pathways**to**results

2015 Project Profile Compendium

The Office of Community College Research and Leadership (OCCRL) was established in 1989 at the University of Illinois at Urbana–Champaign. OCCRL is affiliated with the Department of Education Policy, Organization and Leadership in the College of Education. Our mission is to use research and evaluation methods to improve policies, programs, and practices to enhance community college education and transition to college for diverse learners at the state, national, and international levels. Projects of this office are supported by state, federal, and private and not–for–profit organizations. The contents of publications do not necessarily represent the positions or policies of our sponsors or the University of Illinois. Comments or inquiries about our publications are welcome and should be directed to OCCRL@illinois.edu.

This module is part of a series of publications associated with the Pathways to Results initiative that is funded by a grant from the Illinois Community College Board (ICCB Grant Agreement Number 22014–07331).

PTR profiles for sites funded in 2014/2015:

PTR Profile

Black Hawk College Partnership

Partnership: Black Hawk College

Career Cluster: Agriculture, Food & Natural Resources

Career Pathway: Agribusiness Systems

Program of Study: Agribusiness Management AAS-Horticulture Option

Partners:

Black Hawk College
  CTE Grants & Projects Manager; Vice President, East Campus, AG Dept. Co-Chair, Dual Credit Coordinator, CTE Transition Coordinator, Manager of Institutional Research

High Schools
  Geneseo High School - Dual Credit AG faculty, Orion High School - Dual Credit AG faculty

Industry Representatives
  AG View FS, River Valley Cooperative, Sunnyfield Greenhouses, Hartz Produce, Heritage Landscaping, SGS Mower Soil Testing

PROJECT FOCUS

The Horticulture Option is a new track for the Agri-Business Management AAS program; previously Horticulture Science had been a separate AAS degree. This degree is no longer being offered and the courses have been absorbed into the new track of the Agri-Business Management AAS, which is undergoing program review. Since the college offers dual credit Horticulture courses at seven area high schools but has not created a Program of Study in Agri-Business Management Horticulture Option, faculty decided that they would use the PTR process to develop a Program of Study.

GOALS

Short-term

- Align curriculum with employer needs
- Create a course sequence from secondary to postsecondary degree completion

Long-term

- Improved program completion and student placement in employment

DATA COLLECTION

As part of program review, the following college data has been collected on the Agri-Business Management program: demographics, enrollment, course capacity, and course retention and success. Agriculture faculty have met with employers to tour work sites, learn about employee training and skill sets needed for students desiring to pursue work in a horticultural related business. The data collected from employers is based on what is expected of a new employee entering their respective industry. Industry representatives assisted faculty in evaluation of skills sets that are related to 1) mechanical and technical, 2) self-management, 3) communication & interpersonal, 4) leadership and management, 5) data collection and analysis.

OUTCOMES AND EQUITY ASSESSMENT

Employer interviews identified a student's mastery of data analysis skills as a lower priority than the other areas evaluated. A survey to assist in the evaluation process resulted in a median ranking of 4.4 on a scale of 1 to 5 where 1 is considered the most important and 5 is considered the least important.

Employers expect employees to be able to understand how to conduct basic mathematical functions. However, software is often utilized to complete the actual calculations. Management of inventory, recording problems and reporting concerns is a critical function in all industries. Employees will need to evaluate needs and not necessarily solve them. However, employees do need to accurately report and find answers to problems that are encountered.

Employers noted that hard-skill training is important for entry-level employees. Employers did not feel that expertise was a priority, but a broad, general understanding of biological science in agriculture and use of technology is critical. Also, based on industry review, employers are struggling to find qualified candidates who can successfully transition into their respective companies. Students need the ability to complete state certifications in key skills like integrated pest management and certified driver's license.

Ten employers in the agribusiness/horticulture industry noted that soft skills were the number one priority for new employees. In general, entry-level employees will have extensive contact with customers and they are the face of the company. Personal image, face-to-face interactions and phone/email/text communications are considered essential skills. The following were valued by employers as essential to curriculum and student preparation programs:

1. Computerized Design Software (i.e., Virtual Landscaping)
2. Business Management Software (i.e. PC Mars)
3. Precision Agriculture Software Applications (i.e. Farm Works)
4. Map Reading Skills (i.e., Plat Book)
5. Crop Identification (i.e., Agronomic And Horticultural)
6. Pest Identification (i.e. Weed, Fungus, Etc.)
7. Spray Equipment Calibration (i.e. All Types)
8. Computer Processing

PROCESS ASSESSMENT

To address employers concerns, curriculum was mapped to determine gaps between employer needs and course content. The objectives for science-related and technology-related courses were reviewed to determine new content to strengthen the current course offerings. To address the need for soft skill training, the objectives of the AG sales class were evaluated and recommendations made to implement new course objectives that will address this area.

SOLUTIONS

Curriculum will be revised to include work with the version of landscape design software currently used in the industry; the version used by the college will need to be upgraded. The AG advisory committee will review curriculum changes. Upon approval, the revised curriculum will be sent to the BHC curriculum committee. Following approval by the curriculum committee the revised curriculum will be implemented.

EVALUATION METHODS AND MEASURES

The college curriculum approval process will serve as the evaluation method for curriculum revisions.

Dual credit courses will be aligned with the revised curriculum which will be evidenced by the development of Programs of Study. The long-term goals of program completion and student placement will be evaluated through college data.

SUSTAINABILITY ACTIVITIES

Work with the Agriculture Management AAS – Horticulture Option program of study will continue in FY16, as will evaluation of the PTR project plan.

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PTR Profile

College of DuPage Partnership

Partnership: College of DuPage

Career Cluster: Hospitality & Tourism

Career Pathway: Restaurants and Food/Beverage Services

Program of Study: Culinary Arts

Partners:

College of DuPage
- Associate Dean for Business
- Professor Culinary Arts
- Culinary Arts Program Specialist
- Culinary Arts Lab Coordinator
- Dual Credit Coordinator
- Coordinator Academic Assessment and Reporting

High Schools
- DuPage Area Occupational Education System Technology Center of DuPage, Director, Assistant Principal, Program Coordinator

- District 204 (Waubonsie Valley, Nequa Valley, Metea Valley high schools) District Curriculum Specialist

- York High School Division Chair for Technology and Applied Arts, Family and Consumer Science

Industry Representatives
- Local restaurateurs, chef/general manager

PROJECT FOCUS

The College of DuPage project focused specifically on creating a new Culinary Arts Programs of Study with area high schools and the Technology Center of DuPage (the area Education for Employment center).

GOALS

- Increase awareness of the College of DuPage Culinary Arts program among the district high school students and increase the number of high schools' Culinary Arts dual credit offerings and enrollment.
- Increase opportunity for articulated credit in addition to dual credit offerings for district high school students.
- Discover additional pathways to increase student enrollment and retention.

DATA COLLECTION

- The Culinary Arts POS team reviewed a variety of student data related to the Culinary Arts program and to the college students in the program. Program Review data included:
  - Unduplicated Seat Count, Culinary Student Profile for the last 5 years (Fall)
  - Culinary Enrollment Trends (Fall 2010-present)
  - Culinary Grades Reports AY09-AY14
  - Culinary Occupational Graduate Follow-up Reports (FY09-FY14)
  - Culinary Program Review and Annual Update Reports (FY09-FY14)
  - Culinary Occupational/Labor Market short- and long-term projections
  - Faculty, Student and Administrative Culinary Feedback Survey Results
- Additional data were collected on student demographics including race/ethnicity for Culinary Arts students and all College of DuPage students in the Fall 2014 term.
- The Culinary Arts POS team analyzed the data and shared findings with the Culinary Arts Advisory Board.

OUTCOMES AND EQUITY ASSESSMENT
The data showed that the college had continued program growth (except for the most recent Fall) over the past 5 Fall Terms (8.2% Headcounts, 14.7% FTES). Though still low, program degree and certificate completions increased from 17 in FY10 to 40 in FY14. Interestingly, Culinary Arts is a Female Nontraditional Program, however, female students comprise 63% of COD Culinary Arts student population.

In the near future, we will drill down into data on student completion as well as focus more closely on the special population of students with disabilities. For the latter group we will work closely with faculty and staff to develop a curriculum track customized to match the skill level of the students with industry needs.

SOLUTIONS
The team has been working closely to create Programs of Study that grant articulated credit for the foundational lab-based cooking course at the college "Quantity Food Preparation I" and dual credit for the pre-requisite course, "Foodservice Sanitation." As a result of this work, Technology Center of DuPage is exploring changes in their curriculum to offer additional dual credit offerings to their students. The District 204 high schools are revising their Foods curriculum this summer to more closely align with the College of DuPage curriculum. York High School is reviewing their curriculum as well to determine if any revisions are needed. College of DuPage is committed to offering a bridge course to help high school students transition successfully at the appropriate Culinary Arts program entry point.

A future solution that has resulted from the Culinary Arts Pathways to Results process is to implement a POS Communications Plan to improve the awareness of the Culinary Arts Program of Study targeting specific stakeholders at the district high schools including: parents, students, and high schools counselors and faculty. This will require the development of new marketing materials, including written informational pieces, web presence, video presentations, and targeted events. Additionally, we will develop a Communication Plan to target potential students who enter the program as adults and career changers.

EVALUATION METHODS AND MEASURES
The Culinary Arts POS team will be monitoring the effectiveness of these solutions through a variety of methods including: increased participation rates in both the number of high schools and the number of high school students taking Culinary Arts dual credit courses and requesting articulated credit. We will also be monitoring feedback surveys from information sessions, events, and student focus groups. The team will measure outcomes at the end of the next academic year (AY 2015-16) and compare the results to current data (AY 2014-15). College of DuPage faculty will continue to work closely with Technology Center of DuPage and high school faculty to monitor progress and continue to improve student success pathways. The data will be shared with many at College of DuPage including Vice President for Academic Affairs and our High School and EFE team members will share with their organizations. Our team will take charge of adapting the solution(s) based on the data.

SUSTAINABILITY ACTIVITIES
Our team plans to continue their work over the course of the next academic year, regardless of funding opportunities. The Pathways to Results process has empowered us with tools to strengthen the relationships between the high schools, TCD, College of DuPage and industry partners. Student success is a common goal for all stakeholders. College of DuPage has committed to a more streamlined and institutional approach to growing Programs of Study for each academic program at the college. A steering committee would set policy, approve procedures/process, protocols and templates to support the existing and new Program of Study between the College, District high schools and TCD, the district's EFE Center.

