PALAU
COMMUNITY
COLLEGE

"We Guarantee Quality and Excellence"

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

## Continuing Education Three Year Review Template

### Service Area

| Educational Talent Search Program |
|---|

### Period of Three Year Review

| September 2011 to August 2014 |
|---|

NAME/TITLE/SIGNATURES:

Completed by _____Clara Maile Andreas, ETS Program Director_____ Date _____

Division/Department Head _William O. Wally, Dean of Cont. Ed._ Date _____

| Received by Institutional Research Office on: | date | Name and Initial of receiving personnel |
|---|---|---|
|  |  |  |

Purpose:

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.

Instructions for completing the form:

1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.

2. Individual instructions are included before each section.

3. Submit your completed Program Review in both hard copy and electronic copy format to the Institutional Research Office.

4. Be sure to keep both hard and electronic copies for yourself.

# Program Review Narrative Summary

## Section 1 – Program Profile

The current Palau Community College Educational Talent Search Program started in 2002. The program was awarded five years during the first cycle from 2002 to 2007. During the second cycle from 2007 to 2011, the program underwent transition from the regulations that governed the goals and services of the program that began with the 1965 Higher Education Act to the 2008 changes to the law. This reporting period from 2012 to 2014, the program took on new regulations with new mandatory objectives and services.

The basic aim of the program is to recruit and select students that have the potential to enter post-secondary education from low-income, first-generation backgrounds and to offer them services to assist them to pass from grade to grade to high school graduation, and to enter post-secondary institutions. The services offered were tailored to achieve these mandatory objectives. During this reporting period, the program was mandated to serve 500 participants, from grade 6th through grade 12th, including re-entry students. The PCC Educational Talent Search Program served participants from the PCC Adult High School and the GED program run by the Ministry of Education.

The seven (7) full-time staff served 500 participants from three secondary schools and five elementary schools. Based on the PCC campus, the staff had easy access to the target schools where they worked with school tutors to assist students with their lessons, plan cultural site visits, and educational field trips. The program offered staff training to tutors and classroom teachers in basic counseling skills to assist the participants to succeed in moving through the grades. The program offered various workshops such as study skills and other topics to assist participants to overcome barriers to learning successfully.

## Section 2 – Faculty and Staff

The program employs seven (7) full-time staff – a Project Director, Assistant Project Director, three Academic Advisors/Counselors, one Tracking & Data Coordinator, and one Administrative Assistant. The program hires around 22 part-time tutors and 3 part-time instructors to assist participants in the various schools as well as chaperone students on their cultural and educational field trips. The program does not hire faculty as it does not offer school courses. When needed, the program hires professional trainers to conduct cultural or traditional trainings or offer professional development to program staff and tutors.

## Section 3 – Student/Clientele's Information

The Educational Talent Search Program is mandated to serve two-thirds of its required number of participants from "low-income/first-generation" families, and the remainder one-third from either low-income or first-generation families. The mandatory population covers sixth grades through twelfth grades, ages eleven to twenty-seven, and includes re-entry participants.

The participants that Educational Talent Search serves come from five elementary schools, three high schools, and some from adult education secondary programs. One of the elementary schools is a private school, and the three high schools served include the only public

high school in Palau.  Re-entry participants are from the PCC Adult High School program and GED.

## Section 4 - Goals/Objectives/Learning Outcomes Assessment

The Educational Talent Search Program has five "mandatory" objectives.  The languages of the objectives are pre-set by the US Department of Education and may not be changed.  The program is mandated to develop and administer services and activities to achieve those objectives.  At the end of each program year, the program submits an Annual Performance Report which measures the performance of the program.

Tutors and staffs assess student learning outcomes with assessment instruments developed by the tutors and school teachers for each activity.   The Educational Talent Search Program develops and administers "pre/post assessments" or "evaluations" for its services to determine the level of knowledge participants have before and after an activity.  Results are used by program staff to improve services and for teachers' information of their students' learning.  All assessment instruments are on file and available for review.

