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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.

Three Year Program Review

Service Area

Educational Talent Search Program

Period of Three Year Review

School Year 2014-15; 2015-16; 2016-17

Program Review <u>Completed</u> By:

Name	Title	Signature	Date
Clara Maile Andreas	Project Director	*CMAndreas*	3/30/18

Program Review <u>Certified</u> By:

Name	Title	Signature	Date
Jefferson Thomas	Dean	*[signature]*	3/30/18

Program Review <u>Received</u> By: (Institutional Research & Evaluation Office)

Name	Title	Signature	Date
Ligaya Sara	IR	*[signature]*	3/30/18

PROGRAM REVIEW

I. MISSION OF SERVICE AREA

1. State the purpose (mission statement) of service area here.

To increase the number of youth from disadvantaged background to complete high school and to complete a program of post-secondary education institution of their choice.

2. Provide summary of service area purpose here.

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

3. How does the purpose (mission statement) of service area support the overall institutional mission? Provide the relationship of service area to the college Mission statement.

The program helps elementary and high school students to reach their potential so that they can succeed in attaining their college education.

II. TRENDS ANALYSIS

1. Provide data and use data to indicate trends for each program/service area measures.

Services/Activities	Year 1 (2014-2015)	Year 2 (2015-2016)	Year 3 (2016-2017)
Tutoring	500	481	500
Advising/Counseling	500	481	500
Workshops	500	481	500
Field Trips	8	8	9

The services/activities contribute toward the achievement of the program's objectives. Students participate in the program services/activities to help them succeed in achieving their high school diploma and continue on to attain a postsecondary education. The services/activities are not mandatory but are there to help and support the students reach their potential.

2. Provide data and use data to indicate trends in staffing.

Staffing	Management level	Professional Level	Classified Level	Tutors and/or

	(position)	(credential)		Instructors
Year 1 (2014-2015)	1	4	2	18
Year 2 (2015-2016)	1	4	2	18
Year 3 (2016-2017)	1	4	2	20

Personnel number is dictated by the program's proposal. The program cannot go beyond or below this numbers, except for the tutors and/or instructors. Because ETS serves 9 different schools, both elementary and high school, the numbers of students for each school are different. So, sometimes 20 tutors and 3 instructors are not needed for the 9 schools.

III. GOALS & OBJECTIVES (Approved by Grantor)

Year 1: _ 2014-2015 _

Objective A: Secondary School Persistence
To ensure program participants from 6th to 11th grades promote to the next grade level.

Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
65% 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.	• Progress Reports • Report Cards • Transcripts	65% of non-seniors will get promoted to the next grade level.	92% of non-seniors got promoted to the next grade level.	ETS program will continue to provide services and activities and make changes when need arises.

Objective B: Secondary School Graduation (Regular Secondary School Diploma)
To ensure participating seniors graduate with a regular secondary school diploma.

Objective	Assessment Tools	Expected Outcome	Assessment Results	Action Plans

			(Actual Results)	
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.	• Progress Reports • Report Cards • Transcripts	65% of seniors will graduate with a high school diploma.	84% of seniors graduated with a high school diploma.	ETS program will continue to provide services and activities and make changes when need arises.

Objective C: Secondary School Graduation (Rigorous Secondary School Program of Study)

To ensure participating seniors graduate with a regular secondary school diploma and complete a rigorous secondary school program of study.

Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
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.	• Progress Reports • Report Cards • Transcripts	30% of seniors will graduate with a high school diploma and complete a rigorous program of study.	37% of seniors graduated with a high school diploma and completed a rigorous program of study.	ETS program will continue to provide services and activities and make changes when need arises.

Objective D: Postsecondary Education Enrollment

To ensure graduating seniors will enroll in an accredited institution of higher education by the succeeding school year.

Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
65% 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).	• Admissions Documents (Admissions Application, Acceptance Letter, or Class Schedule)	80% of seniors will enroll in a post-secondary institution.	94% enrolled in a post-secondary institution.	ETS program will continue to provide services and activities and make changes when need arises.

Objective E: <u>Postsecondary Attainment</u>
To ensure that graduating seniors will attain any higher education credentials six years after high school.

Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
45% of participants served during the project year, who enrolled in an institution of higher education by the fall term immediately	• Transcripts • Copy of Degree/ Certificate	45% of seniors who graduated in 2015 will attain a certificate or degree within six years.	Pending – Student tracking will be implemented and percentage will be calculated in 2020.	For now, tracking of students is being implemented. Expected outcome will be met in 2020.

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.				

Provide Summary of Year 1 (2014-2015) Goals and Objectives below including action plans based on assessment results.

The program has clear objectives that are stated in the proposal. The action plans are the services/activities that are implemented to ensure that the program's objectives are met. The services/activities are geared towards contributing to the achievement of the assessment results (actual results).

Year 2: __2015-2016__

Objective A: <u>Secondary School Persistence</u> To ensure program participants from 6th to 11th grades promote to the next grade level.

Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
65% 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.	• Progress Reports • Report Cards • Transcripts	65% of non-seniors will get promoted to the next grade level.	94% of non-seniors got promoted to the next grade level.	ETS program will continue to provide services and activities and make changes when need arises.

Objective B: <u>Secondary School Graduation (Regular Secondary School Diploma)</u>
To ensure participating seniors graduate with a regular secondary school diploma.

Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
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.	• Progress Reports • Report Cards • Transcripts	65% of seniors will graduate with a high school diploma.	97% of seniors graduated with a high school diploma.	ETS program will continue to provide services and activities and make changes when need arises.

Objective C: <u>Secondary School Graduation (Rigorous Secondary School Program of Study)</u>
To ensure participating seniors graduate with a regular secondary school diploma and complete a rigorous secondary school program of study.

Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
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.	• Progress Reports • Report Cards • Transcripts	30% of seniors will graduate with a high school diploma and complete a rigorous program of study.	11% of seniors graduated with a high school diploma and completed a rigorous program of study.	ETS program did not make any changes and continued to provide the same services and activities. One on one advising and counseling of seniors was conducted during the next school year to ensure that the program meet this objective.

Objective D: Postsecondary Education Enrollment
To ensure graduating seniors will enroll in an accredited institution of higher education by the succeeding school year.

Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
65% 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).	• Admissions Documents (Admissions Application, Acceptance Letter, or Class Schedule)	80% of seniors will enroll in a post-secondary institution.	88% of seniors enrolled in a post-secondary institution.	ETS program will continue to provide services and activities and make changes when need arises.

Objective E: Postsecondary Attainment
To ensure that graduating seniors will attain any higher education credentials six years after high school.

Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
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 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.	• Transcripts • Copy of Degree/Certificate	45% of seniors who graduated in 2016 will attain a certificate or degree within six years.	Pending – Student tracking will be implemented and percentage will be calculated in 2021.	For now, tracking of students is being implemented. Expected outcome will be met in 2021.

Provide Summary of Year 2 (2015-2016) Goals and Objectives below including action plans based on assessment results.

The program has clear objectives that are stated in the proposal. The action plans are the services/activities that are implemented to ensure that the program's objectives will be met. The services/activities are geared towards contributing to the achievement of the assessment results (actual results).

For this year, the program could not meet its Objective C, which is 30% of seniors will graduate with a high school diploma and complete a rigorous secondary school program of study. Most of the seniors this year, in one of the target high schools, were in programs that did not require them to take the Japanese Language class; therefore, the program only completed 11% of the Objective. Another shortfall for this year was that the program could not meet the total number of 500 students due to some of the students joining the Upward Bound Program and some wanting to exit the program.

Year 3: ___2016-2017___

Objective A: Secondary School Persistence
To ensure program participants from 6th to 11th grades promote to the next grade level.

Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
80% 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.	• Progress Reports • Report Cards • Transcripts	80% of non-seniors will get promoted to the next grade level.	98% of non-seniors got promoted to the next grade level.	ETS program will continue to provide services and activities and make changes when need arises.

Objective B: Secondary School Graduation (Regular Secondary School Diploma)
To ensure participating seniors graduate with a regular secondary school diploma.

Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
70% 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.	• Progress Reports • Report Cards • Transcripts	70% of seniors will graduate with a high school diploma.	86% of seniors graduated with a high school diploma.	ETS program will continue to provide services and activities and make changes when need arises.

Objective C: Secondary School Graduation (Rigorous Secondary School Program of

Study)
To ensure participating seniors graduate with a regular secondary school diploma and complete a rigorous secondary school program of study.

Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
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.	• Progress Reports • Report Cards • Transcripts	30% of seniors will graduate with a high school diploma and complete a rigorous program of study.	33% of seniors graduated with a high school diploma and completed a rigorous program of study.	ETS program will continue to provide services and activities and make changes when need arises.

Objective D: Postsecondary Education Enrollment
To ensure graduating seniors will enroll in an accredited institution of higher education by the succeeding school year.

Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
51% 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	• Admissions Documents (Admissions Applications, Acceptance Letter, or Class Schedule)	51% of seniors will enroll in a post-secondary institution.	79% of seniors enrolled in a post-secondary institution.	ETS program will continue to provide services and activities and make changes when need arises.

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).

Objective E: <u>Postsecondary Attainment</u>
To ensure that graduating seniors will attain any higher education credential six years after high school.

Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
20% 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	• Transcripts • Copy of Degree/ Certificate	20% of seniors who graduated in 2017 will attain a certificate or degree within six years.	Pending – Student tracking will be implemented and percentage will be calculated in 2022.	For now, tracking of students is being implemented. Expected outcome will be met in 2022.

program of postsecondary education within six years.				

Provide Summary of Year 3 (2016-2017) Goals and Objectives below including action plans based on assessment results.

The program has clear objectives that are stated in the proposal. The action plans are the services/activities that are implemented to ensure that the program's objectives are met. The services/activities are geared towards contributing to the achievement of the assessment results (actual results).

IV. PERSONNEL

1. List information requests below for all full time/part time personnel:

Position/Titles (no name)	Status (FT/ PT)	Highest Degree	Initial Date of Hire	Description of Duties (based on HR file)
Project Director	FT	Masters	• 9/01/2010 as Assistant Director • 12/6/2014 as Project Director	• Prepare, submit, and negotiate the Talent Search Program proposal. • Keep cognizant of all federal regulations concerning the Talent Search Program, as they become effective. • Prepare, submit, and respond to all reports required by the U.S. Department of Education and supervising unit. • Maintain open lines of communication between the U.S. Department of Education, the college community, target schools, community agencies and organizations. • Attend all meeting ad required and directed by the Office of the President, communities, and activities. • Represents the Talent Search Project by participating in college programs, communities, and activities. • Conduct and attend staff meetings. • Schedule and conduct in-service training activities. • Serve as a liaison to community agencies, which provide services to the participants who are referred from the Talent Search Project. • Coordinate project efforts between the college and the community. • Supervise maintenance of filing system,

				• counseling activities and participant records. • Supervise the project staff and be responsible for the development and coordination of activities among the staff. • Interview and hire all personnel and be responsible for the development and coordination of activities among the staff. • Perform other necessary duties that will promote the project on the local and national level. • Adhere to the college policies and procedures in carrying out the program.
Assistant Director	FT	Masters	• 8/18/2003 as Academic Advisor/ Counselor • 12/06/2014 as Assistant Director	• Assist the Project Director • Maintaining contacts and making arrangements with community organizations to support program activities. • Recruit new students. • Organize program activities. • Travel to satellite centers. • Compile monthly and annual reports • Perform other duties as required to achieve program goals and objectives. • Be familiar with and adhere to U.S. Department of Education and college policies and procedures. • Coordinate program activities with other college related programs. • Orient and train full-time and part-time staff. • Develop program activities and services. • Perform other related work as assigned.
3 Academic Advisors/ Counselors	FT	Masters-1 Bachelors-2	• 11/04/2002 • 7/28/2014 • 12/06/2014	• Participate in recruitment of new participants. • Conduct new participant selection and assessment of need. • Assess participant's potential for postsecondary education. • Assist participants in development of IEPs, which includes assessing, planning, and monitoring progress on their short and long term goals. • Assess participants' files according to proposed guidelines. • Maintain accurate participant files including accounting of services and activities provided and participant's performance. • Ensure effective provision of tutoring of participants. • Assist participants exploring career fields and choosing career goals. • Assist participants in choosing

