

Institute for Social Research

ENLACE in Albuquerque

TVI Ambassadors Program 2002-03

Results Summary, April 2004

Introduction

TVI Ambassadors at the Technical-Vocational Institute (TVI) provide Hispanic students with enhanced, individualized support by implementing an early identification system that consists of four components: drop-in clinic, student portfolio development, intense counseling, and referral. In addition, the Ambassadors have established a highly organized filing system for maintaining pertinent information on each student to monitor their academic progress more efficiently. Specifically, the Ambassadors serve in a drop-in clinic by assisting each student in creating a comprehensive portfolio that includes a personal essay, resume, recommendation letters, capacity matrices, personal/academic accomplishments, and activities calendar. Further, Ambassadors provide intense counseling, including academic advisement as well as dissemination of pertinent information with students about their academic process, study plans, and the most efficient means of academic processing through the bureaucratic educational system.

During Summer 2003, the ISR staff conducted a comprehensive review of all student files held by TVI Ambassadors for the academic year 2002-2003. The purpose of this review was to help improve data collection and program implementation. The results summary report is intended to help the TVI Ambassadors improve their various data collection processes by providing suggestions and encouraging feedback from the Ambassadors in accordance with review file findings.

Evaluation Methods

The ISR staff conducted a comprehensive evaluation study of the SSD program for the academic year 2002-2003. Specifically, the staff utilized a variety of conventional research methods to assess the program's implementation process and impact measures.

File Reviews: In Summer 2003, the ISR staff developed an extensive service coding form for use in conducting student files reviews. To obtain an accurate account of program participants and services received, the coding form was used to identify in student files the originating high school of participants, the type of contacts initiated by the SSD Counselor and, most importantly, the type of services provided to students by the Counselor. Once the files reviews were completed, the collected data from the coding forms were entered into a database for analysis.

Official Data: Educational learning outcomes can be adequately measured using official school data, such as grade point averages. In congruence with FERPA guidelines, ISR was able to gain access to official school data for the program participants and, thus, conducted assessments of changes in semester GPAs and student retention rates.

College Retention

WHAT DOES THE SCHOLARSHIP DO, HOW DOES IT WORK...

REFER TO SCHOLARSHIP REQUIRMENTS, FREQUENCY OF THOSE THAT MET GUIDELINES (4 meetings a semester/year?).

COMPARE STUDENT GPA'S TO OVERALL TVI GPA'S FOR THE ACADEMIC YEAR 2002-2003

Assessment of Student Files

As Table 2 will show, the majority of contacts between Ambassadors and their counselors occur in-person. There were no phone, e-mail, or other types of contacts made by which Ambassadors contacted their counselors. The other means by which contact is possible are noted in Table 2 in order to demonstrate their possibility. Their lack of use may be attributed to the fact that as scholarship recipients, Ambassadors are mandated to meet with a counselor a minimum of four times over the academic semester in order to maintain continuous enrollment.

TALK ABOUT HOW MANY STUDENTS MET THIS REQUIREMENT AND THOSE THAT DIDN'T...WHAT HAPPENED TO THEM...

Type of Contact	Frequency	Percent
In Person/ Face-to-Face	274	100
Phone Contact	0	0
Email Contact	0	0
Other	0	0
Missing	0	0
Total	274	100

Table 3 shows the frequency of services provided to the Ambassadors. These services were provided during contacts, which was in-person.

Of the eight possible services available, present and/or future academic advising was the most frequent service, with an incidence of 53.6% over the academic year. On average, each Ambassador received academic advising 2.7 times over the year. This does not reflect actual student services, however it demonstrates the amount of time that was dedicated to academic advising. Some may of received more and some less.

The next frequent source of servicing was portfolio or resume development with an incidence of 11%. The transferring of TVI Ambassadors to the University of New Mexico followed portfolio and resume development in incidence. Twenty-seven students were transferred to UNM over the course of the year. Matriculation showed that retention in a two-year program to a four-year university occurred at least 27 times in the 2002-2003 academic year.

Over the course of the year, twenty new students were assessed at intake, intake having an incidence of 7.3% of the services provided over the course of the year. Intake and assessment was followed in incidence by financial aid and scholarship assistance, with 5% of services dedicated to financial issues.

Table 3 – Services Provided		
Service Provided	Frequency	Percent
Hispanic Teacher Pipeline	4	1.5
Transferring to UNM	27	9.9
Future Career/Educational Goals	11	4
ENLACE Scholarship Applications	0	0
Financial Aid/Scholarship Assistance	14	5
Portfolio/Resume Development	30	11
Present/Future Academic Advising	147	53.6
Intake/Assessment	20	7.3
Other	10	3.7
Missing	11	4
Total	274	100