Student Services Comprehensive Program Review: Talent Search Program Review_2019-2022

Main

Program Review Year
2022

Division
Enrollment Services

Department
Talent Search

Subject

- TALENTS

Overview

Department/Program Name Talent Search Program Review_2019-2022

Year of Last Comprehensive Review

Year of Last Mini Review, if applicable

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Overview of the Department/Program

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- **Access**
- **Curriculum and programs**
- **Services**

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
Areas of focus are:

- **Increase visibility**
- **Develop strategic partnerships**
- **Building campus community**

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
Areas of focus are:

- **Communication**
- **Employee development**
- **Transparent Infrastructure**

- **1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.**

Evergreen Valley College (EVC) is a Community College located in San Jose, California, "The Capitol of the Silicon Valley". The Talent Search program (TS) detailed in the accompanying proposal proposes to continue to serve 729 participants at six high schools; San Jose High School, Latino College Preparatory Academy, Roberto Cruz Leadership Academy, Luis Valdez Leadership Academy, W.C. Overfelt High School, and Abraham Lincoln High School. The schools are located in three San Jose neighborhoods; East Side, Midtown and Downton, areas that have historically housed the tens of thousands of low-skilled immigrant workers that support the Silicon Valley's service sector.

EVC's Talent Search program commits, in the next grant cycle, to serve and enable low- income and first-generation high school students to attain their educational goals. Ensuring equity services to eligible TS students will increase academic success, persistence, performance, graduation rates, and college going and completion rates. Programmatic services provided by the TS program will be tailored to meet grant objectives, and develop students to be informed, thoughtful, and productive individuals. Participants will be informed via dissemination of information, workshops, presentations, college/career tours, advising and mentoring services. Thoughtfulness will be fostered via reflective pieces and post-assessment from services. Participants will become productive via a strategic 4-year academic plan, which includes A-G review and enrollment in EVC courses.

TRiO Talent Search began around 2015, as EVC became the host institution after the closure of National Hispanic University, who had hosted the program previously. Since then, informed by the Department of Education (DoE) Annual Performance Reports and Competitive Preference Priorities

(CPP) for the application years, TRiO has become what it is today. The grant renewal process every five years ensures that up-to-date priorities deemed by the DoE are relevant to pre-collegiate services. For example, in this last round, the CPP's were: (1) Fostering knowledge and promoting the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens, and (2) Promoting Science, Technology, Engineering, or Math (STEM) Education, with particular focus on Computer Science. This has led to changes in programming that focus more on interpersonal skills and connection to careers, as well as exposure and access to STEM majors and jobs.

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

    This is the first time that Talent Search will be doing a Program Review, so there are no goals from three years ago.

- **3. Please state any recent accomplishments and / or challenges for your program and show how it contributes to the College's mission and success.**

    EVC's Mission is: Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

    The TRiO Talent Serach Program contributes to EVC's Mission directly, and even expands it to high schools that may or may not have students that proceed to EVC, but rather go right into the 4-year university. The program has been able to foster a college-going culture for many local, first-generation, low-income high school students via workshops, field trips, and advising.

    Recently, there have been many challenges with funding and retaining personnel. There has been high turnover of the Supervisor position, and we have had many staff come through as Retention Assistants in the program, which impact the relationships with the schools and students. Additionally, due to Cost of Living and Benefits Increases, this federally funded program has less and less funds available for discretionary programming every year. With less funding and staffing, it becomes increasingly harder to meet our grant and program goals.

- **4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

    In Four years, I would like to see this grant program regranted with increased funding either from the Department of Education or the institution. This will allow there to be adequate staffing for supporting the number of students in the grant, to which the Talent Search team is delivering services to.

I would also like to see collaboration between different departments at EVC with TRiO programs to give high school students a first-hand look at the benefits that EVC offers, and what kind of support they can expect while in college. A lot of this work has to do with entering the pathway, and promoting a welcoming environment.

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Full time faculty 0

Part-time faculty 0

full time Classified 2

Part-time Classified (permanent) 0

Part-time Classified (hourly) 0

Administrators

Student workers 1

Program Quality

- **1. Describe the impact of the program's service offerings to the students and the campus.**

  TRiO Talent Search has served many students and due to the touch points throughout the year, there are high percentages of students that complete rigorous courses of study and obtain their high school diploma. There is a smaller percentage that enroll in Postsecondary institutions of higher education.