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PTR Profile

Partnership: Harper College

Career Cluster: Information Technology

Career Pathway: Web & Digital Communications

Program of Study: Web Development

Partners:

Community College
  Willis Boughton-Faculty
  Enrique D'Amico-Faculty
  Judi Zaplatynsky-Faculty
  MaryBeth Ottinger-Dean
  Sharon Rainbolt-Dual Credit Coordinator
  Becky Gerambia-Institutional Research
  Carlos de la Suarez-Alumnus
  Kathy Schmitz-Administrative Support

High Schools
  District 220-Mary Ellen Petersen
  District 214-Art/Tech team in Graphics at RMHS, Kent Dyer, Patrick Fonsino,

DePaul University Faculty
  Theresa A. Steinbach

Industry Representatives
  Kim McCumber- Floodlight Training & Consulting
  Travis Smith- The Creative Group

Northwest Community (NECCS)
  Cyndie Garcia, Gayle Banakis

PTR Coach
  Debbie Stacey

PROJECT FOCUS

The project began by looking at the Computer Information System (CIS) programs. Web Development was selected from among the three major CIS programs, which also include Software programming and Networking. The focus was narrowed again to further investigate the Web Development gatekeeper course, WEB 150.

GOALS

After looking at program-level data for the Web Development Program the following problems were identified:

- A low level of student success (A, B, C) in the gatekeeper course (WEB150, 55%, 2010-2014) with a withdrawal rate of 26%
- Shrinking enrollment (WEB150, 67%, 225 in 2010 to 152 in 2014)

The team aimed to improve student enrollment, retention and completion in the Web Development program for all students through improvements in the Web Development Career Pathway by investigating recruitment, retention and completion barriers and determine viable solutions. See Illinois' Programs of Study Principles One, Two, and Three. Goals include:

- Investigate Early College Credit Pathways and create and/or improve existing offerings
- Support recruitment, retention and completion barriers through a mandatory information session.
- Provide proactive outreach and academic support (Student Success Coaches)

DATA COLLECTION

- Student data were disaggregated by:
    - Age
    - Gender
    - Race and Ethnicity
    - Student Status (Full-time vs. Part-time)
    - High School Attended
    - Pell Eligible
- Focused on success rates in the gatekeeper course (WEB 150)
    - Increasing success rates should:
        - Increase retention in subsequent courses
        - Increase completion rates
        - Increase recruitment
- Findings: WEB 150 Success Rates (2010-2014)
    - Males-56.6%, Females-68.2%
    - Blacks-45%, Asians-63.5%, Whites-63.6%, Latinos-66.3%
    - **Age 17 to 24-49.5%**, 25 to 39-69.7%, 40+ 72.2%

OUTCOMES AND EQUITY ASSESSMENT

The Student Success (A, B, C) Rate does not meet the college 70% expected success rate.
- Gatekeeper course (WEB 150) overall success rate was 60.6% (2010-2014)
- The lowest student success rate was discovered to be among traditional age (17-24) students.

Course Success ▼				
	Fail		Pass	
Courses ▼	Percent of Students	Number of Students	Percent of Students	Number of Students
150	39.4%	276	60.6%	424

AcademicYear	(All)	▼	Academic Year of Course Enrollment
Semester	(All)	▼	Semester of Enrollment
HSDistrict	(All)	▼	In District or Out of District
HighSchool	(All)	▼	District Number
Gender	(All)	▼	Male or Female
Race	(All)	▼	Multiple Race Categories
AgeRange	17-24	▼	Multiple Age Ranges

Course Success ▼				
	Fail		Pass	
Courses ▼	Percent of Students	Number of Students	Percent of Students	Number of Students
150	50.5%	167	49.5%	164

PROCESS ASSESSMENT

Additional **Academic Support** processes such as Mandatory Information Sessions and a Proactive Outreach and Academic Support Program (Student Success Coach) would help students be aware of the class rigor and workload. The information sessions would also help students learn about various Web Development Career paths. Neither supports currently exist for the Web Development program but have been used successfully in other programs at Harper and other colleges.

The **Early College Credit** process was seen by the team as a viable option to pursue to increase student success for high school students by providing more time on task and individual customized academic support. Harper's Dual Credit Coordinator presented the process and components.

- Dual Credit Process Flow
- "Learn once earn twice"
- For HS students deemed college ready to earn college credit
- Process begins at the high school
- Must make sure the high school wants, needs, and can build it into their curriculum
- Options:
  - Dual Credit
  - Credit by exam
  - Concurrent enrollment
  - Articulated credit

After a discussion with the Provost, implementing an **Administrative Withdrawal** process was determined as a path to further investigate by gathering data. The data would aid the larger college-wide discussion.

SOLUTIONS, EVALUATION METHODS AND MEASURES

Academic Support Improvement Objective I

****

Short-Term Goal (<1 year)

      Mandatory Information Session

Measurement: Describe the measures. Are data available for these measures currently? Baseline?

****

Measure
- Count of students that attend the Information Session and subsequently drop the course.
- Count of students that do not attend the Information Session and subsequently drop the class.

Baseline: Count of students in the last semester or last year that have registered for Web 150 and do not participate in class.

Expected Results: What level of change does the team consider to be a promising indicator of the desired change?

****

- Decrease in enrollment, lack of participation/engagement of enrolled students, and course completion.

Data Collection Requirements: What data must be collected to evaluate the results for this improvement objective?

****

- Count of students that attend the Information session and subsequently do not register or drop the class prior to the class starting.
- Count of students that register for Web 150 and do not participate in class.

Evaluating the Contribution of the Solutions: How will the team evaluate the extent to which the change are related to the solutions, rather than other factors?

****

- Evaluation based on data collected.

Academic Support Improvement Objective II

****

Short-Term Goal (<1 year)

      Proactive Outreach and Academic Support (Student Success Coach)

Measurement: Describe the measures. Are data available for these measures currently? Baseline?

****

Measure: Count of students that are helped and complete the Web150 successfully.

Baseline: Does not currently exist.

Expected Results: What level of change does the team consider to be a promising indicator of the desired change?

****

• Increase in student success rates.

Data Collection Requirements: What data must be collected to evaluate the results for this improvement objective?
****

• Student success rates for Web 150.

Evaluating the Contribution of the Solutions: How will the team evaluate the extent to which the change are related to the solutions, rather than other factors?
****

• Evaluation based on data collected.

Teaching and Learning Improvement Objective I
****

Long-Term Goal (>1 year)

Early College Credit Pathways with high schools - Dual Credit, Credit by Exam and other modalities.
- **Milestone #**1
  Investigation, planning, and contact high schools
- **Milestone #2**
  Initiate Dual Credit Application.

Measurement: Describe the measures. Are data available for these measures currently? Is there a baseline?
****

Measure: Count of students that register for Web 150 as Dual Credit.

Baseline: Does not currently exist.

Expected Results: What level of change does the team consider to be a promising indicator of the desired change?
****

• Increase student success rates.
• Increase in students registering for Web 150.

Data Collection Requirements: What data must be collected to evaluate the results for this improvement objective?
****

• Student success rates for Web 150 at Harper.
• Student success rates for Web 150 at the high schools.

Teaching and Learning Improvement Objective II
****

Long-Term Goal (>1 year)

Administrative Withdrawal Policy

Measurement: Describe the measures. Are data available for these measures currently? Is there a baseline?

****

Measure: Count of students that register for Web 150 and are subsequently withdrawn.

Baseline: Does not currently exist.

Expected Results: What level of change does the team consider to be a promising indicator of the desired change?

****

- Increase in student success rates.
- Decide whether to implement an Administrative Withdrawal Policy at Harper.

Data Collection Requirements: What data must be collected to evaluate the results for this improvement objective?

****

- Number of students that are administratively withdrawn.
- Student success rates for Web 150 with Administrative Withdrawal and without Administrative Withdrawal factored in.

SUSTAINABILITY ACTIVITIES

If the improvement objectives are successful, they will be integrated into the program. The success of the objectives will be evaluated annually after implementation. If deemed unsuccessful, the initiative will not continue.

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PTR Profile

Harry S. Truman College Partnership

Partnership: Harry S. Truman College

Career Cluster: Distribution and Logistics

Career Pathway: Personal Care Services

Program of Study: Cosmetology

Partners: Cari Hennessy, Maggie Ayala, DeShaunta Stewart, Jenny Pedraza, Thanika Curney, David Conda, Allison Zures, and Michael Sacramento.

PROJECT FOCUS

Our project focused on student outcome equity in the Cosmetology program. We decided to tackle this project because we are in the process of growing and improving the program, and we wanted to make sure that all students have an equal opportunity to succeed.

GOALS

- Determine the reasons that African American and Hispanic male students have lower success rates than their female counterparts.
- Identify improvements to the Cosmetology program that will have a positive impact on African American and Hispanic male students.
- Identify support services at Truman College that can be integrated with the Cosmetology program to improve outcomes for students who need extra help.

DATA COLLECTION

- Retention and success rates by age, race, and gender for all Cosmetology students from Summer 2011 – Fall 2014
- Retention and success rates by course, broken down by demographic categories
- Program completions, broken down by demographic categories
- COMPASS test scores by race and gender

OUTCOMES AND EQUITY ASSESSMENT

We began this project by looking at outcomes in Cosmetology courses by race, age, and gender. Our data revealed that African American and Hispanic students have lower success rates than their female counterparts. Male students are also underrepresented in the program in general. In light of these findings, our team decided to focus on improving outcomes for African American and Hispanic male students.

Table 1: Class Success Rates by Race and Gender, Summer 2011 – Fall 2014

Gender	Ethnicity	Unduplicated Headcount	Average Class Success Rate
Female	Am. Ind	3	50.0%
	Asian	19	98.7%
	Black	905	77.5%
	Hawaii/Pac	1	0.0%
	Hispanic	101	92.9%
	Not Specif	29	88.5%
	White	41	83.7%
Female Total		**1099**	**80.0%**
Male	Am. Ind	2	75.0%
	Asian	4	95.0%
	Black	49	66.7%
	Hispanic	23	78.2%
	Not Specif	8	90.5%
	White	11	95.2%
Male Total		**97**	**78.2%**

In conversations with faculty, staff, and students, we learned that the curriculum of the Cosmetology program is not as relevant to the career goals of the male students as it is to the career goals of the female students. Some of the male students would like to become barbers; however, the program does not currently offer training that leads to certification in barbering. Additionally, the program does not offer as much training in services for male clients (such as men's haircuts) as it does for services geared toward female clients.

