

Student Services
Departmental Goals and Assessment Plans 2013-2014

Department Name: TRiO/Educational Talent Search

Departmental Goals for 2013-2014

1. TRiO/ETS (College Bound) Program staff successfully completed their transition to the Construction Trades Building on December 20, 2013.
2. TRiO/ETS (College Bound) Program was successful in the migration of the current desktop Access database information to the Student Access online database system in February 2014.
3. TRiO/ETS (College Bound) Program staff was trained by Heiberg Consulting on the use of the Student Access online database for storage and retrieval of TRiO/ETS (College Bound) student information, by the February 2014; however, access to training will be ongoing, as necessary.

Project #1 (School Principals) Title: 2013-2014 TRiO/ETS (College Bound) staff surveyed the middle school and high school Principals who are TRiO/ETS partners on what they envision as the benefits of TRiO/ETS College Bound Program in their schools and what areas of improvement do they envision in our partnership.

College Priority & Objective:

Strategic Priority V – Advance Partnerships/Relationships with Community

Objective B – Improve communication.

Objective C – Build external relationships.

Methodology (Plan/Timeline/Method): TRiO/ETS (College Bound) Program staff met with middle and high school principals at the TRiO/ETS College Bound Annual Principals' Luncheon. During the 2014 Spring term luncheon, attendees completed a survey on what makes our partnership successful and to provide their input on strategies that can improve our partnership. The survey results were completed in-person at the luncheon and subsequently entered into Campus Lab by an ETS staff.

Results/Findings:

- 89% of respondents understand that their students are advised by TRiO/ETS (College Bound) Program staff on tutoring, study skills, and campus visits.
- 78% of respondents understand that their students are advised by TRiO/ETS (College Bound) Program staff on high school graduation requirements.
- 78% of respondents believe that their students are likely to graduate because of their participation in the TRiO/ETS (College Bound) Program.
- 78% of respondents believe that the TRiO/ETS (College Bound) Program assist their students to graduate and to enroll in college.
- 100% of respondents perceive that their students receive much value from the services provided by the TRiO/ETS (College Bound) Program staff.
- 100% of respondents perceive that the TRiO/ETS (College Bound) Program staff is making some contribution to their school environment.
- 100% of respondents perceive that the TRiO/ETS (College Bound) Program is contributing to establishing a college going culture at their school.
- 89% of respondents define a college going culture as graduation from their school.

- 89% of respondents perceive that the TRiO/ETS (College Bound) Program assist their students to complete courses considered rigorous.

Potential actions: Given these findings, three areas will be discussed in future TRiO/ETS (College Bound) Program staff meetings for advancing partner school familiarity that ETS advising can improve knowledge of high school graduation requirements; high school graduation and enrollment in college for their students as their students participate in the TRiO/ETS (College Bound) Program.

Project #2 (High School Seniors) Title: 2013-2014 TRiO/ETS (College Bound) Program staff targeted senior program participants with a survey instrument, who attended the SLCC campus visit in Spring 2014 about what had helped them since their participation in TRiO/ETS (College Bound) and what areas need to be improved.

College Priority & Objective:

Strategic Priority II – Improve Student Access and Success

Objective II A – Improve completion of low-income and first-generation college students.

Integrated learning pathways that meet their individual needs for flexible delivery and scheduling of higher education to impact increased retention and graduation rates of program participants.

Objective II D - Improve student participation in advising, learning support and non-curricular activities that are related to student persistence.

Objective II E - Improve student completion of desired educational goals: certificates, degrees, and successful transfer to four year colleges and universities.

Methodology (Plan/Timeline/Method): TRiO/ETS (College Bound) senior program participants completed a survey instrument identifying what ETS activities/services assisted them with high school retention and persistence and college preparedness and what areas of improvement do they see that will improve their college readiness. This information provided data to improve activities with students. The survey results were completed in-person and entered into Campus Lab by an ETS staff.

Results/Findings:

- 60% of respondents responded that they enrolled in rigorous because of the TRiO/ETS (College Bound) Program.
- 70% of respondents perceive much value from their participation in the TRiO/ETS (College Bound) Program and another 30% perceived some value from their participation in the TRiO/ETS (College Bound) Program.
- 80% of respondents responded that the TRiO/ETS (College Bound) Program helped them to succeed.
- 89% of respondents responded that the TRiO/ETS (College Bound) Program helped them to graduate from high school.
- 90% of respondents responded that the TRiO/ETS (College Bound) Program helped them to with college enrollment.

Potential actions: Given these findings, two areas will be discussed in future TRiO/ETS (College Bound) Program staff meetings for advancing with seniors the benefits of completing a rigorous course

curriculum for high school graduation and enrollment in college for their participation in the TRiO/ETS (College Bound) Program.

Project #3 (Assessment) Title: 2013-2014 TRiO/ETS (College Bound) Program staff interviewed 7th graders after they completed their first field trip regarding why they choose to participate in TRiO/ETS (College Bound) and what they have learned about themselves from their ETS participation.

College Priority & Objective:

Strategic Priority II – Improve Student Access and Success

Objective A – Improve access and completion of 7th grade program participant from backgrounds that are socioeconomically challenged supporting the grant requirement for continued funding as well as for preparing students to access postsecondary education successfully for the 21st century workforce.

Methodology (Plan/Timeline/Method): TRiO/ETS (College Bound) Program staff focused attention on 7th grade program participants by interviewing with a set of pre-determined questions that provided information and insight of 7th graders rationale/perspective to participate in the TRiO/ETS (College Bound) Program. The interview process and questions were a natural conversation process which was completed in-person and entered into Campus Lab by an ETS staff.

Results/Findings:

- 67% of respondents continue to participate in the TRiO/ETS (College Bound) Program to learn about college.
- 67% of respondents continue to participate in the TRiO/ETS (College Bound) Program to get to go on campus visits.
- 78% of respondents responded that the TRiO/ETS (College Bound) Program assisted them in being successful in school.

Potential actions: The three findings here were the highest percentages in the surveying of students in this grade level. Given these findings, all program areas and activities will be discussed in future TRiO/ETS (College Bound) Program staff meetings for advancing with 7th graders the benefits of their participation in the TRiO/ETS (College Bound) Program. Findings such as these are a reminder that 7th graders do not yet understand that their participation in TRiO/ETS (College Bound) will increase their college readiness skills and college going knowledge. Thus, encouraging their participation at this early stage is necessary to improve the college going rates of low-income, first-generation college, underrepresented, and underprepared students.