  Data has not been looked at just yet on how many TRiO students end up enrolling within the SJECCD District, but there is likely some impact to the campus in that way as it pertains to enrollment and college readiness of local high school students.

- **2. Describe recent local, State and/or Federal changes that significantly impact the services to students.**

  Due to increased cost of living wages, we have less funding for discretionary, which impacts staffing and programming. Additionally, District and High School policies surrounding field trips, transportation, and liability have made processes longer than previous years, limiting the amount of activities that we can offer.

- **3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.**

  One positive change is that the federal government has allowed TRiO programs to serve undocumented students, whereas before all students were required to submit Social Security Numbers. In order to accommodate, staff are more understanding of applications that come in without

SSN's, and we are communicating with other colleges in developing best practices of supporting undocumented students.

- **4. Describe how the program measures success. For example, tracking and improvement in the number of educational plans completed for students.**

  TRiO follows the grant objectives, which are all based on numbers. For example, number of participants, where a participant is defined as having two contacts per year. We utilize a student database called Blumen, where our advisors update the student records and track students that attend workshops, advising sessions, and field trips/activities. Additionally, we are in contact with our target high schools to obtain transcripts and confirm lists of students to determine their status near the end of their senior year, to which we report persistence and postsecondary enrollment.

- **5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?**

  Yes, the program information is consistent, and the offerings of TRiO talent search and objectives of the grant have not changed drastically over the years. Typically when there are staffing changes (e.g. Supervisor resignation), then we will simultaneously remove them from the website while also checking that information is current.

- **6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).**

  Students are asked if they need any special accommodations for each activity, and the staff adjusts to meet those needs accordingly. After the pandemic, services are offered in-person, however advisors also have access to e-mail and can send students copies of presentations and workshop material.

- **7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?**

  Within the program, mixed methods are used for communication including Teams, Text messaging, weekly check-ins, and e-mail. To the students, usually phone calls, call-out slips, and e-mails are used. There may be some communication with other EVC departments, especially for administrative requests, such as borrowing District vehicles through e-mail. Check-ins are working well to keep folks up to date with what the team is doing, since everyone is located at different sites (be it at the college or in the high schools), as well as Teams, which can be delivered instantaneously. As for improvements, I believe there is a function within the Blumen student database to contact students, but it has not yet been tested.

Program Access

Student Demographic: Gender

- **Female: 4783 - 55.940%**

  Program Headcount
  319.000

  Program Percentage of Total
  65.000

- **Male: 3741 - 43.640%**

  Program Headcount
  169.000

  Program Percentage of Total
  34.000

- **No Value Entered: 35 - 0.410%**

  Program Headcount
  2.000

  Program Percentage of Total
  0.000

Student Demographic: Age

- **17 & Below: 547 - 6.390%**

  Program Headcount
  490.000

  Program Percentage of Total
  100.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 26 - 0.300%**

  Program Headcount
  0.000

  Program Percentage of Total
  0.000

- **Asian: 3587 - 41.910%**

  Program Headcount
  24.000

  Program Percentage of Total
  5.000

- **Black or African American: 197 - 2.320%**

  Program Headcount
  12.000

  Program Percentage of Total
  2.000

- **Hawaiian/Pacific Islander: 30 - 0.350%**

  Program Headcount
  2.000

  Program Percentage of Total
  0.000

- **Latinx: 3494 - 40.870%**

  Program Headcount
  430.000

  Program Percentage of Total
  88.000

- **Two or More Races: 240 - 2.830%**

  Program Headcount
  4.000

  Program Percentage of Total
  1.000

- **Unknown: 435 - 5.000%**

  Program Headcount
  4.000

  Program Percentage of Total
  1.000

- **White: 548 - 6.410%**

  Program Headcount
  12.000

  Program Percentage of Total
  2.000

- **a. Based on the students served and percentage change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?**

  The program is declining over the years for a variety of reasons. There has been significant turnover of employees, which is a challenge that still needs to be addressed. We also have not had a Supervisor over the program effectively since November 2022, to which discussions have been going on about how best to mitigate the financial impact while maintaining the necessary oversight of the program. Additionally, there was a large drop-off after Fiscal year 2019 due to the pandemic. Students were less likely to be in-person, and it was difficult to transition to online services, let alone get students to attend workshops and advising sessions online. The team has had more in-person events since high schools have reverted back to being in-person.