## Section 5 – Facilities, Vehicles & Equipment

During this reporting period, The Educational Talent Search Program occupies a two-story building which houses offices for staff,   a computer lab, and storage space for materials and supplies as well as students' and office records.  There is also a separate space for storage but because it is not air-conditioned, only certain supplies are kept in that area.  The student files that have been kept on the 500 participants including the cohorts that have to be tracked are becoming too numerous for the available space.

The ETS program has its own vehicle, purchased with funds allocated by the Palau government in 2005.  Use of the vehicle is maximized with the target schools on both Babeldaob and in Koror that have to be monitored on a daily basis.  At times the college personnel request to use the vehicle which contributes to its wear and tear.

More and more communications and resources offerings are done online through webinars, webcasts, and other internet communications which has made it increasingly difficult to keep up with the slow connection.  During this reporting period, Educational Talent Search shares the college's internet connection with a separate DSL line, but is still very slow and makes certain connections impossible.  We have a computer lab now, but not enough computer equipment to serve our students.

## Section 6 – Program's Budget and Operating Costs

The Educational Talent Search Program is a federally-funded program and has its own approved budget and funds.  The ETS Program, as hosted by the Palau Community College, serves under the institution's regulations and at times has difficulties with the Business Office approving requisitions for certain activities and materials.

## Section 7 – Evaluation of Previous Program Review Action Plans

After the previous Program Review was completed and strengths and weaknesses identified, the staff met to review the weaknesses and work on addressing them.  Requests were made and eventually the five areas that needed improvement were addressed but still need to be

more developed:  1) Facilities – the college gave us the second floor of the building we are in. Unfortunately, we still need to increase the space area so that we can accommodate the computer lab and office space; 2) Institutional support – the college fully supports the program in so many ways, but we still need to work with Business Office to ensure timely approval of requisitions, particularly those involving cultural/educational field trips and sometimes materials and supplies needed; 3) Technology – the college approved the program to have a separate DSL line that is still connected through PCC, but we still need to obtain a faster internet connection that can support webinars and webcasts for staff use to keep updated. The program also needs additional computers for the computer lab, upgrade computer programs and equipment for students' use and for staff use to maintain the students record database; 4) Service Evaluation – evaluation instruments were improved to include assessment of services to students.  Specifically, tutors' assessments were scheduled to coincide with the periods that services could make a difference in students' success.  This area still needs to be explored to determine where evaluations are needed to improve the program services; 5) Vehicle – the program currently has one vehicle that is used to run office errands, monitor schools, visit parents and participants, and carry on daily work. Unfortunately, sometimes we have to reschedule monitoring and visiting of participants because the car is unavailable.

## Section 8 – Program Strengths and Improvement Needs

The Educational Talent Search program has clear objectives and outcomes which focuses and prioritizes services and activities.  Another strength of the program is the fixed budget and funds which are made available before the beginning of the fiscal year.  The program has strong community and school partnerships, which make it easier to schedule the after-school activities of the program.  Dedicated staffs work with all the various partners to ensure our participants' best interests are served.

There are three main areas of improvement:  1) Institutional support – it is not easy planning an activity involving many students from different classes and different schools with different schedules  as well as coordinating with available and reasonably priced transportation. The institution will help us achieve student learning outcomes during the time requested for the lessons to be relevant to what the students are learning in the classroom, if requests for these activities would be approved as they are requested.  2) Facilities - A bigger computer lab space to accommodate more computers for participants' use as well as to conduct trainings for participants and staff is needed; more space for students' files that include current students and the students who have to be tracked is needed.  3)  Technology – Because Educational Talent Search now has to track its high school graduates through to completion in college, the need for faster internet connection is becoming essential.  The program has to have capabilities to participate in webinars and webcasts which, for some communications and resource offerings, are the only way we can participate.  The program staffs are missing important information and resources because this technology is not available.