We also learned that some Cosmetology students are not academically prepared for the reading component of the program. Instructors told us that difficulty with the required text contributes to frustration and behavior problems. After learning this from faculty, the team decided to look at the COMPASS reading scores of Cosmetology students by race and gender. We found that African American male students have lower scores in reading than their female counterparts.

Table 2: COMPASS Reading Scores for Cosmetology Students by Race and Gender, Summer 2011 – Fall 2014

	Female		Male		Total	Total Average
Ethnicity	Students	Average Score	Students	Average Score		
Asian	5	73.8	1	36.5	6	63.1
Black	255	66.7	14	54.5	269	66
Hispanic	37	69.7	5	72	42	69.9
White	12	67.3	3	80.3	15	69.8

Our team concluded that the lower success rates of African American and Hispanic male students are likely related to both the curriculum and academic preparation.

PROCESS ASSESSMENT
Our team looked at the course sequence and program curriculum and determined that the career goals of male students were not as integrated into the lessons as they could be. Even without adding a barbering certificate, the Cosmetology aspect of the program could include more materials on men's haircuts than it currently includes.

We also looked at the testing process. Currently, students are not required to take the COMPASS test, which would allow the program to identify students who enter the program with reading deficits. Ideally, all students who are struggling with reading would be identified early, and would receive help throughout the program, but current processes mean that this does not happen for many students.

Finally, we looked at Academic Support Services, and we found that students who seek help cannot be matched with anyone who specializes in Cosmetology (as a subject) or in the specific reading needs of Cosmetology students (the Cosmetology text). The Tutoring and Critical Reading Centers do not currently employ anyone who specializes in Cosmetology.

SOLUTIONS
Our team has decided to focus on the Cosmetology program curriculum and on Academic Support Services.

The team decided to make the existing Cosmetology Advanced Certificate program more relevant to male students by purchasing course materials on men's haircuts from PivotPoint. These materials will be integrated into the current program.

Our team will also pursue adding a Barbering Certificate program so that students who wish to become barbers will have an option that meets their specific career goals. In order to successfully apply for and implement this program, we plan to continue talking with the Cosmetology department and PTR team at Rend Lake College. Rend Lake hosted our PTR team in May 2015 and shared a great deal of advice on starting a barbering program at Truman. We will also be engaging with barbering shops in the Chicago area to determine the need for such a program and whether they would be willing to partner with Truman if we started such a program. Danielle Wallington-Harris, our Director of Workforce Partnerships, will be a crucial part of this effort.

Additionally, we plan to add a part-time clinician to the Critical Reading Center who will focus on the Cosmetology program. This individual will work with Cosmetology students who require reading support, and he or she will also provide workshops for faculty members so that they are better prepared to help students who may struggle with the assigned text.

All students will complete an evaluation when they enter the Cosmetology program, so that students who need assistance with reading can be identified early and directed to the Critical Reading Center.

EVALUATION METHODS AND MEASURES
We will evaluate the impact of our solutions by monitoring the retention and success rates of African American and Hispanic students in future terms. Additionally, we will administer a survey to the male Cosmetology students at the beginning of the Fall 2015 term, and we will administer a follow-up survey after one year.

These results will be shared with the Office of Instruction and the Cosmetology Advisory Board. Both the Office of Instruction and the Advisory Board will evaluate the results of our PTR project and any changes that need to be made.

SUSTAINABILITY ACTIVITIES
Our PTR team will be integrated with the Cosmetology Advisory Board so that this work can continue after the conclusion of the official PTR process. Our findings will benefit Cosmetology students, as well as other programs at Truman College because this process has given us ideas for how to look at our data, and how to decide on program improvements. If the Critical Reading Center clinician is effective in helping our Cosmetology students, we will consider a similar intervention for other programs in which some students struggle with the required text.

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PTR Profile

Illinois Central College Partnership

Partnership: Illinois Central College

Career Cluster: Health Sciences Technology

Career Pathway: Therapeutic Services

Program of Study: Registered Nurse
Licensed Practical Nurse
Nursing Assistant

Partners:

Illinois Central College
Judy Dietrich, CCR Coordinator
Wendee Guth, Dean of Health Careers
Denise Kruckenberg, Associate Dean of Health Careers
Terri Punke, Professor /Interim Program Director
Bridget Kelly, Health Advisor
Lisa White, Perkins
HS Counselors
EFE System Directors

Industry Partners for Advisory Board - RN and LPN
OSF St. Francis Medical Center: Jenni Cuthbert, Chris Karpowicz, Don Schultz, Jill Williamson
UnityPoint Health Methodist/ Proctor: Susan Gulley, Arlene Koch, Sarah Shoff, Jennie VanAntwerp, Cheri Lawrence, Sheri Thompson

Industry Partners for CNA Advisory Board
Peoria Housing Authority, AmeriCorps: Brent Baker
Washington Christian Village: Stacy Brenton
UnityPoint Methodist/Proctor: Sandra Brown, Julie Fromm Apostolic Christian Skylines: Sandy Colwell, Matt Feucht, Lori Maxedon
The Communities of Maple Lawn: Kathy Kaufman, Jim Thomason
The Heights Healthcare and Rehabilitation Center: Kimberly Linehan

PROJECT FOCUS

The PTR team proposes a strategy for positively promoting its various nursing programs by better communicating accurate information, providing a strategy for students to progress through the pathway to their desired highest credential, developing a strategy for nursing program faculty to collaborate in innovative teaching and learning improvements, setting up ongoing support for our regional Health Expo, and facilitating critical collaboration within the college to improve our data reporting in respect to student intent.

Discoveries:

- The college does not market nursing programs well and miscommunication is taking place both within and outside of the college
- Fewer students are applying to the Associate Degree Nursing programs; therefore the pool of highly qualified applicants is decreasing
- Students may be accepted to the nursing program with few general education courses completed
- Students' recorded intent for program may not be accurate, beginning at the onset of completing the college application.

GOALS

The Nursing program was scheduled for Program Review this spring. Our team used the PTR grant methodology and tools to drive this project before the college used its' existing Program Review process. We compared the elements and components of each. The PTR project concluded in March. Our ICC Program Review concluded in June. The overarching goal was to overlay these 2 processes and to identify the similarities and differences in order to gain the benefits of both and produce a stronger hybrid process. The Program Review process at our college is sustainable. Working through the PTR process with the Dean and Program Directors seems to be a workable platform to incorporate PTR into a sustainable process.

The PTR team documented its discoveries, which were used by the Program Director in developing her Program Plan for next year. The PTR Goals and the ICC Program Goals for next year evolved over the course of the year and time and efforts culminated into a cohesive Program Plan.

1. Community Education Strategy- Marketing
   b. Promote dissemination of accurate information and leverage resources, information and partnerships so students can make informed decisions and be academically prepared for a chosen pathway. The misperception of the needed baccalaureate degree for entering nursing practice needs to be addressed.

b. Recruit more qualified students, adapt admission criteria to meet stakeholder's needs, and aim to address emerging needs of the workforce.
c. Messaging: Facts, Symbols, Personality
d. Branding: What does it do for me? How would I describe it? How does it make me look? How does it make me feel?
e. Objectives: Measures, Targets, Initiatives

2. Transition and Pathway Alignment– Early College, Dual Credit, Targeted Advisement, Credentials
    a. Analyze why less General Education classes are being completed before students enter program, which would allow them to complete program in 2 years.
    b. Explore options and work with high schools to implement more dual-credit opportunities.
    c. Promote advisement for enrollment in courses during summer preceding admission, provide education on meeting general education course prerequisites (i.e., Biology placement test for BIOL 205 admission).
    d. Align ICC programs within the pathway to show students a clear path from ICC to other institutions to complete a bachelor's degree and a master's degree if so desired.

3. Collaborative Leadership Initiative
    a. Meet with Peoria High Team to learn how they succeeded in developing a Collaborative Leadership Model for their school
    b. Develop our own plan for improved teaching, learning and student success
    c. Use data for deep dive investigation into program strengths and weaknesses
    d. Implement Profession Development Plan over the course of the next school year
    e. Review and Sustain Engagement and Continuous Improvement

    Questions for Professional Development Initiative
    1. What do you see as areas of strength? Or improvement? What contributes to growth?
    2. What achievement/enrollment/graduation rates gaps have been closing? Reasons?
    3. What are some areas for growth? What is declining? Trends? Why?
    4. What achievement/enrollment/graduation rates gaps have been growing? Steps? Different approaches?

4. Health Expo
    a. Regional Planning
    b. Event Day collaboration and educating 200 high school students on Health Careers
    c. Feedback from all Stakeholders
    d. Follow-up outreach

5. Intent Issue
    a. ICC has a Six Sigma team designated to work on the "Intent" issue and we are actively involved with the Vice President in charge of this project.
    b. The goal is to address the intent issue with prospective health career students, specifically in this case, nursing, to improve accuracy of data from program admission to program completion.

DATA COLLECTION

This year we were able to look at data from IR, Testing, Financial Aid, Six Sigma, Perkins, Program Review, and the 2012-2013 Systematic Program Evaluation.

OUTCOMES AND EQUITY ASSESSMENT

Completion Rates
- Race, LPN: Black students (25%), White students (60%)
- Race, RN: Black students (50%), White students (65%)
- Income, LPN: Low income (67%), average income (44%)

- Income, RN: Low income (50%), average income (64%)
- Gender – is very close for both LPN and RN
- Age, LPN: over 24 years group (29%), average age for group (44%), 18 – 24 group (100%)
- Age, RN: over 24 years group (63%), average for group (64%), 18-24 years group (67%)
- Special populations: limited English is the barrier

Retention Rates
- Race/ethnicity is a key issue for the Hispanic population's retention (50%) as opposed to 83% for White, non-Hispanic students in the LPN program. The numbers are close for all classifications in the RN program.
- Special populations, RN: students with disabilities lag behind (79%) compared to other special populations Non-traditional (93%), Low-income (96%) and Single Parents (93%).
- Special populations, LPN: students with disabilities lag behind (40%) compared to other special populations—Non-traditional (81%), Low-income (82%) and Single Parents (91%).
- Gender – is very close for both LPN and RN
- Income, LPN: low-income students (73%), average income students (86%)
- Income RN: low-income students (96%), average income students (91%)
- Age, LPN: 18-24 years (92%), over 24 years group (82%)
- Age, RN: numbers are close across age ranges

Our population of students face many barriers and our PTR Team discovered that nursing faculty were very sensitive to the diversity and challenges they face. The data reflected a need for more support for students with disabilities and set in motion a plan to build in interventions for next year.