- **b. Are there any gaps in the students served compared to the college demographics?**

No, TRiO Talent Search serves a majority low-income, first-generation students, and because over half of our target high schools belong to The Foundation for Hispanic Education, our demographics show that a majority are Latinx students.

- **c. Based on your findings, what interventions can the program implement to address any gaps in services?**

Looking at recruitment strategy and emphasizing institutional support for staffing and having more collaboration are some ways that the program may be more successful. For example, taking a deeper dive into the application process, as some students tend to not complete the whole application, as it includes information regarding low-income status, can be an issue. Instead, being present with the parents and another trusted TRiO advisor can ensure that more applications are returned to the program. Another intervention strategy is for there to be more institutional support for the program. Often times, TRiO advisors are at the high schools putting together workshops and events that other departments might have already planned out, or have a template for, such as Financial Aid, supporting first-generation or immigrant families, and mental health/wellness. Collaborating with EVC folks on campus would allow for time-saving, and information from experts in their roles from the college.

Curriculum- If applicable

Service Area Outcomes and Assessment

Related Assessments

PART C: Service Area Outcomes and Assessment

- **1. List the Service Area Outcomes (SAOs), and how they relate to the ILOs**

TRIO Talent Search is a federally funded precollegiate grant program with specific goals and benchmarks as outlined in the federal regulations and the approved grant proposal from the Department of Education. The goals are measured and assessed annually in the required Annual Performance Report (APR) submitted to the Department of Education.

The APR reflects data from our Blumen Reporting system. This is equivalent to the state MIS data, MIS data is not required for TRIO. However, when a TRIO student takes a dual enrollment or concurrent enrollment course, the student data is in our MIS data collection process.

SAO's are equivalent to TRIO goals and objectives which are measured annually and reported to the Department of Education. I would include those as the SAO's as reported in the APR. Also, TRIO does assess by surveys to students based on activities/events. Those assessments can and should be entered into Curriqunet as well.

TRIO directly aligns with the college's mission and values based on the purpose of Federal TRIO Programs.

The following are objectives of the Annual Performance Reports:

- Funded number of students served: 391/729

- Secondary School Persistence: 100%/100%

- Secondary School Graduation (receiving diploma): 100%/95%

- Secondary School Graduation (receiving diploma and completed rigorous program): 100%/65%

- Postsecondary Education Enrollment: 85%/85%

- Postsecondary Attainment: 47%/45%

- **2. Since your last program review, summarize SAO assessment activities and results. Please include dialogue regarding SAO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes…)**

  In order to continue participation for students and meet our Competitive Preference Priorities, surveys were given to determine student satisfaction, as well as to learn more about relevant programming for the future. These surveys are located here: https://sjeccd-my.sharepoint.com/:f:/g/personal/brandon_yanari_evc_edu/EhrehSbE2GlCu-7YET9TjiQBR4n2zGcgUtAqZhpy-fheUw?e=gEOiX0 (https://sjeccd-my.sharepoint.com/:f:/g/personal/brandon_yanari_evc_edu/EhrehSbE2GlCu-7YET9TjiQBR4n2zGcgUtAqZhpy-fheUw?e=gEOiX0) . In summary, students were interested in college student skills and self-care. A majority of them were both appreciative of the TRiO workshops, but also were looking for more activities. In the link above, there are two PDFs of the recruitment strategies for TRiO TS, which include more engaging activities, as noted in the surveys.

- **3. What plans for improvement or changes have been implemented to your program as a result of SAO assessment? Please share one or two success stories about the impacts of SAO assessment on student learning.**

  By understanding the post-assessment results of the summer dual enrollment course, we're planning on adding more variety of activities and field trips for students, as well as support for college-related skills, such as APA format. One of the activities we initiated was a TRiO picnic day, as we emphasized caring for one's body and mind via different social mixing activities, volleyball, and spending time outdoors. This was directly from feedback from the students, and many students met new friends and enjoyed their time with TRiO, helping build a community of students that attend more TRiO functions together. This was impactful because there is a need to balance the study skills/time management workshops with other activities, that we otherwise may have overlooked, had it not been for the surveys to the students.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.**

  Currently there is no Supervisor (listed as "Project Director" in the grant) for the program, as the previous Supervisor resigned early 2023, however they are in charge of running the program, communicating with the high school principals/administration, and managing the budget, as well as completing the reports to the Department of Education.