## Section 9 – Program Action Plans

The program will work toward achievement of these areas, identified as needs:

1. Facilities – increase space area for the computer lab, storage space, and office space.
2. Institutional support – work with the Business Office to ensure timely approval of requisitions, particularly those involving cultural and educational field trips for participants.

3. Technology – upgrade computer equipment and programs for students' use, and for staff use to maintain the students record database, and to obtain a separate connection that can support webinars and webcasts for staff use to keep updated as well as participate in program-related trainings and information-sharing.
4. Service evaluation – work on improving program service evaluation to improve the program's services to all participants and partners.
5. Vehicle – the program requests another vehicle, a smaller one for staff to use to run office errands leaving the current vehicle for the Academic Advisors/Counselors to use to monitor schools, visit parents of participants, and carry on their daily work.

## Section 10 – Resource Requests

Resources the program needs include the vehicle, increased facilities, connectivity and technology improvement, and trainings. With the program's budget set and funds available, routine resources supporting daily services are provided.

**Appendix A:  Program Review Assessment Data**

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**SECTION 1:  PROGRAM PROFILE**

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**Program Mission and Goals**

Mission Statement:

> **To increase the number of youths from disadvantaged background to complete high school, and to complete a program of postsecondary education institution of their choice.**

How the program does support the overall mission of the institution?

> **The program seeks to meet the learning needs of eligible students from the sixth through twelfth grade, so that they can succeed in achieving a high school diploma and continue to attain post-secondary education.**

Goals 2012-2014:

> **To serve 500 eligible students per year toward graduation in high school and to complete a post-secondary education.**

Program Outcomes/Goals:

> **The program outcome relates to the specific purposes of Educational Talent Search Program that is designed to (1) identify and assist individuals from disadvantaged background with potential for education at post-secondary level and to encourage such youths to complete secondary schools and to complete a program of post-secondary education and (2) encourage persons who have not completed programs of education or secondary or post-secondary levels, but who have the ability to complete the program to re-enter such programs.**
>
> > **Goal 1: <u>65%</u> 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.**
> >
> > **Goal 2: <u>65%</u> 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.**
> >
> > **Goal 3:  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.**
> >
> > **Goal 3: <u>30%</u> of seniors served during the project year will complete rigorous secondary school diploma program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.**
> >
> > **Goal 4: <u>80%</u> 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).**

**Goal 5: <u>45%</u> 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 post-secondary education within six years.**

Program Offerings, Titles and Descriptions:

**To address the needs of the target areas, PCC ETS Program proposes to provide the following services: academic advice and assistance in secondary school and college course selections; assistance in preparing for college entrance examinations; assistance in completion of college admission and financial aid applications; guidance on secondary school re-entry or entry to other programs leading to a secondary diploma or its equivalent; personal and career counseling; tutorial services; exposure to college campuses as well as cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth; workshops and counseling for parents of students served; and mentoring programs.**

## SECTION 2:  FACULTY & STAFF

The _____ currently employs _____ full-time faculty reporting directly to the _____.  The following is a brief description of the full-time faculty, their credentials, accomplishments and professional development activities.

| FULL-TIME FACULTY | | |
|---|---|---|
| Name: | Degrees Held: | Professional Development: |
|  |  |  |
|  |  |  |
|  |  |  |

The <u>Educational Talent Search Program</u> currently employs __6__ full-time staff reporting directly to the <u>Laura S. Mangham, Project Director</u>.  The following is a brief description of the full-time staff, their credentials, accomplishments and professional development activities.

| FULL-TIME STAFF | | |
|---|---|---|
| Name: | Degrees Held: | Professional Development: |
| Akilina Maech | AS, Education | |
| Angelio Anthonio | BA, Political Science | |
| Clara Maile Andreas | MA, Education | |
| Dilmai Saiske | BA, Political Science | |
| Hugler Imetengel | AS, Information Technology | |
| Jolene Joseph | BBA, Business Mgmt. | |