SOLUTIONS

1. Community Education Strategy: we will use our feedback to improve our methods and touch points by working more closely with marketing and all of our stakeholders. We will survey our audiences yearly and work toward continuous improvement.
2. Transition and Pathway Alignment: we will work toward improving advisement, expanding dual credit, and articulating a complete pathway.
3. Collaborative Leadership Initiative: we will involve all program faculty in this project for the next year. The Deans and Program Directors will use existing measures and possibly a new measure(s) to evaluate at the end of the year.
4. Health Expo: we will use our survey data from industry, students, faculty, presenters and volunteers to make positive adjustments in planning for next year.
5. Intent Issue: we will keep in touch with the Six Sigma team for input and support.
6. Disability Issue: Nursing faculty will be collaborating with our Access Services Office for information, interventions and student support.
7. Comparing PTR reports and data with the ICC Program Review Plan: both processes were completed. In the end, it seems that utilizing the information of PTR has helped make our Program Review data reporting vehicle more concise in scope and direction for improvements.

EVALUATION METHODS AND MEASURES
ICC's goal is to measure:
- Information issues for High School Counselors promoting the ICC Nursing Programs
- Perception issues about Health Careers for Students in High School
- Concerns of Employers with ICC Nursing Programs and Graduates
- Strengthen improvement measures by enhancing collaboration within the program and within the college
- Student exposure to ICC Health Programs at Expo
- Examine school/program improvement progress
- Compare PTR and Program Plan

Measures
- Employer meeting and follow-up phone survey
- HS email survey
- Focus group at Peoria High

- Expo surveys: students, teachers, presenters and volunteers
- Fact finding meeting with Peoria High administrators to learn about the SIP Plan
- Program Faculty participated in a Professional Development Planning Day
- Collaborative Leadership Model Professional Development Plan 2015- 2016
- PTR Reports
- ICC Program Plan

SUSTAINABILITY

Changes may be small or great, but all members are engaged in a process of improvement and the most important outcomes is the value of always striving toward improving and leveraging resources and partners to better serve our population of students.

We will continue to reach out and document the voices of our audiences served. We will continue to work with leaders and groups who champion innovative and effective strategies for improvement. We will continue to offer critical occupational information and opportunities to our region. Our Professional Development Initiative will allow our faculty to take part in data-driven decision making. PTR data will be available for other Program Plan Directors next year as well as support from our PTR Leader.

CONTACTS

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PTR Profile

Illinois Eastern Community Colleges
Olney Central College

Partnership: IECC/Olney Central College

Career Cluster: Health Sciences

Career Pathway: Diagnostic Services

Program of Study: Radiography

Partners:

Illinois Eastern Community Colleges/Olney
Central College
- Director, Perkins
- Associate Dean, Allied Health
- Director, Radiography Program
- Radiography Program Faculty
- Career Advisor

Newton Community High School
- Guidance Counselor

Southern Illinois University at Carbondale
- Assistant Professor, Radiologic Sciences

Wabash General Hospital
Richland Memorial Hospital
- Radiologic Technologists

PROJECT FOCUS

The Olney Central College Radiography program has experienced a steady decline in the retention rate for first-year students over the last several years. A significant decrease in retention is of great concern and the PTR team made a commitment to identify the root causes and make program improvements to reverse this trend.

GOALS

- Improve student retention rates
  - Identify points of attrition
  - Identify inequities among student populations
- Analyze processes related to the Radiography program
- Update program sequence tables between secondary and postsecondary institutions

DATA COLLECTION

- Annual enrollment (A1) data was collected, disaggregated, and analyzed for student cohorts from 2008 through 2013.
- The student data was disaggregated by special populations, gender, age, and high school attended.
- A focus group composed of second year Radiography students was held during spring semester.
- Data was presented to the partnership for analysis and feedback.

OUTCOMES AND EQUITY ASSESSMENT

The Olney Central College Radiography program maintained above average retention and completion rates for many years. However, those rates dropped significantly for cohort years 2012 and 2013 as illustrated in the table below with attrition occurring most often during or after fall semester of the first year.

Count of Students:	All	2008	2009	2010	2011	2012	2013
Started Program	129	20	24	23	23	20	19
Retained summer to fall	122	19	23	22	23	18	17
Retained fall to spring	94	18	19	18	18	9	12
Completed program	84	18	17	18	14	9	8
Percent retained summer to spring	73%	90%	79%	78%	78%	45%	63%
Percent completed	65%	90%	71%	78%	61%	45%	42%

Students who began the Radiography program between 2008 and 2012 were 82% female and most (73%) were between ages 18 and 24. Males persisted to completion at a rate of 90% while females were at 64%. Students between ages 25 and 34 persisted to completion at a rate of 84%, students 35 and above persisted at 82%, while students 18 to 24 persisted at 64%.

The second year student focus group identified two major reasons for students withdrawing early in the program:
   1) Unclear about program expectations
   2) Unprepared for clinical experience

The data led the partnership to take a closer look at the processes used to inform prospective students about program expectations and how students are prepared prior to their first clinical experience.

PROCESS ASSESSMENT

During the process assessment phase of the project, the partnership reviewed and discussed the advisement process, the application/ orientation meeting, and the required independent study course students take prior to ranking for the program. All of these processes are designed to provide students with clear expectations of the program. The partnership also reviewed and discussed the curriculum designed to prepare students for clinicals.

SOLUTIONS

The team decided to update the PowerPoint presentation used during application/orientation meetings. Ideas for improvement included incorporating career videos and personal stories into the presentation. Additional ideas were generated related to the dissemination of information to students about program expectations during the independent study course. A recommendation was also made by the partnership to purchase additional simulation software to better prepare students for clinical experiences.

EVALUATION METHODS AND MEASURES

Summer-to-fall and fall-to-spring retention rates will be reviewed with a short-term goal of a 70% retention rate for summer 2015 to spring 2016, and a long-term goal of a 75% average for 2015 to 2018 summer-to-spring retention rates.

SUSTAINABILITY ACTIVITIES

The Olney Central College Radiography program will continue to review retention rates on a semester-to-semester and year-to-year basis. The changes made through this project will be incorporated into the program and will be evaluated on an annual basis for effectiveness.

CONTACT

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PTR Profile

Illinois Valley Community College Partnership

Partnership: Illinois Valley Community College

Career Cluster: Business Management & Administration

Career Pathway: Administrative Support

Programs of Study:
Business Technology AAS
Business Technology I Certification
Business Technology II Certification

Partners:
Illinois Valley Community College

Danielle Stoddard, CTE Recruiter

Michelle Story, Program Coordinator

Sue Isermann, Dean of Workforce Development

High Schools
Daniel Pouk, Streator High School
Carol Darveau, LaMoille High School
Ray Bolin, Putnam County High School
Mary Turchi, Ottawa High School

Industry Representatives
LouAnn Birkey
JoAnn Johnson
Shug Grosenbach
Karen Riveland
Brenda Grobe
Bonnie Barkman

PROJECT FOCUS

The Business Technology Program has encountered a decline in graduation rates; however, our dual credit enrollments have remained steady across the district. Our foundational courses, which include Keyboarding and Information Processing will see a change in software over the next two years because some of the feeder high schools involved with dual credit will be switching from Microsoft Office products to Google Drive for Education. Anticipating the needs of the program and working with area high schools provides opportunities to minimize the impact on students transitioning to our college which continues to use the Microsoft products.

GOALS

- Identify retention issues
- Improve completion
- Develop a plan to address the software changes at area high schools
- Provide opportunities to minimize the impact on students transitioning to IVCC, which continues to use the Microsoft products

DATA COLLECTION

The following data were collected through the process:

- Retention numbers from Fall 2012 to Spring 2013 and Fall 2013 to Spring 2014
- Number of graduates
- Number of courses available online
- Number of courses that are also required in the Business Administration AAS
- Survey to high schools asking:
  - Technology courses offered
  - Plans for "One-to-One"
- Survey to Industry regarding the technology they use

The data were presented to the following stakeholders:

- Industry partners
- High school dual credit instructors
- IVCC faculty and administration

OUTCOMES AND EQUITY ASSESSMENT

Through the Outcomes and Equity Assessment, the team found that the retention from CSP 1203 to CSP 2203 dropped considerably leading to a small number of students in CSP 2204. The student population of the Business technology degree are mainly adult females, the issue was an overall retention issue and not of a specific student population. The data also revealed a decrease in graduates. This data is presented in the tables below.

• CSP 1203 Fall 2012	96 Students
• CSP 2203 Spring 2013	32 Students
• CSP 2204 Fall 2013	08 Students
• CSP 1203 Fall 2013	78 Students
• CSP 2203 Spring 2014	36 Students
• CSP 2204 Spring 2014	08 Students

Academic Program Graduates	FY 2012	FY 2013	FY 2014
Business Technology AAS	5	8	8
Business Technology I Certificate	6	11	10
Business Technology II Certificate	6	8	7

The group of stakeholders identified the lack of graduates as quite surprising, especially when the starting numbers in CSP 1203 were quite high. This led the team to explore the other programs that require CSP 1203.

One of the main reasons that Business Technology was chosen for the PTR process was due to the number of high schools that were no longer going to use Microsoft. To get a better understanding of exactly how many, a survey was sent to the high schools. It was found that quite a few schools will be using Google Docs. (Table attached at the end of document) The change in technology was discussed at the meetings. The industry partners at the table identified that they will not be using Google Docs. As such, students coming out of high school not familiar with Microsoft Office may not be set up for success. It was decided that further data needed to be gathered from local industry.

In regards to the low number of graduates, the discussion focused on gathering information from the students who left and surveying industry on the importance of a Business Technology Degree to hiring decisions. The team agreed that in order to make sound decisions about program changes, the following information will need to be gathered.

- Survey to industry partners regarding the technology they use
- Survey of students leaving the program

PROCESS ASSESSMENT

After processing the data, there were more questions. The group of stakeholders wanted to know the target student population for the program's marketing. The demographic of the students enrolled is largely comprised of adult females who are enrolled part time. The industry representatives stated that they degree is not a requirement for being hired. They look more at the person's skills and abilities to do the job. The industry survey will give further information regarding this issue. After looking at the high numbers in CSP 1203, it was identified that there are multiple high schools that offer this class as dual credit.

IVCC offers a Business Administration AAS degree with many of the courses overlapping with Business Technology. It has been identified by students and industry that the title of the program could be misleading. Students may not understand what jobs they could get from the Business Technology Degree versus the Business Administration Degree.