				postsecondary institutions.
				• Assist participants in completing admissions and financial aid forms.
				• Provide services to participants in personal growth workshops and skill building; study skills workshops and tutoring; career, academic, educational and personal counseling; and other services.
				• Collect data on a daily and weekly basis on participant performance and progress.
				• Evaluate participants on a quarterly basis.
				• Conduct participant follow-up surveys.
				• Assist with development and implementation of participant evaluation.
				• Coordinate campus tours and field trips.
				• Establish and maintain positive relationships with target school personnel for purposes of accepting referrals and monitoring participant evaluation.
				• Accept referrals from schools, parents, and community agency staff.
				• Work with target school counselors/tutors in coordinating project activities.
				• Participate in staff development and in-service meetings.
				• Perform other duties as required to achieve program goals and objectives.
				• Keep the Assistant Director informed about project activities and participant progress and performance.
Tracking & Data Coordinator	Vacant	N/A	N/A	• Track and conduct potential student statistics.
				• Analyze and document statistics record based on survey results.
				• Provide enrollment data and summarize into tabulation table by grade, sex, age, and performance.
				• Graph and table the information for follow-ups.
				• Use database management system in collecting, interpreting, and reporting data.
				• Provide technical support to the staff, i.e., troubleshooting equipment, conducting regular maintenance of computer equipment, installing software, and making copies of original or forms.
				• Work with the IT Director on computer equipment purchase.
				• Establish quality control of equipment, courseware, and software – providing a list.
				• Develop, implement, and maintain ETS

				• database and management information system. • Assist advisors/counselors on completion of project record keeping forms and review submitted forms for accuracy and completeness. • Compile and maintain confidential participants' records including eligibility and need for project services, attendance, and record of services received, transcript, diagnostic and achievement test and other instruments used by the project. • Compile the information and assist with the APR submission. • Perform other related duties as assigned by supervisor.
Administrative Assistant	FT	Associates	11/11/2002	• Assist the Project Director and other office staff in maintaining contacts with target school, community agencies, colleges, and individual participants. • Assist in scheduling and planning project activities and services. • Implement, monitor, and maintain office policies and procedures. • Acts as receptionist and central source of information for the project. • Coordinate office services, including control of project and participant records. • Maintain record keeping system, forms, control budget accounting, and implement improvement as approved by the Project Director. • Develop, implement, and maintain ETS database and management information system. • Coordinate collection of requires data; compile and generate requested reports on a monthly, quarterly, semester, and annual basis. • Maintain office supply inventory and order supplies • Train staff on accurate use and completion of project records keeping forms; review submitted forms for accuracy and completeness. • Compile and maintain confidential project records including eligibility and need for project services; attendance and record of services received, transcript, diagnostic and achievement tests, and other instruments by the projects. • Collect and maintain other project records in compliance with U.S. Department of Education and Palau Community College

				• regulations, as well as GEPA. • Attend weekly staff meeting.
20 Tutors	PT	Masters-5 Bachelors-8 Associates-16 HS Diploma-2	October of every year	• Evaluate students' progress to ensure that each student is progressing in his/her academic classes. • Provide tutorial/counseling assistance to each participant in all areas of expertise. • Keep records of students' progress and problems. • Keep track of tutoring/counseling records. • Participate in all students' sessions, field trips, and other extracurricular activities. • Submit evaluation/recommendation report at the end of year program. • Willing to work with children. • Perform other related duties as assigned by the Project Director or Supervisor. • Meet with Assistant Director regarding any tutoring needs and problems.
3 Instructors	Vacant	N/A	N/A	• Teach a course load appropriate to their field or discipline. • Plan and organize instruction in ways that maximize student learning. • Employ appropriate teaching and learning strategies to communicate subject matter to students. • Modify, where appropriate, instructional methods and strategies to meet diverse students' needs. • Employ available instructional technology, i.e. the Internet, tele-course, interactive technology, when appropriate. • Encourage the development of communication skills and higher order thinking skills through appropriate assignments. • Contribute to the selection and development of instructional materials in accordance with course objectives. • Work closely with school teachers, ETS tutors, and ETS staff.