List Part-Time Faculty from 2012-2014:

| PART-TIME FACULTY | | |
|---|---|---|
| Name: | Degrees Held: | Professional Development: |
| Laura S. Mangham | MA, Education | |
| Melinda Wasai | BA, Liberal Studies | |
| Johnson Joshua | AS, Education | |
| Ulai Tomoichi | MA, Education | |
| Liezel H. Pulgueras | MA, Education | |
| Evangeline Baysa | BS, Education | |
| Natalie Delmel | AS, Education | |
| Yorang Miner | BA, Bilingual Education | |
| Marisol Imperial | BS, Psychology | |
| Judson Butelbai | MA, Education | |
| Lorraine Tellei | BS, Liberal Arts | |
| Carson D. Mesubed | AS, Liberal Arts | |
| Romson Remoket | BS, Education | |
| Janice Yukiwo | AS, Education | |
| Melissa Gabriel | 2nd Year, PCC Student | |
| Kalista J. Rafael | AS, Liberal Arts | |
| Dilmowais Rechirei | AS, Liberal Arts | |
| Paul R. Cruz | BS, Science | |
| Mary Basiou | BS, Education | |
| Jewish O. Ngiraikelau | AS, Office Admin. | |
| Keong Roduk | AS, Liberal Arts | |
| Kornelia I. Thomas | 2nd Year, PCC Student | |
| Gloria Oseked | BS, Education | |
| Lady Ngiratkakl | AS, Education | |
| Valerie Williams | AS, Nursing | |
| Nicole C.K. Adachi | 2nd Year, PCC Student | |
| Sarah Rubario | AS, Education | |
| Jamilla Vicente | AS, Liberal Arts | |
| Jackline Pedro | BS, History | |
| Cynthia Malsol | MA, Education | |
| Norma Mersai | AA, Liberal Arts | |
| Sabina Andrew | AS, Tourism | |
| Yuri Kishigawa | MA, Education | |

| | | |
|---|---|---|
| Marites Imperial | BA, Liberal Studies | |
| Rahelio Ngiraungil | AS, Education | |
| Happy Gay P. Torres | BS, Agri. Econ. | |

## SECTION 3: STUDENT/CLIENTELE'S INFORMATION

Program students/clientele represents a diverse age population.

| Educational Talent Search Program | | | |
|---|---|---|---|
| Age Group: | 2011-2012 | 2012-2013 | 2013-2014 |
| 11-13 | 78 | 91 | 90 |
| 14-18 | 356 | 373 | 319 |
| 19+ | 16 | 36 | 53 |

Program students/clientele gender in the last three years:

| Educational Talent Search Program | | | |
|---|---|---|---|
| Gender: | 2011-2012 | 2012-2013 | 2013-2014 |
| Male | 217 | 247 | 238 |
| Female | 233 | 253 | 224 |

Student/Clientele's Headcount of the program have remained constant in the last three years.

| Term: | Headcount: |
|---|---|
| Summer | *0* |
| Fall | *354* |
| Spring | *96* |
| Annual 2011-2012 | **450** |
| | |
| Summer | *0* |
| Fall | *384* |
| Spring | *116* |
| Annual 2012-2013 | **500** |
| | |
| Summer | *0* |
| Fall | *359* |
| Spring | *103* |
| Annual 2013-2014 | **462** |

Number of Certificates/Diplomas the program has awarded in the last three years.

| Term: | No. of Certificates: | No. of Diplomas: |
|---|---|---|
| Summer | | |
| Fall | | |
| Spring | | |

| | | | |
|---|---|---|---|
| Annual 2011-2012 | 43 | **43** | |
| | | | |
| Summer | | | |
| Fall | | | |
| Spring | | | |
| Annual 2012-2013 | 74 | **74** | |
| | | | |
| Summer | | | |
| Fall | | | |
| Spring | | | |
| Annual 2013-2014 | 63 | **63** | |