SOLUTIONS

- Possible program name change, discuss at Summer advisory meeting
- Market to high school students who are looking for a short term degree, work with high school instructors and counselors to identify potential students
- Highlight that the majority of the courses are offered online

- Develop marketing materials
- Connect the program with Business Administration as a stackable credential, work with the program coordinator of Business Administration
- Work with industry partners to recognize the degree in their hiring process

EVALUATION METHODS AND MEASURES

As this process continues, we will re-evaluate the number of students in the program as well as the completers. We hope to be able to report a number of employers that will recognize the degree or certificate for employment opportunities. The program coordinator will follow up on data and report at advisory meetings. Changes to solutions will be made as the data come in.

SUSTAINABILITY ACTIVITIES

This group of stakeholders have been a very engaged group. They attend advisory meetings regularly and are willing to assist with surveys or any other information gathering. The current program coordinator will keep in contact with the stakeholders as changes need to be made.

The program coordinator will process the results of the business survey and determine actions that could benefit the enrollments and completion of the students in the program.

CONTACTS

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Recruitment and Dual Credit/Dual Enrollment Coordinator
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High School	KEYBOARDING					ONE-TO-ONE		
	Offered	Graduation Requirement	Prerequisite	Grade Level		No	Microsoft	Chromebooks
Woodland	Y	N	N	6 - 8th				
LPHS	Y	Y	Y		9-12th	2016		
St. Bede	Y	N	Y		9			Chromebooks
LaMoille	Y	Y					Laptop Windows/Office	
Ottawa	Y	N	Y		9-10th	N		
Streator	Y	Y	R		9			Chromebooks
Earlville	N	N	N	6 - 8th				Chromebooks
Princeton	Y	Y	Y		9			Exploring Chrome
Seneca	Y	Y	N		9		Microsoft	
PCHS	N	N	N	6 - 8th				2016 Chromebooks
Mendota	Y	N	Y		9-12th	N		
Hall	N	N	N					Freshman Chromebooks
Marquette Academy	N	N	N	6-8th	9-10th	N		
TOTAL	9	5	5	4	7	4	2	6

PTR Profile

John Wood Community College Partnership

Partnership: John Wood Community College

Career Cluster: Hospitality & Tourism

Career Pathway: Restaurant & Food/Beverage Services, Lodging

Program of Study: Hospitality

Partners:

Community College
- Faculty Chair
- Dean CTHE
- Office of Institutional Effectiveness
- Director, Admissions
- Coordinator, Concurrent Enrollment
- Director, CTHE Grant Programs
- Grant Operations Specialist

High Schools
- Director, Quincy Area Vocational & Technical Center

PROJECT FOCUS

Our hospitality program has had decreasing numbers of successful graduates in recent years and has not undergone a full program review in that timeframe. We need to increase enrollment and retention in the Hospitality programs, as well as identify and examine equity gaps across different demographic and special population subgroups.

GOALS

- Increase the number of students entering the program of study.
- Improve retention and completion rates across student sub-groups.
- Increase early intervention efforts for students testing into developmental academic courses. (New goal established based on data reports)
- Explore pipeline/pathway transition of traditional college aged students. (Data indicated a decline in these participants)
- Move toward program specific student advisors to eliminate scheduling conflicts related to semester specific course offerings that result in extended time to graduation.

DATA COLLECTION

- Data was collected over a 5 year period on completion rates and year-to-year retention rates. Data was disaggregated by demographic groups and by Perkins special population groups. Further course-by-course data was collected to identify trigger courses or semesters that contributing to increases in withdrawal rates.
- Data collected was based on raw numbers sorted and formatted by the office of Institutional Effectiveness, as well as faculty input on general student experience.
- All stakeholders were provided data reports and an in-person meeting was held to sift through the data as a group.

OUTCOMES AND EQUITY ASSESSMENT

Our data assessment process was conducted in person as a part of our overall PTR team analysis. By combing through the information as a group we were able to identify equity gaps and overall patterns in real time. This created a solid foundation moving into later stages of the project because of the exploratory input provided to the team and by the team in a group atmosphere. The primary gaps we identified were an overall completion rate and retention rate across subgroups that was significantly below the median rates college wide, and in CTE programs specifically. The greatest equity gap identified was a substantial difference in retention and completion rates for students testing into developmental math and/or English courses.

Completion Rates: Special Populations Beginning 2009 - 2011

Total	Students With Disabilities	Limited English Proficient	Economically Disadvantaged	Female	Male	Have Taken Dual Credit	Develop-mental Education
9	1	0	5	4	5	0	0
37	3	0	19	21	12	0	10
24.3%	33.3%	N/A	26.3%	19.0%	41.7%	N/A	0.0%

Fall-to-Fall Retention Rate, Special Populations Students, Beginning 2009 - 2013

Total	Students With Disabilities	Limited English Proficient	Economically Disadvantaged	Female	Male	Have Taken Dual Credit	Develop-mental Education
20	3	0	15	14	6	0	2
48	4	0	29	29	15	0	14
41.7%	75.0%	N/A	51.7%	48.3%	40.0%	N/A	14.3%

PROCESS ASSESSMENT

We concentrated our process assessment on those institutional departments that had the most immediate impact on student success.

- We analyzed our tutoring system. What do we offer, how are students informed of and/or referred to those services, and how does the availability of these services coincide with the schedules and demands of students in this program of study?
- We looked at wraparound services such as Perkins support, Advising, and Career Services, to see how those systems could be better directed in support of these students.
- We looked at pipeline courses in our district secondary schools to see if unmet interest was driving down the rate of transition of high school students into the Hospitality programs.

Overall we discovered a need to take a more proactive approach to incoming students testing into developmental courses. We needed to address the lack of knowledge of advising on the semester-specific timing of certain courses to keep participants on track for graduation. We need to explore further options and better advertise and communicate these options to our district secondary students to encourage direct high school to college transition. We also need to provide students with a community of support to encourage active participation and instill a level of accountability.

SOLUTIONS

- Incoming Freshman CTE students are placed in a weekly spreadsheet report disseminated to several different departments within the college. The Hospitality program faculty chair will start receiving this list and investigating all incoming students specifically for their Compass test scores. Math is a required first semester course so students scoring below a base level in the area of mathematics will be immediately identified and encouraged to seek tutoring opportunities either individually or in groups offered through the college system. Those scoring below a certain level in English and/or reading will be directed to the Career Services department, which offers a stair-step program of training and practice work in those areas to increase abilities and decrease the need for non-credit developmental courses.
- We are working with advising to assign a specific individual to all Hospitality students. This specialized advisor will be informed on how and where adjustments may be made to the recommended a course roadmap in order to limit lost semesters and extended timeframes toward graduation.
- Special orientation sessions will be held for all hospitality students to inform them of available wraparound services.
- An open study lab will be offered every week with special demonstrations and faculty or second-year students available. This will create a community of students to encourage group study, participation, and accountability, and to create knowledgeable mentors available to assist students throughout the semester.

EVALUATION METHODS AND MEASURES

Our institution conducts CTE Assessment Day for all Programs of Study each semester. These regular reviews are conducted by the Office of Institutional Effectiveness, and include data review. The office will include special data reports during the meetings for the Hospitality program. Success measures will include year to year comparison of completion and retention rates, course specific student grades, and average time to for completion of the program of study. We would expect to see an increase in retention and completion rates overall, increased average grades in hospitality courses, reduced time to completion for participants, and increased participation of Hospitality students in supplemental services such as Perkins, or Career Services. These measures should allow us to compare success rates before and after our proposed solutions, and compare students participating in the new support initiatives with those that do not. The Faculty Chair will be responsible for reporting results to the Dean of CTHE, and making recommendations for adjustments to the proposed solutions based on the data reports.

SUSTAINABILITY ACTIVITIES

All solutions are ongoing changes to the way we conduct specific process in those areas. Special orientations sessions will be held every semester to introduce students to wraparound services. The faculty chairs reporting of potential students in need is an ongoing responsibility of her position. Changes to advising, with regards to assigning a program specific advisor, will be a permanent change to the way these students are handled in that department.

CONTACTS

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PTR Profile

McHenry County College
Partnership

Partnership: McHenry County College

Career Cluster: Health Sciences Technology

Career Pathway: Therapeutic Services

Program of Study: Nursing

Partners:

Community College
  Executive Dean Math, Sciences, and Health Professions
  Associate Dean Math, Sciences and Health Professions
  Coordinator of Advising
  Coordinator of Adult Education
  Director of Nursing
  Department Chair Nurse Assistant Education
  Faculty Nurse Assistant Education
  Director of Institutional Research
  Associate Dean for College and Career Readiness

High Schools
  Instructor Nurse Assistant Education
  Assistant Superintendent for Middle and High School Education

Industry Representatives
  Centegra Health Care

PROJECT FOCUS
Problem Description:

- The Hispanic population is underserved in the Nursing Pathway, both in terms of success rates and retention rates
- There is a need for improved quality and accuracy of information provided to students along the Nursing Pathway

GOALS
- Conduct two student surveys to determine how and what type of advising students receive along the nursing pathway
- Determine points in the process where interventions can decrease confusion or misinformation and develop appropriate interventions
- Develop a strategy using the knowledge gathered to positively impact the Hispanic population in terms of retention and success

DATA COLLECTION
- We conducted a SWOT analysis (Strengths, weaknesses, opportunities, and threats) with a Focus Group consisting of ten students who were at various points in their education along the Nursing Pathway, three of whom were Hispanic.
- Include lists of both quantitative and qualitative data (student or faculty interviews, focus groups, surveys).
- The PTR team leader, PTR committee members, and a representative of the Institutional Research department will analyze the data.
- The data will be presented to the Directors of Guidance from various local high schools and staff of McHenry County College's Advising and Counseling departments.
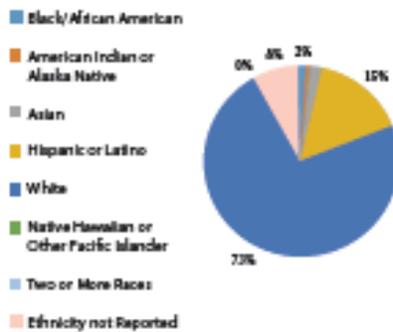
Problem Description:

- Underrepresented Hispanic Population in the Nursing Pathway, both in terms of Success rates and Retention rates
- Need for improved quality and accuracy of information provided to students along the Nursing Pathway
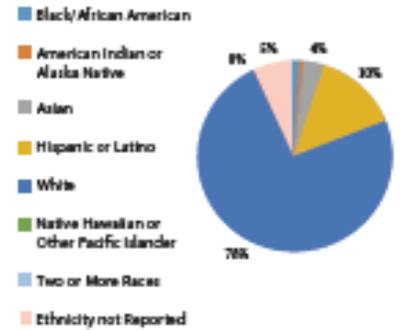
McHenry County

- White
- American Indian or Alaska Native
- Two or More races
- Black/African American
- Asian
- Hispanic or Latino

12%

82%

College Demographics

- Black/African American
- American Indian or Alaska Native
- Asian
- Hispanic or Latino
- White
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- Ethnicity not Reported

0% 4% 2%

15%

73%
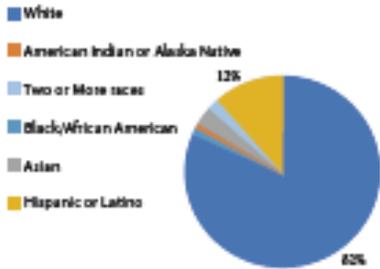
McHenry County College Nursing Pathway Demographics

- Black/African American
- American Indian or Alaska Native
- Asian
- Hispanic or Latino
- White
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- Ethnicity not Reported

8% 5% 4%

10%

70%

Nurse Assistant Education Success Rates

success = completion of a course with a c or better.
*source: fiscal year end of term files.

