolled in Private 4 year Institution: **9 (6%)**

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 2012-13 school year once the graduates have been identified as completing a program of postsecondary education.

Challenges: Our program challenges for the 2011-12 school year is that we spent a lot of resources trying to recruit participants. This year was our first year of our five year grant cycle and we had to recruit 292 participants. This was due to an increase of participants mandated by the Department of Education of 166 students and the replacement of 126 graduates from the previous year.

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 are for payroll, while a smaller portion of our resources go to field trips, supplies, and other office expenses. With

applicable needs (funding, 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 its finding 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 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, 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 student's are monitored, proof in the form of surveys show that student's attended the activity are gathered and are 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 are 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 and better practices discussed and other methods are provided to have a successful turnout at similar activities.

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

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.

educational goals.
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.
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.
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.
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.
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.