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## SECTION 4:  GOALS/OBJECTIVES/LEARNING OUTCOMES ASSESSMENT

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1.  Provide assessment information of the program:

| Program | Goals/Objectives/ Learning Outcomes Developed | Have goals/objectives/ learning outcomes been assessed? | Has assessment data been analyzed? | Has the data been used for service area improvement? |
|---|---|---|---|---|
| **Year 1 (2011-2012)** | 65% of non-senior participants will complete the current academic year and continue in school for the next academic year, at the next grade level. | Yes | 95%  of non-seniors got promoted to next grade level | Yes |
| | 65% of seniors served will graduate during the project year with a regular secondary school diploma within the standard number of years. | Yes | 98% graduated with a high school diploma | Yes |
| | 30% of seniors served during the project year will complete a | Yes | 70% graduated with a high school diploma and completed a rigorous | Yes |

| | | | |
|---|---|---|---|
| | 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. | | program of study | |
| | 80% of participants, who have graduated with a regular secondary school diploma, will enroll in an institution of higher education by fall term immediately following high school or will have received notification of acceptance but deferred enrollment until the next academic term (e.g. spring term). | Yes | 79% enrolled in post-secondary institution | Yes |
| | 45% of participants served, who enrolled in an institution of higher education by the fall term immediately following high school graduation or by the next academic year (e.g. spring term) as a result of | Pending | Student tracking will be implemented and percentage will be calculated in 2017 (for high school graduates of 2012) | Pending |

| | | | | |
|---|---|---|---|---|
| | acceptance but deferred enrollment, will complete a program of post-secondary education within six years. | | | |
| **Year 2 (2012-2013)** | 65% of non-senior participants will complete the current academic year and continue in school for the next academic year, at the next grade level. | Yes | 97% of non-seniors got promoted to next grade level | Yes |
| | 65% of seniors served will graduate during the project year with a regular secondary school diploma within the standard number of years. | Yes | 97% graduated with a high school diploma | Yes |
| | 30% 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 | Yes | 65% graduated with a high school diploma and completed a rigorous program of study | Yes |

| | | | | |
|---|---|---|---|---|
| | of years. | | | |
| | 80% of participants, who have graduated with a regular secondary school diploma, will enroll in an institution of higher education by fall term immediately following high school or will have received notification of acceptance but deferred enrollment until the next academic term (e.g. spring term). | Yes | 76% enrolled in post-secondary institution | Yes |
| | 45% of participants served, who enrolled in an institution of higher education by the fall term immediately following high school graduation or by the next academic year (e.g. spring term) as a result of acceptance but deferred enrollment, will complete a program of post-secondary education within six years. | Pending | Student tracking will be implemented and percentage will be calculated in 2018 (for high school graduates of 2013) | Pending |

| Year 3 (2013-2014) | 65% of non-senior participants will complete the current academic year and continue in school for the next academic year, at the next grade level. | Yes | 97% of non-seniors got promoted to next grade level | Yes |
|---|---|---|---|---|
| | 65% of seniors served will graduate during the project year with a regular secondary school diploma within the standard number of years. | Yes | 98% graduated with a high school diploma | Yes |
| | 30% 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. | Yes | 40% graduated with a high school diploma and completed a rigorous program of study | Yes |
| | 80% of participants, who have graduated with a regular secondary school diploma, will enroll in an institution of higher education by fall term | Yes | 82% enrolled in post-secondary institution | Yes |

| | immediately following high school or will have received notification of acceptance but deferred enrollment until the next academic term (e.g. spring term). | | | |
|---|---|---|---|---|
| | 45% of participants served, who enrolled in an institution of higher education by the fall term immediately following high school graduation or by the next academic year (e.g. spring term) as a result of acceptance but deferred enrollment, will complete a program of post-secondary education within six years. | Pending | Student tracking will be implemented and percentage will be calculated in 2019 (for high school graduates of 2014) | Pending |