Nurse Assistant Education Retention Rates

retention = completion of a course with a non-w letter grade.
*source: fiscal year end of term files.

Nursing Success Rates

success = completion of a course with a c or better.
*source: fiscal year end of term files.

NURSING Retention Rates

retention = completion of a course with a non-w letter grade.
*source: fiscal year end of term files.

The disaggregated data shown above indicates the underrepresentation of Hispanic students in the Nursing pathway, both in terms of success and retention.

A Focus Group consisting of ten students who were at various points in their education along the Nursing Pathway voiced their concerns regarding barriers along that pathway. Three of the ten students were Hispanic. Through the facilitation of this Focus Group, the PTR team learned of the challenges students faced in getting accurate information and in finding a knowledgeable individual who cared about them. The PTR team became aware of the insufficient dissemination of accurate and timely information along the pathway and the need for careful examination of those related processes which impact student retention, success, and persistence.

As a result of the Focus Group findings, two surveys were developed. One was administered in hard-copy form to the high school students taking a Basic Nurse Assistant course at four local high schools. The other survey with essentially the same set of questions, was disseminated through Survey Monkey to any McHenry County College student declaring Nursing as a major. The intent of these surveys is to determine various aspects about the advising students receive along the Nursing pathway at both the secondary and post-secondary levels. How are they being advised? Who is delivering the messages? What is the quality of those messages? We would like to determine points in the process where the infusion of interventions can decrease confusion or dissemination of misinformation.

PROCESS ASSESSMENT
The PTR team determined that developing and conducting two surveys specifics to our needs would help us understand the process and quality of information flow and dissemination along the nursing pathway. Both of the surveys used can be found at the end of this document. One survey was administered in hard-copy form to the high school students taking a

Basic Nurse Assistant course at four local high schools. The other survey with essentially the same set of questions, was disseminated through Survey Monkey to any McHenry County College student declaring Nursing as a major.

The high school students represented a much greater number of students indicating they are Hispanic vs. the college student classes, 30.8% and 11.6% respectively. High school students used high school career fairs (47.2%) for information about the Nursing career pathway, and rated the Nurse Assistant Education (NAE) instructor as the highest quality provider of information related to admission requirements, program prerequisites and employment trends.

The survey results from the students already attending MCC reported high school guidance counselors as providing the lowest quality of information with MCC academic advising also low. Only about ½ of the students were aware of the information sessions conducted by the nursing department and about 58% of them had attended a nursing information session. Comments from students indicated they were waiting until closer to the time of application to attend an information session.

When asking questions about additional services offered at MCC, 56% use financial aid services and 69% reported they could use career services. Finally 65.5% said they could use tutoring.

SOLUTIONS
Since the final tabulations of the information were received from Institutional Research on 6/10/15, the entire team has not had time to work through the results and make suggestions for improvements. Based on a limited number of individuals reviewing the results the following plan is suggested: Meet with the Director of Guidance from each high school to discuss the nursing pathway, work with MCC advising department regarding information disseminated related to the nursing program, advertise the nursing information sessions to a broader audience and encourage students to attend early in their college career as well as closer to the time of application.

Based on feedback from the focus group, we are planning to have the marketing materials for the nursing pathway translated into Spanish as well as work with the Coordinator of Multicultural Affairs and Adult Education to provide parent informational sessions and general informational sessions for those who speak Spanish primarily to explain the time commitments required to be successful in the nursing program. This will allow students and their families to know the requirements/commitments prior to starting the program. We are also looking into initiating a student club for those majoring in the Health Professions to enable students completing prerequisites for all of the Health Professions at MCC to learn more about all of the different health professions as well as greater opportunities to gather information about the specific programs.

EVALUATION METHODS AND MEASURES
The success rates of the students in the nursing pathway will continue to be analyzed on an annual basis. This is data that is already collected by the college and will be analyzed disaggregated by ethnicity. In Spring 2017, the team will repeat the surveys that were distributed this semester to see if the changes made had an impact on the students' knowledge of the nursing pathway. The success rates will be analyzed by the Executive Dean of Math, Sciences, and Health Professions (MSHP). Associate Dean of MSHP, Director of Nursing, Department Chair of NAE, and the high school NAE instructors. This team will continue to follow and make changes as the data indicates.

SUSTAINABILITY ACTIVITIES
The mission of MCC is "Our focus is learning…Student success is our goal", therefore student success is part of the institution's culture. As described above, the student success numbers are analyzed on a regular basis and the data being disaggregated by ethnicity is a regular report that has been requested and will be generated each fiscal year.

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PTR Profile

Oakton Community College Partnership

Partnership: Oakton Community College

Career Cluster: Manufacturing

Program of Study: Manufacturing

Partners:

Oakton Representatives

- Michael Carr, Assistant Vice President for Academic Affairs
- Colette Hands, Director of Workforce Development and Corporate Training
- Roxann Marshburn, Director of Grants and Alternative Funding
- Bob Sompolski, Dean of Mathematics and Technology
- Dave Geller, Chair of Manufacturing and Machine Technology
- Joe Cirone, Professor of Mechanical Design

Community Partners

- Patrick Osborne, Vice President Training and Education at TMA (Technology and Manufacturing Association of Illinois)
- Mark Glennerster, Vice President of Operations, John Crane
- John Rubeo, Manufacturing Manager at Woodward

PROJECT FOCUS

Oakton is located in the third largest manufacturing region in the United States. Preliminary discussions with employers revealed the need for an influx of workers to meet demand as well as replace retired workers.

GOALS

Working with the local EFE, Oakton has developed a robust manufacturing program of study for students who transition directly from high school to Oakton. This document identifies appropriate secondary and post-secondary coursework and relevant experiences that will prepare students for work in manufacturing. Given the mixed population of students who enroll at community colleges, Oakton needed to assess the current program of study to determine if the entry and exit points are clearly defined for all students. Specific goals include:

- Develop clear entry and exit points for all students
- Identify gaps in student persistence as it relates to the manufacturing program of study
- Create interventions to address the achievement gaps
- Align curricula and credentials to employer needs

DATA COLLECTION

The first step in program assessment was utilizing the Alliance for Quality Career Pathways (AQCP) framework and diagram as a guide. The team discussions included identifying student entry points, course sequences, and exit points on the path to a four-year degree. Data collection included the number of students at each entry point, course success data, academic placement level, persistence, and completion data. In addition, student focus groups were held with questions that centered on the student experience and the relative impact on persistence.

OUTCOMES AND EQUITY ASSESSMENT
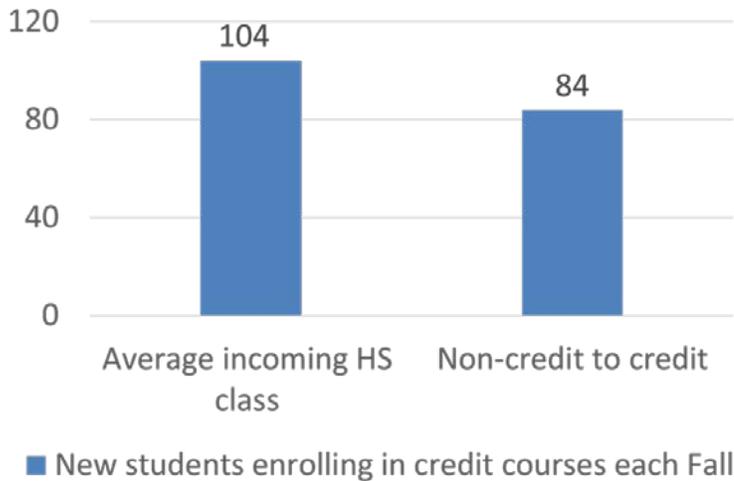
For all student success indicators, the data was disaggregated by race/ethnicity, age, socioeconomic (using Pell Grant information), gender, and developmental placement. In the identification of entry points, data indicated that defined pathways for significant populations were clearly lacking. The data in the above figure indicates that each fall, the average incoming class from the district's public high schools is 104. The number of students who transition from Oakton non-credit courses to credit is 84. This pool of non-traditional aged students is on a scale similar to a district high school.

	Under Age 23	Age 23 and Over	Total
Fall to Spring	%	%	%
Yes, Persisted	75%	50%	65%
No, Did Not Persist	25%	50%	35%
Total	100%	100%	100%

In addition, persistence data disaggregated by age indicate that the over 23 population had a persistence rate lower than traditional aged students. Student focus groups were conducted to identify any factors that impacted persistence. Data indicate that students who felt "connected" to the college were more likely to persist. This connection could be an interaction with a campus representative or simply knowing Oakton processes to help them navigate a complex institution. A second common factor cited was financial pressures.

Based upon the size of the population and the student success achievement gap, Oakton identified the creation of a stronger pathway for the non-traditional aged population to be its top priority.

PROCESS ASSESSMENT

Opportunities for improvement were identified using the AQCP career pathway diagram and data as a guide to assess our manufacturing program of study. The AQCP diagram was discussed as a team, and the first draft contained all possible entry points. Based upon the data (student enrollment numbers), the four largest student populations were included on the diagram and became the focus of the process. In addition, our community partners reviewed Oakton curricula in comparison to the required skills for their high-demand skill needs.