2. Is the number of personnel adequate to support the service area? If no, explain based on assessment results and approved program goals and objectives.

No. Currently, ETS does not have a Tracking & Data Coordinator. The Tracking & Data Coordinator is responsible for managing the program's database and keeping records of the cohorts that needs to be tracked. The program's former Tracking & Data Coordinator resigned in June of 2017 and the position has been vacant until now. As for the 3 Instructors, in case there is a need to hire instructors that is when the program hires them. Towards the end of every school year, if the program sees that it cannot fulfill Objective C, which is to complete a rigorous

secondary school program of study, then it hires instructors for students who have not completed the rigorous of secondary school program of study to ensure that the students complete the class that they need to complete the rigorous secondary school program of study. If instructors are not needed, additional tutors are hired in place of the instructors to assist the schools with a large number of students.

3. Do available personnel possess adequate skills required to support the service area? If no, explain based on assessment results and approved program goals and objectives.

Personnel have adequate skills to support the service area but they need additional trainings to enhance their skills, techniques, and knowledge to further support the program to accomplish its goals and objectives.

4. Do any personnel need professional development in order to improve services in this service area? If so, list those areas of need. Base this response on assessment results and approved program goals and objectives.

There is always room for improvement, so any additional professional development is always needed for enhancing personnel's' knowledge, skills, and techniques such as a advising training, counseling training, technology training, etc.

Provide summary of Personnel below.

The program employs six (6) full-time staff – a Project Director, Assistant Director, three (3) Academic Advisors/Counselors, and an Administrative Assistant. Currently, there is no Tracking and Data Coordinator. The former Tracking & Data Coordinator resigned due to another job opportunity that benefits him better. The program hires 20 part-time tutors and 3 part-time instructors to assist participants in the target schools as well as chaperone students during cultural and educational field trips.

V. FACILITIES AND EQUIPMENT

1. Are available general use facilities, such as office and work spaces, adequate to support the service area? If no, provide response based on assessment results and approved program goals and objectives.

No. Office space is crowded. ETS program is using the office space to store student files (active and inactive files) including the cohorts that are needed to be tracked. The staffs sometimes have to reschedule appointments with students when they come to see the advisors/counselors because the office space cannot accommodate too many people. The computer lab can only accommodate 8 to 10 students at a time. Sometimes, more than 10 students show up, advisors/counselors have to schedule them to use the computers.

2. Is available equipment adequate to support service area goals and objectives? If no, provide response based on assessment results and approved program goals and objectives.

No. ETS office is furnished already with equipment and supplies, which enables it to initiate the project. The project will need to purchase additional desktop computers, laptops, and consumable and non-consumable supplies needed to support the project. Staffs desktop computer were purchased in 2011 making them all out of date. Most of the laptops that were purchased for the computer lab are broken.

3. Does the service area generate revenue?

No.

Provide summary of Facilities and Equipment below.

The ETS 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 a separate space for storage but because it is not air-conditioned and has screen windows, only certain supplies are kept in that space. Student files that have been kept on the current 500 students including the cohorts who have to be tracked and inactive students are becoming too numerous for the available space. Equipments are running out of date and need constant services and repairs. For now, office space and equipment are being used to their full capacity to ensure services are being supported and done.

VI. EVALUATION OF PREVIOUS PROGRAM REVIEW ACTION PLANS

1. List previous program review action plans and provide their current status. Indicate the cycle and years covered during the previous program review.

Cycle: 3rd	Years: 2011-2014

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Explanation
Facilities	Incomplete	Storage room that is currently being used by program needs to be renovated and install air condition so that inactive files and other equipment and supplies can be stored in it instead of the office.
		Working with Business Office to

Institutional Support	Ongoing	ensure timely approval of requisitions and check payments.
Equipment (Technology)	Incomplete	Purchase additional desktop computers and laptops for office and computer lab. Staff desktop computers are out of date and most of the laptops for the computer lab are broken.
Service Evaluations	Ongoing	Improving service evaluations and assessments to improve program services.
Vehicle	Ongoing	Approval was given to rent a car on a monthly basis so that ETS staff can do daily office errands as well as have the advisors/counselors visit the target schools.