2. Report the program's assessment results from the yearly assessments for this review period.

| Year | Goal/Objective/ Learning Outcome | Date of assessment | Assessment results | Strategies to meet objectives |
|---|---|---|---|---|
| Year 1 (2011-2012) | 65% of non-senior participants will complete the current academic year and continue in school for the next academic year, at the next grade level. | August 2011 to May 2012 | 95% of non-seniors got promoted to next grade level | Tutoring & counseling services, Workshops, Report cards, Transcripts, Individual Education Plan (IEP), Tutors, |

| | | | Recommendations, Tutor's Assessments, and Evaluations |
|---|---|---|---|
| 65% of seniors served will graduate during the project year with a regular secondary school diploma within the standard number of years. | May 2012 | 98% graduated with a high school diploma | Tutoring & counseling services, Workshops, Individual Education Plan (IEP), Evaluations, Student progress reports, and Report Cards. |
| 30% 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. | May 2012 | 70% graduated with a high school diploma and completed a rigorous program of study | Tutoring & counseling services, Workshops, Individual Educational Plan (IEP), Evaluations, Student progress reports, and Report cards |
| 80% of participants, who have graduated with a regular secondary school diploma, will enroll in an institution of higher education by fall term immediately following high school or will have received notification of acceptance but deferred enrollment until the next academic term (e.g. spring term). | January 2012 to August 2012 | 79% enrolled in post- secondary institution | Advising & counseling services, Exit survey form, Assessments, Workshops on college preparatory, and Practice tests. |

| | 45% of participants served, who enrolled in an institution of higher education by the fall term immediately following high school graduation or by the next academic year (e.g. spring term) as a result of acceptance but deferred enrollment, will complete a program of post-secondary education within six years. | May 2017 to June 2017 | Student tracking will be implemented and percentage will be calculated | Counseling & advising services and Student tracking database |
|---|---|---|---|---|
| Year 2 (2012-2013) | 65% of non-senior participants will complete the current academic year and continue in school for the next academic year, at the next grade level. | August 2011 to May 2012 | 97% of non-seniors got promoted to next grade level | Tutoring & counseling services, Workshops, Report cards, Transcripts, Individual Education Plan (IEP), Tutors, Recommendations, Tutor's Assessments, and Evaluations |
| | 65% of seniors served will graduate during the project year with a regular secondary school diploma within the standard number of years. | May 2012 | 97% graduated with a high school diploma | Tutoring & counseling services, Workshops, Individual Education Plan (IEP), Evaluations, Student progress reports, and Report Cards. |
| | 30% of seniors served during the project year will complete a rigorous secondary school program of study and | May 2012 | 65% graduated with a high school diploma and completed a rigorous program of study | Tutoring & counseling services, Workshops, Individual Educational Plan (IEP), |

| | | | | |
|---|---|---|---|---|
| | will graduate during the project year with a regular secondary school diploma within the standard number of years. | | | Evaluations, Student progress reports, and Report cards |
| | 80% of participants, who have graduated with a regular secondary school diploma, will enroll in an institution of higher education by fall term immediately following high school or will have received notification of acceptance but deferred enrollment until the next academic term (e.g. spring term). | January 2012 to August 2012 | 76% enrolled in post- secondary institution | Advising & counseling services, Exit survey form, Assessments, Workshops on college preparatory, and Practice tests. |
| | 45% of participants served, who enrolled in an institution of higher education by the fall term immediately following high school graduation or by the next academic year (e.g. spring term) as a result of acceptance but deferred enrollment, will complete a program of post-secondary education within six years. | May 2018 to June 2018 | Student tracking will be implemented and percentage will be calculated | Counseling & advising services and Student tracking database |
| Year 3 (2013-2014) | 65% of non-senior participants will complete the current academic year and continue in school for | August 2011 to May 2012 | 97% of non-seniors got promoted to next grade level | Tutoring & counseling services, Workshops, Report cards, Transcripts, Individual |