SOLUTIONS

Short-term
In order to guide students who are currently taking non-credit courses, Oakton has developed its Credit for Prior Learning (CPL_ process that allow students who successfully complete non-credit courses to apply for credit in a credential pathway. The Training and Management Assistance program (TMA) is a workforce training organization that trains a large number of incumbent and displaced workers. TMA provides high-level skills training, but the entry point into college was unclear. Using CPL, Oakton and TMA signed an articulation agreement granting college credit to students who successfully complete training through TMA. The majority of the students in this group are adult learners (23 and over).

In order to address the persistence gap, Oakton has also developed an online orientation. Knowing the schedule challenges of adult learners, the online orientation was developed to allow flexibility in orientation offerings while providing information on Oakton resources available to students and an early connection to the college. This is now mandatory for all full-time students. It will be mandatory for all adult students beginning in the Fall 2016 semester.

Long-term
Early data from Oakton's persistence subcommittee indicate that financial reasons are a frequently cited factor for student departure. To address these concerns, Oakton and Woodward created a training program. Woodward hires students to work part-time while enrolled in Oakton's manufacturing program. During this two-year program, Woodward pays salary, benefits, and all tuition and fees for students. Oakton has obtained job descriptions and minimum qualifications for the different levels of CNC operators and is reviewing course sequences to ensure alignment between classroom and workplace learning. A similar process is occurring with John Crane. The goal is to create another program with John Crane and leverage the partnership with TMA to scale this program to area manufacturers.

EVALUATION METHODS AND MEASURES
The office of research will collect student enrollment data. The number of students entering into the manufacturing program from each population will identify the effectiveness of the changes. In addition, corresponding student persistence numbers will be analyzed to ensure a cohesive program of study has been developed.

SUSTAINABILITY ACTIVITIES
Oakton has formed a student success team. This college-wide committee continuously reviews student success data and has formed a subcommittee specifically focused on persistence. One charge of this committee is to monitor the success of students who participate in online orientation. In order to maintain the non-credit to credit transition, the Manager of Business and Community Development who oversees non-credit course offerings will work with department chairs. Currently, non-credit students are able to enroll in credit courses for training. The list of those students will be sent to faculty so they may talk to the student about the non-credit to credit transition using Oakton's CPL process. Lastly, the Assistant Vice President for Academic Affairs will be attending TMA board meetings to ensure the strong relationship between employers and Oakton training. A representative from Oakton's recruitment and outreach center will now attend TMA training courses. Representatives will discuss the CPL pathway for students and aid in the registration process.

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Oakton Community College
Assistant Vice-President for Academic Affairs

PTR Profile

Prairie State College
Partnership

Partnership: Prairie State College

Career Cluster: Health Science
Career Pathway: Therapeutic Services

Program of Study:
Nursing/Registered Nurse Training (AAS/RN)

Partners:

Dean, Health and Industrial Technology

Faculty, Director of Nursing

Faculty, Nursing, IBHE grant lead

Faculty, Nursing, PTR data steward

Institutional Researcher

Information Technology Resources rep

Executive Director, Enrollment Services

Director, Financial Aid

CTE Advisor

PROJECT FOCUS

- Single parents
- Non-traditional students (males)

GOALS

Prairie State needs to improve outcomes for special populations in nursing, specifically male and single parent students.

- Nontraditional enrollment (males) in the AAS/RN program at Prairie State College is between 10% and 13% any given year for the years 2010-2013. Completion rates are grimmer among the small number of male students we accept into the RN program. Less than 10% of our male students usually complete within 2 years. In fact, between 2007 and 2011, graduation rates varied between 7% and 13% of the program's total graduates (for years 2007-2011), with a sharp downward trend beginning in 2010 and continuing into 2011. In 2014, the program had one male graduate out of 51 graduates total (2%).

- Single parent success is below the general student cohort, but we only have anecdotal evidence of this. Starting with the entering freshmen cohort of 2014, we began to survey students on their parent status so that we could track their success formally. This also enabled us to follow up with these students at their point of exit if that occurred.

DATA COLLECTION

- Data collection began in May of 2014 with the survey deployed for incoming freshmen students.
- Students were then tracked for the year, through each academic event—entering points, entering HESI, each quiz, test, graded lab, midterm, and final exam—for the duration of the freshman course sequence (N101 and N102).
- Students who exited the program received a second survey to ask more specific questions about parental status, hours worked, hours studied, academic supports received, and demographic information.
- Students also participated in "town hall" meetings in both terms. These meetings were about this project and also other program issues.
- The PTR group (listed at left) was involved in data analysis, and the data was shared with the program advisory committee, the NURS faculty, the NURS students, and administration.

OUTCOMES AND EQUITY ASSESSMENT

Generally, if students are going to drop out or fail out of the program, it happens in their first year. The freshmen faculty have implemented two measures to improve these outcomes, Supplemental Instruction and Main Action Plan, and this PTR project would assist in the evaluation of those interventions, paying particular attention to the retention and success of male students. We suspect that similar trends of student access to program success may be evident for single parents in our NURS program, but we cannot say for sure since our tracking of that characteristic is purely anecdotal.

The NURS program is completing a two-year follow up for its accreditation organization ACEN. As part of this report, faculty have been tasked with improving their systematic plan of evaluation for the NURS program. The NURS faculty have been refining their efforts to improve student retention and are collecting data to measure student learning outcomes, but they need direction in terms of process improvement. PTR seemed like a reasonable model to implement with this program to look at how to collect and analyze data in a meaningful, do-able way. We chose this POS for this reason.

Once this PTR grant became available, we decided to apply for this grant to assist with our PTR project in NURS and to add the elements of single parents and nontraditional (male) students to the evaluation plan. The real opportunity for improvement is both in measuring program interventions and in the tracking of special populations in the College's data systems. We have not been successful in capturing single parents in our data, and we know that anecdotally we have many single parents in the NURS program. This project would enable us to allocate resources to determining the ways to capture this information and track these students as a niche market in our program.

This project focused almost exclusively on Phase Two (Outcomes and Equity Assessment) and Phase Three (Process Assessment) of the PTR process.

Data Highlights

One of the most interesting pieces of data is that we realized the students who are single parents outperform the freshman cohort at the point of entry to the program. In fact, based on the average point scores for base points, HESI composite, and total rank points, these students should be our strongest performing students.

Measure	Freshman Cohort	Single Parent Cohort
Base points	103	112
HESI	80	85
Rank points	106	116

Unfortunately, when it comes to total points earned in Nursing 101, we find that the single parents perform at 96% capacity compared to the cohort. When this translates to total course points, the single parent cohort finishes with a 79.5% average in the course, compared to the freshman cohort average of 82.6%. This puts the single parent cohort as the lowest performing group of students for the course.

The male student cohort also outperforms the freshman cohort at the point of entry. Again, based on the average point scores for base points, HESI composite, and total rank points, these students should be our strongest performing students.

Measure	Freshman Cohort	Male Student Cohort
Base points	103	112
HESI	80	90
Rank points	106	117

This trend holds for male students when it comes to total points earned in Nursing 101. We found that the male students outperform the freshman cohort by 3%.

The male student cohort and single parent cohort entry statistics are quite close to one another outside of their HESI composites, so we had expected similar performance out of both groups. However, we found that the male student cohort significantly out-performed the single parent cohort.

Measure	Male Student Cohort	Single Parent Cohort
Quiz Totals	188	177
Final Exam	90	82
NURS 101 Course	385	362

PROCESS ASSESSMENT

Our process assessment began by looking at the way the students move through the NURS-101 and 102 curriculum. Thanks to the interventions of Supplemental Instruction (SI) and Main Action Plan (MAP), attrition in NURS-101 this fall was 27%, our lowest attrition rate in the 6 years we're using as a comparison group.

Data from NURS-101 this fall is indicating that students in the single parent cohort are performing generally lower on all assessment items than their male student cohort counterpart. It was interesting to note that there were several places in the process where the single parent cohort performed as well as the freshman cohort (Q1, Q2, Q5, Q7 and Lab Final). Data analysis is underway to correlate quiz performance with Supplemental Instruction attendance. 71% reported participating in at least one SI session each week; most participated in three SI sessions per week

The male student cohort outperformed the freshman cohort on every assessment item. This seems to indicate that male students who leave the program are not doing so for academic reasons since they fare better than the average student in the program in terms of course grades.

As students exited the program, they were surveyed to garner information about other aspects of student life which might impact their retention. One of the factors revealed through exit interviews was that many of the single parents had at least one school-aged child. A follow-up survey was sent to all students who did not successfully complete Nursing-101. This survey was completed by 28% of the students who failed. Of these students, 60% identified themselves as single parents. Of these students, 100% had at least one school-aged child at home (75% reported having at least one child between the ages of 5 and 10 years of age).

SOLUTIONS

We continued to track data through the Spring and are still tallying it at this point. We have reason to believe that spring findings will mirror those of fall. We plan to continue to track the first cohort into their 2nd year of the program, and continue this project by trending the same data on incoming freshmen. We amended our entering freshman survey to catch additional data we suspect may influence success (ie. Living arrangements, supports, and hours planning to work and planning to enroll). If our preliminary findings hold, we plan to develop a part time program to meet the needs of our single parents. We also are actively recruiting male faculty in order to provide some mentoring for male students.

EVALUATION METHODS AND MEASURES

We plan to evaluate and disseminate the results in the same fashion as year one of this project.

SUSTAINABILITY ACTIVITIES

We wrote a second year of funding into our Carl D. Perkins proposal for FY16 so that our work can continue.

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PTR Profile

Rend Lake College Partnership

Partnership: Rend Lake College

Project: Perkins Deficient
Performance Measure—
3P1 Student Retention or Transfer

Partners:

Rend Lake College
   Dean of Community & Corporate
   Education
   Dean of Allied Health
   Dean of Applied Science & Technology
   Coordinator of Perkins
   Director of Adult Education
   Director of Institution Research

High Schools
   EFE Systems Director ROE #21
   EFE Systems Director ROE #25
   Director of Programs of Study

PROJECT FOCUS

Rend Lake College (RLC) focused on the Perkins Performance Measure referred to as "3P1," or Student Retention or Transfer. Out of the six Perkins Performance measures, retention or transfer is the measure that needs the most improvement at RLC. In fact, this measure has not been met since 2007. In 2013, RLC's actual level of performance was 33.33%, which is 14.77% below the state goal.