  The Project Director has complete authority to administer the project and is fully empowered by the College's Dean of Enrollment Services to implement the goals and objectives of the program, expend funds, and hire and supervise project staff. The Project Director reports directly to the Dean of Enrollment Services and will conduct bi-monthly programmatic meetings. The Director receives support and guidance from Business Services and Dean to ensure grant compliance. Business Services updates to Dean quarterly on the status of the grant.

  The project Director will be responsible for submitting all grant reports, as required by the Departments of Education; maintaining financial records, including monthly cost budget analysis form the EVC's Business Services department; submitting quarterly financial statements to the Dean; and prepping for the independent auditor hired by EVC as required by federal regulations. The Director will manage all aspects of financial management to ensure accuracy and compliance.

  Minimum Qualifications for Director: Demonstrated sensitivity, knowledge, and understanding of the diverse academic, socioeconomic, gender, cultural, disability, and ethnic backgrounds of the students we serve and sensitivity to and knowledge of groups historically underrepresented, and groups who may have experienced discrimination. Any combination equivalent to: Master's degree in a discipline related to the assignment. One year of formal training, internship or leadership experience reasonably related to the administrative assignment; or possession of a California Community College Instructor Credential and/or Community College Supervisor Credential.

  There are two full-time Student Retention Assistants (currently Tina Tieu & Stephanie Posadas Gonzalez; listed as "Academic Advisors" in the grant) who work on tracking and meeting with high school students, and host workshops and activities for them. All positions typically have a caseload of students who are entered and maintained in the student database. Being the advisors in person, these advisors have consistent contact with the student participants, establish a rapport with them, and are thus vital to the success of the TRiO TS program.

  Minimum Qualifications for Academic Advisor:

Bachelor's degree or equivalent from an accredited institution and one year related experience and/or training in customer services preferably with pre-college and college population; or three years of related experience and/or training; or an equivalent combination of education and experience. Demonstrated sensitivity, knowledge and understanding of the diverse academic, socioeconomic, gender, cultural, disability, and ethnic back of groups historically underrepresented, and groups who may have experienced discrimination. Success integrating diversity as appropriate into the major duties outlined in the job description and in the duties listed in the District's hiring policy; or demonstrated equivalent transferable skills to do so.

- **2. List major professional development activities completed by faculty and staff over the last three years. In particular with regards to students success, equity, distance education, SAO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.**

  TRiO is part of a larger group called WESTOP, to which EVC falls within the CenCal (or Central California) chapter. There is a Professional Development session hosted in the Fall with the chapter, and a larger national WESTOP conference typically in the Spring. TRiO staff members have attended both, which feature workshops on best practices in supporting students, planning activities, and important updates to the programs.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.**

  TRiO has no Fund 10 budget, but we would like to request Fund 10 support. It is not sustainable to continue to operate on limited grant funding with the same student participant to cost ratio as other schools outside of the Bay Area/California. Over 90% of our annual allocation goes to salaries and benefits, and with COLA, less and less funding is available for discretionary/programming.

- **2. List all external funds i.e. fund 17 etc. the department/program receives, and describe their primary use.**

  TRiO Talent Search receives about $400,000 annually for all costs. Over half goes to personnel salary, and a quarter of that goes to benefits. This leaves less than $50,000 for discretionary costs, which are used for Professional development, programming costs, database licenses, field trips, and supplies for the program to support the goals of promoting a college-going environment and readiness for high school students.

Technology and Equipment

Part F: Technology and Equipment

- **1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology of equipment needs since the last program review.**

  Staff are equipped with laptops as they are located at the high schools, however they are outdated. The Blumen database system and National Clearinghouse license are important in maintaining accurate data when it comes to reporting.

Additionial Information

Part G: Additional Information

Future Needs and Resource Allocation Request

Total Cost

Attach Files

Attached File

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