| | | | |
|---|---|---|---|
| the next academic year, at the next grade level. | | | Education Plan (IEP), Tutors, Recommendations, Tutor's Assessments, and Evaluations |
| 65% of seniors served will graduate during the project year with a regular secondary school diploma within the standard number of years. | May 2012 | 98% graduated with a high school diploma | Tutoring & counseling services, Workshops, Individual Education Plan (IEP), Evaluations, Student progress reports, and Report Cards. |
| 30% 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. | May 2012 | 40% graduated with a high school diploma and completed a rigorous program of study | Tutoring & counseling services, Workshops, Individual Educational Plan (IEP), Evaluations, Student progress reports, and Report cards |
| 80% of participants, who have graduated with a regular secondary school diploma, will enroll in an institution of higher education by fall term immediately following high school or will have received notification of acceptance but deferred enrollment until the next academic term (e.g. | January 2012 to August 2012 | 82% enrolled in post- secondary institution | Advising & counseling services, Exit survey form, Assessments, Workshops on college preparatory, and Practice tests. |

| | | | | |
|---|---|---|---|---|
| | spring term). | | | |
| | 45% of participants served, who enrolled in an institution of higher education by the fall term immediately following high school graduation or by the next academic year (e.g. spring term) as a result of acceptance but deferred enrollment, will complete a program of post-secondary education within six years. | May 2019 to June 2019 | Student tracking will be implemented and percentage will be calculated | Counseling & advising services and Student tracking database |

## SECTION 5: FACILITIES, VEHICLES, EQUIPMENTS

PCC has facilities to accommodate the ETS Project. The ETS office is located on the main campus behind the Btaches Building and PCC Library. The name of the building that it is currently located at is Baderirt Building. This optimum location provides the project with easy access to resources, information, and guidance.

Facilities (classrooms, labs, shops, clinical sites, etc.) are adequate for student enrollment.

1. Are the current facilities adequate to support program student/clientele's enrollment? Explain your answer.

No.
   A. The computer lab is crowded and can only accommodate 8 students at a time for 30 minutes daily. Additional time will be allowed if students have very important project to work on at the lab.
   B. Office space is also crowded. We are using the office space to store student files including the cohorts that are needed to be tracked. Also, when we have a line of students coming in to see the advisors/counselors, we sometimes have to reschedule to accommodate the office space because of too much people.

2. Is the current vehicle/s adequate to support program student/clientele's enrollment? Explain your answer.

No. Our (8) target schools are spread in Koror and a remote village in Babeldaob. ETS has only one office vehicle to transport staff to and from schools to conduct daily activities, monitor the

program services, and provide assistance and delivering supplies on daily basis. These are some of the factors encountered due to shortage of supplies to accommodate our students to meet program objectives as required by U.S. Department of Education.

A. Gas Usages/Price per week that is costly
B. We need more than one office vehicle to serve program participants. The current vehicle was purchased 10 years ago, so every year it needs to go to the shop to get serviced and replace car parts.
C. The college also requests vehicle use, so sometimes we have to reschedule office errands and daily monitoring of schools.

3. Are the current equipments adequate to support program student/clientele's enrollment? Explain your answer.

No. ETS office is furnished already with equipments and supplies, which enables it to initiate the project. The project will need to purchase additional laptops and consumable & non-consumable supplies needed to further support the project for the next 5 years.

## SECTION 6: PROGRAM'S BUDGET & OPERATING COSTS

Explain the program's operating budget and operating costs.

| Academic Year: | Operating Budget: | Operating Cost: |
| --- | --- | --- |
| 2011-2012 | $ 230,000.00 | $ 226,737.34 |
| 2012-2013 | $ 230,000.00 | $ 230,079.16 |
| 2013-2014 | $ 217,971.00 | $ 217,770.00 |

Is the current budget adequate to support the program's purpose and goals? Explain your answer.

