DEPARTMENT MISSION STATEMENT:
The Educational Talent Search Program (ETS) is a TRIO Program designed to identify eligible high school students who have potential to continue an education beyond high school. ETS’s objective is to encourage and provide participants with the confidence and assistance necessary to pursue a post-secondary education.

PROGRAM/SERVICE OVERVIEW:
We utilized our Federal Department of Education grant mandated objectives to conduct our program assessment:

- Program must serve 592 students each fiscal year
- 66% of program participants must be both low-income and potential first generation college students
- 90% of 9th-11th graders must persist to the next grade level
- 85% of 12th graders must graduate from high school
- 60% of 12th graders must complete a rigorous course curriculum (i.e. fulfill A-G requirements)
- 70% of 12th graders must enroll at a post-secondary institution for the fall semester immediately following their high school graduation date
- 25% of students that enrolled at a post-secondary institution for the fall semester immediately following their high school graduation date must complete a program of postsecondary education within six years

TYPE OF ASSESSMENT:
(To check mark any box below, please double click on the square and select “checked”.)
- [ ] External Reports
- [ ] Needs Assessment
- [x] Program Evaluation
- [ ] Student Learning Outcomes
- [ ] Student Satisfaction Assessment
- [ ] Student Success
- [ ] Utilization Data

DATA COLLECTION TIMEFRAME:
September 1, 2012-August 31, 2013. Please note the 2013-2014 program evaluation will be completed in fall 2014, in order to align with grant reporting requirements.

DATA COLLECTION METHODS:
Collection and evaluation of high school transcripts & utilization of the national clearinghouse database.

LIMITATIONS:
Grant objectives do not assess the students’ experience while in our program.
SUMMARY OF RESULTS:

Our data demonstrated that we exceeded each of our grant objectives.

- Program served 592
- 76.2% of program participants were both low-income and potential first generation college students (grant requires 66%)
- 98.9% of 9th-11th graders persisted to the next grade level (grant requires 90%)
- 97.5% of 12th graders graduated from high school (grant requires 85%)
- 63.7% of 12th graders completed a rigorous course curriculum (grant requires 60%)
- 90.8% of 12th graders enrolled at a post-secondary institution for the fall semester immediately following their high school graduation date (grant requires 70%)
- Students that enrolled at a post-secondary institution for the fall semester immediately following their high school graduation date must complete a program of postsecondary education within six year (This is a new objective—data will not be available until 4 years from now)

APPLICATIONS OF FINDINGS: (Please be as specific as possible.)

1. How will you use your data to improve or enhance your program/service?
   We will utilize our data to continue to assess opportunities for program enhancement. Specifically, further focus needs to be placed on assuring that more 12th graders complete a rigorous course curriculum.

2. How did the data compare to data from prior years, if applicable?
   In general the produced data was similar to prior Annual Performance Reports. This was only the second year the Federal Department of Education asked us to evaluate rigorous course curriculum completion. Evaluating this objective allows us to further assess how many students we are preparing to be qualified to apply to a 4 year institution.

3. Any additional information you would like to share that demonstrates how the assessment data will inform programmatic and/or management decisions.
   After reviewing our data further, focus needs to continue to be placed on assuring that our program participants are more prepared and familiar with their postsecondary options. Although we enroll a high number of students in post-secondary education, the majority of our students enroll at a community college (i.e. 58%). This statistic is similar to other access programs but further work needs to be done to assure more students are enrolling directly at 4 year universities.