2. Provide summary of Evaluation of Previous Goals/Activities from Previous Program Review cycle below. Summary should include the following.

- o What measurable outcomes were achieved due to the actions completed?
- o Evaluate the success of the completed actions. Did the completed actions lead to improvement of service area goals and objectives?
- o What modification do you plan to make to the service area in the future to improve services?
- o Update major changes/accomplishments since the last review.

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 needed to be more developed: 1) Facilities – the college gave us a two-story building. Unfortunately, there is still a need to increase the space area so that the computer lab, office space, and student files can be well accommodated. 2) Institutional support – the college fully supports the program in so many ways, but the program still need to work with Business Office to ensure timely approval of requisitions and check payments, particularly those involving cultural/educational field trips and materials and supplies needed. 3) Technology – the college approved the program to have a separate DSL line that is still connected through PCC, so that it could obtain a faster internet connection that can support registering students for the TOEFL and SAT and applying online for colleges. The program also needs additional computers and laptops 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, the vehicle is getting old. It was purchased in 2005 and it has been to auto shops numerous times for repairs.

VII. SERVICE AREA STRENGTHS AND IMPROVEMENT NEEDS

1. Indicate and explain service area strengths below.

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

2. Indicate and explain service area improvement needs below.

1) Facilities – Renovate storage room to store inactive files, equipments, and other office supplies so that there will be more space to accommodate the staff, computer lab, and active/current files in the office.
2) Institutional Support – Requisitions and check payments are sometimes not approved and processed on a timely basis.
3) Equipment – Obsolete computer desktop makes it hard for the staff to complete some of the work on a daily basis. As for the computer lab, sometimes it cannot accommodate more than 6 students who need to use computers/laptops for research and typing and looking at colleges online that they are planning to apply to.

Provide summary of Service Areas Major Strengths and Improvement Needs below. Summary should include the following.

o Does the service area data indicate overall needs that may require support from the institution? Explain.
o Define these observed needs supported by assessment data and approved program goals and objectives.

The ETS 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 participants' best interests are served.

There are three main areas of improvement: 1) Facilities – The program has a storage room that can be used to store inactive files and equipment that are not used daily. Unfortunately, the storage room needs to be renovated and the screen windows needs to be sealed and an air condition installed. Once this is done, inactive files, equipment, and other office supplies can be stored in it. When the inactive files and equipment move to the storage room, there will be more room to accommodate the computer lab and students. 2) 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 the staff 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. 3) Equipment – there are already equipment furnished in the office and computer lab. Additional desktop computers and laptops are needed to ensure that services run smoothly. Staffs desktop computers were purchased in 2011 making them out of date. Computer technicians are often called to check and service staffs' computers. As for the computer lab, most of the laptops are broken, so when students come, they are accommodated by using staff's computers.

VIII. SERVICE AREA ACTIONS PLANS

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

Action Plan Activity/Objectives	How will this action plan improve services/activities?	Needed Resources (if any)	Timeline
Personnel (Tracking and Data Coordinator)	To manage the program database and keep records of the cohorts that needs to be tracked.		Within 6 months
Facilities (Renovate storage room)	Inactive files including some equipment and supplies will be placed in the storage room making more room in the office to accommodate staff, more students, and the computer lab.	• Air condition • Plywood • Lumber • Paint • Nails • Maintenance Staff • Doorknob and vault	Annual
Institutional Support	Need to have processing of documents to be done on a timely basis because when there is a delay, it can impact how the program provides services and activities to students.	Need to have following documents processed on a timely basis: • Requisitions • Purchase Orders • Check Payments	Annual
Equipment (Technology)	Additional desktop computers will be used by staff to keep students' records and do office work while additional laptops will be used for the computer lab to accommodate more students when they are doing research, typing their school work, or looking at colleges	• Desktop computers • Laptops	Annual

	online that they are interested in applying to.		
Service Evaluations	Help improve program services and activities. Make changes necessary to services and activities so that students graduate from high school and continue on to finish college.	• Current evaluations and assessments	Annual
Vehicle	Provide transportation for advisors/counselors to visit the target schools and check on students and tutors, as well as transport students when going on field trips in Koror and Babeldaob. Also, will be used by staff to do office errands.	• Van or SUV type car	Annual

Provide summary of Action Plans below.