The budget of $ 230,000.00 is adequate and reasonable to implement the objectives and activities of the PCC Educational Talent Search Program. The cost will continue to provide the high quality of services and utilize to serve (500) participants annually. For academic year 2013-2014, due to the sequestration, the budget of $ 217,971.00 was adequate to implement the objectives and activities of the ETS program.

## SECTION 7: EVALUATION OF PREVIOUS PROGRAM REVIEW ACTION PLANS

The evaluation plan for PCC's ETS Project serves as logical extension of the rest of the project's management plan. The evaluation process is an integral part of a cycle which includes planning, implementing, and evaluating, then planning again. The evaluation process
Indicate the status of the previous program review action plans.

| Action Plan Activity/Objectives: | Status Complete/Ongoing/Incomplete: | Remarks: |
|---|---|---|
| Facilities | Complete | Even though the college gave us the second floor of the Baderirt Building, we still need bigger and more space to accommodate the computer lab and student files. |
| Institutional support | Ongoing | Working with Business Office to ensure timely approval of requisitions. |
| Technology<br>  a. Upgrade Internet Connection<br>  b. Need additional laptops for computer lab | Both items ongoing | |
| Service evaluations | Ongoing | Improving service evaluations and assessments to improve program services. |
| Vehicle | Incomplete | |

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## SECTION 8:  PROGRAM STRENGTHS AND IMPROVEMENT NEEDS

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List and explain service area strengths.

ETS Program have clear objectives, fixed annual budget, strong community & school partnership and dedicated staff  working in collaboration to serve clientele's best interest.

List and explain service area improvement needs.

    A. Facilities
    B. Technology
    C. Institutional support

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## SECTION 9:  PROGRAM ACTIONS PLANS

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Based on this program review results, describe the program action plan/s for the next three (3) academic years. Include necessary resources.

| Action Plan Activity/Objectives: | How will this action plan improve services? | Needed Resources (if any): | Timeline: |
|---|---|---|---|
| Objective A.  65% of non-senior participants served each year will complete the current | Help improve the program comprehensive plan of operation and activities to support schools. | | Annual |

| | | | |
|---|---|---|---|
| academic year and continue in school for the next academic year, at the next grade level | 24 | | |
| Objective B.   65% 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. | | | |
| Objective C.   30% 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. | | | |
| Objective D.  80% 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 have received notification, by the fall term immediately following high school, from institution of higher education, of acceptance but deferred enrollment until next academic term (e.g. spring term). | | | |
| Objective E.  45% of participants served during the project year who enrolled in an institution of higher education by the fall term immediately following high school graduation of by the next academic term (e.g., spring term) as a result of acceptance but deferred | | | |

| | | |
| --- | --- | --- | --- |
| enrollment will complete a program of post-secondary education within six years. | | 25 | | |

## SECTION 10:  RESOURCE REQUEST

| Type of Resource: | Description: | Estimated Amount Requested: | Justification: |
| --- | --- | --- | --- |
| Facilities | More Space | | Need more room to accommodate the computer lab, student files, and other supplies. |
| Equipment | Laptops | $ 15, 000.00 | To purchase additional laptops for computer lab. |
| Training | Counseling, Advising, Technology, etc. | $ 2, 000.00 | Workshops will provide tutors & staff the basic skills and enhance their knowledge and techniques on counseling, advising, and technology to help students with their educational goals and meet the objectives of the program. |
| Other | Life Jacket | $ 3,000.00 | Life jackets will be used by participants during cultural field trips to rock island. |
| Total | | $ 20, 000.00 | |

**Appendix B:  Evidence - Yearly Assessment Data**
**Appendix C:  Assessment Tools**
**Appendix D:  Service Area Assessment Calendar**