The service area action plans, including the resources, are needed in order for the program to implement and continue to provide services and activities in contributing to achieving the program's objectives.

1) Personnel (Tracking and Data Coordinator) – For now, one of the program's advisor/counselor is helping with the students' database. To prevent the staff from getting overworked, the need for a Tracking and Data Coordinator is essential.
2) Facilities (Renovate storage room) – Work order for the storage renovation has been turned in. Need to follow up on when renovation will start. This will increase space area for the computer lab, storage space, and office space.
3) Institutional support – Work with the Business Office to ensure timely approval of requisition, particularly those involving cultural and educational field trips and supplies.
4) Equipment (Technology) – Purchase and upgrade computers and laptops for the office and computer lab. Computers and laptops will be used by staff and students for office work and doing research, typing schoolwork, and looking/applying for colleges online.
5) Service evaluations – Work on improving program service evaluations and assessments to improve the program's services and activities to all participants and partners.
6) Vehicle – Requesting a vehicle for the ETS staff to use to run office errands and for the advisors/counselors to use to monitor schools, visit participants and parents if necessary, and field trips.

IX. RESOURCE REQUEST
List resource request, provide complete description, an estimated amount and justify reason why request is necessary. Resource request should support approved goals and objectives of the program.

Type of	Description	Estimated	Justification

Resource		Amount Requested	
Personnel	Tracking & Data Coordinator	$15,000.00	Need T&D Coordinator for managing the program database.
Facilities	Renovate storage room	$10,000.00	Need more room to accommodate the staff, students, computer lab, student files, equipment, and other supplies.
Equipment	Desktop computers and laptops	$20,000.00	Need additional laptops and desktop computers for the computer lab and staff.
Supplies			
Software			
Training	Counseling, advising, technology, etc.	$2,000.00	Training will provide staff and tutors with basic skills and to enhance their knowledge and techniques on counseling, advising, and technology to help students with their educational goal and meet the program objectives.
Other	Life jackets	$3,000.00	To be used by ETS participants during cultural/educational field trips involving boats or water activities (i.e. ocean).
Total		$50,000.00	

Provide summary of Resource Request below.

1) Tracking & Data Coordinator – The previous T&D Coordinator resigned so the program currently has a vacant position for it. The T&D Coordinator is needed to manage the program's database and provide data and information when doing reports for the program. He/she is also responsible in tracking the ETS participants so that we can meet our Objective E on postsecondary attainment.

2) Renovate Storage Room – Currently, the ETS office is a two story building that houses offices for staff, computer lab, and storage space for materials, supplies, and equipment as well as students' and office records. Unfortunately, the student and office files are becoming numerous for the available space. If the storage room is renovated and the screen windows are sealed and an air condition is installed, the inactive files including equipment that are not used daily and other office supplies can be stored in it making more room to accommodate the computer lab and students when they come see the advisors/counselors or use the computer lab.

3) Equipment – Additional desktop computers and laptops are needed for the computer lab and replace staffs' current computers. Staff's computers are out of date and too often we have to call computer technicians to service the computers. Also, most of the laptops in the computer lab are broken, so we use the staffs' computers to accommodate students when they come in to use the computer lab.

4) Training – Training is needed to enhance the staffs' and tutors' knowledge and techniques and get new ideas and information to improve the services provided to students.

5) Life Jackets – Most of the cultural/educational field trips involves going to Peleliu and Angaur (observe WW2 remnants), rock islands (observe historical sites), and water sites (observe marine life). For safety reasons, we make sure that all students, including staff and tutors, wear life jackets during the trips.

Important Note from Institutional Assessment Committee (IAC) –

Please make the necessary changes and resubmit this program review to IREO no later than Friday, March 30, 2018. Thank you very much and should you have any question, please contact IAC Chair Olikong or IR Sara.