GOALS

- To increase the number of students retained at RLC or transferred to a four-year institution
- To improve the Deficient Perkins Performance Measure "3P1"

DATA COLLECTION

- A cohort was established of students from 2009-2013 who took specific CTE dual credit courses in Agriculture, Architecture Technology, Automotive Technology, Culinary Arts and Nursing
- Records for these students were reviewed to determine if they transitioned from secondary to postsecondary education at RLC and if they did transition to RLC whether or not they completed a certificate or degree.
- For those who did transition but did not complete, student interviews and other investigative reviews were completed to try to determine causes for non-completion.
- The RLC and ROE partners listed participated in the review processes.

OUTCOMES AND EQUITY ASSESSMENT

Out of 911 high school students, 542 transitioned to Rend Lake College. 240 students transitioned to RLC into a CTE program and 302 transitioned to a transfer degree program. Out of the 542 who transitioned, 353 students completed, transferred or are still attending Rend Lake College. The remaining 189 students did not complete (or transfer to our knowledge). Sixty non percent of students who transitioned to a CTE program completed versus 47% completion for students who transitioned to a transfer degree program. Females transitioned to RLC at a rate of 70% versus males at a rate of 52%. However, males completed at RLC at a rate of 58% versus females at a rate of 56%. Over 94% of students in the cohort were white. The completion rate for students with disabilities was 38%, academically disadvantaged 46%, economically disadvantaged 49%, single parents 56% and nontraditional by gender 67%.

After the initial Equity and Outcomes Assessment data review meeting, it was determined that more focus and data were needed for the 189 students who did not complete. Phone interviews were conducted and student records were scoured for information that could lead to an understanding of a root cause for why each student had not completed. We were able to determine causes for approximately 51% of the students. Twenty seven percent had financial issues, 16% had academic issues, and 8% had other reasons (e.g., personal, family or health issues, job opportunities). Throughout the review process, it was noted several times that a student had completed coursework for a certificate but that the certificate was not on the student's transcript.

PROCESS ASSESSMENT

The findings regarding students who had completed coursework for a certificate but not having the certificate on their transcript did not entirely surprise the group. The group felt that some students did not want to spend the money on applying for a certificate. Students in several programs do not necessarily have to have the certificate listed on their transcript. Several programs prepare students for licensing exams and those exams surpass the actual certificate. Some students are not familiar with postsecondary education and lack the understanding of the process and the need for applying for graduation. The group also decided that many faculty are not familiar with the intervention opportunities that are available for students. CTE Faculty, in particular, not only serve as the students' instructor, they also serve as the students' advisor. The more knowledgeable the instructor, the more knowledgeable the students.

SOLUTIONS

Our partnership team decided to focus on trying to help educate students and faculty on applying for graduation (even for certificates). Also on educating faculty on counseling activities to help students persist by giving them information on intervention opportunities such as tutoring, emergency student funds assistance, transportation assistance, and other possible options. It was also decided to use this group as a pilot for unsolicited degree audits to determine the number of certificates that were being overlooked.

EVALUATION METHODS AND MEASURES

We will use the Perkins Online Data System 3P1 Student Retention or Transfer to serve as an overall measure for our plan. We will also measure our results from degree audit and faculty surveys to gauge how we are doing.

SUSTAINABILITY ACTIVITIES

We feel that after the degree audit is completed, we will have tangible information to encourage the continuation of the degree audit process and the education of faculty and students on the importance of applying for all certificates and degrees, as well as the available intervention options for students.

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PTR Profile

Sauk Valley Community College

Partnership: Sauk Valley Community College

Career Cluster: Information Technology

Career Pathway: Information Support and Services

Program of Study: Computer Information Systems

Partners:

Sauk Valley Community College
Assistant Dean of Academics (Chair) (Shelley Barkley)
Dean or Academics (Jon Mandrell)
Provost (Alan Pfeifer)
Institutional Researcher (Steve Nunez)
Faculty Representative (Mary Lou Kidder)
Faculty Representative (Val Wittman)
Team Member (Mandy Aldridge)
Team Member (Lisa Tavitas)

High Schools—Whiteside Area Career
Center (Representing Area High School Students)
Assistant Director of WACC (Paula Rademacher)
Faculty Representative (Dana Fellows)

Industry Representatives
Organizations represented

Industry Representatives:
Wipfli (James Marks)
T-6 Broadband (Tom Pipes)
CGH Medical Center (Mike Fritz)

PROJECT FOCUS

Our initial impetus for exploring this program of study was to recruit more females and non-traditional students into the program while also generally improving enrollment. There is great local industry need for graduates in this field. As a community, we are at risk for losing industry businesses in the area if we are unable to support the local workforce needs.

GOALS

- **PROBLEM:** The team looked to explore several problems, including enrollment and a lack of females in the program. The two go hand-in-hand and increased enrollment with recruitment of females would make a significant impact. In terms of the Programs of Study Expectations tool, the problem would relate to strong secondary relationships, as well as better serving industry. Increased dual-credit opportunities have been an issue due to few students.
- **RATIONALE**: With current inequities, we are not appropriately serving our workforce. Many may not realize their potential and the impact they could have in the field and the community. Not doing this project could result in industries leaving our community and programs not being viable to operate. These skills are greatly needed in our community. Stronger secondary connections are needed to build this pipeline, which is lacking. Dual credit could be an opportunity to further increase, as well as strengthen workforce connections.
- As the project progressed, the team's goals moved from *student recruitment* to student *retention and completion*. It became apparent that either students were entering the field misinformed, or they were dropping out along the way due to poor information about career pathways within the broader field.

DATA COLLECTION

- The group analyzed both quantitative data (related to students who have been declared majors in the program in the last five years) and also qualitative data in the form of focus group discussions.
- The PTR group reviewed the quantitative data supplied by the Institutional Research representative, while the group project leads along with one faculty member from the group participated in facilitating the focus groups. The themes were then analyzed by the full PTR team.

OUTCOMES AND EQUITY ASSESSMENT

Through assessment of the quantitative data collected, it was determined that many students were dropping out of the program or enrolling in completely unrelated programs midway through the process. Some gaps that were identified related to students enrolling at the dual-credit level, but not ultimately matriculating to our institution. There was not an easily identifiable barrier to completion. We identified students who were abandoning the program at various points, but there was no consistent point, or particular class, that we could easily identify as a barrier to student retention and success. Ultimately, we agreed that it was necessary to talk with the students enrolled in the dual-credit courses to identify more clearly what was keeping them from choosing SVCC for their program and/ or not completing once enrolled.

The qualitative component in our assessment piece involved interviewing two sections of dual-credit students enrolled at the local area career center. Each section consisted of approximately 16 students. There were less than two female students in each session. During the interview many questions were discussed. Seven sample questions/ topics are listed below:

- Do you intend to enroll in college? If so where?
- What program of study do you intend to major in when you enroll in college?
- What area of CIS interests you most?
- Is your interest in CIS heightened since attending WACC?
- How much money would you be willing to invest in your college education?
- Tell us about your experience in the CIS program at WACC.
- *Why not* SVCC?

The conclusions that we reached about our most pressing student success gaps included the following:

- No individual class serves as a barrier to student success
- Many students are choosing to attend a local technical school that specializes in CIS
- Cost is not a deciding factor in this group—students are willing to pay upwards of $100,000 to attend college
- Students want a "college experience" that only private or four-year schools can offer
- Students are unclear about the many pathways to employment in the broad CIS field. Most are losing interest in certain areas before recognizing that another pathway might be a better fit
- Students voiced wanting a more designated "home" for the CIS program on campus.

PROCESS ASSESSMENT

In short, the CIS pathway is challenging from a PTR standpoint because many of the barriers to student success are outside of the control of Sauk Valley Community College. The committee has determined that in order to be competitive in our local market, we need to create more of a "four-year college experience" for the students. In addition, the team has assessed that it is necessary that we do more to promote the many pathways to completion and the various career focus areas within the larger CIS field.

SOLUTIONS

In an effort to improve the overall college experience for the students, and to offer the "four-year college experience" that students are seeking, SVCC is prepared to make some changes to the overall functionality of the CIS department.

1. Create a stronger "face" for the program to encourage enrollment. For instance, we plan to have a representative of the CIS program from SVCC more visible at the area career center at different points throughout the time that students are taking classes at the high school level. Many students commented that they were "marketed to" by the representatives of the local technical college far more, and that helped to solidify their transfer decision.

2. Make changes to the location of the program on campus. To do this, we are allocating a space that will include a faculty office and workspace near designated classroom space for the program. In addition, we are adding a space designated for the tech club to house a "hardware" room so that students have access to hands-on learning with hardware and tech equipment.

3. Use some of the PTR funds to purchase Two Cisco 2911 Routers, w/Security license. This will allow students to have access to needed software that will make us more competitive as a program.

4. Offer a "Girls Tech Day" on campus to promote CIS fields to non-traditional students in the field.

5. Work with marketing and students to create promotional materials to address unclear pathways to programming within the larger CIS field.

EVALUATION METHODS AND MEASURES
The team plans to use quantitative data analysis to measure student retention and completion within the program. We will also follow-up by surveying our students to ensure that changes in the department promotion are more clearly communicated earlier in programming.

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PTR Profile

South Suburban College

Partnership: South Suburban College

Career Cluster: Research and Development

Career Pathway: Engineering & Engineering Technology

Program of Study: Electronic Engineering Technology

Partners:

Community College
  Desmond Campbell, CAD & AET Program Coordinator

  Lynette D. Stokes, Academic Services Vice President

  Anna M Helwig, STEM Dean

  Jazaer Farrar, Counseling Department Chair

  Renee McClinton, Perkins & CTE Grant Manager

High Schools
  Dwayne Mentgen, Bus & Ind Technology Supervisor, District 228

  Mynda Tracy, CTE Coordinator, District 205

Industry Representatives
  Superior Engineering
  Ability Engineering and Technology

PROJECT FOCUS
The improvement of enrollment, retention and completion in the Electronics Engineering Technology (EET) program. The team is also engaged in aligning the program with the secondary schools.

GOALS

- Establish at least one dual credit articulation for an Electronics course for 2015-2016

- Increase the number of active students in the EET program

- Recruit secondary school representatives for the newly developed EET advisory board

- Identify students at the high school and college level

DATA COLLECTION

- Focused on the student's transition from high school to the college

- The data were compiled by the college faculty and district high schools

- The data were analyzed by the members from the high school, college administrator, counseling and faculty

OUTCOMES AND EQUITY ASSESSMENT

The team discovered a lack in student awareness of the program and student identification issues. These issues where at both the high school and college levels. Also, we noticed issues with students identifying themselves correctly in the specific areas of engineering.

The current program is being marketed by one faculty member visiting the feeder high schools and by promotional pamphlets. The high school counselors have not been educated enough about the program. The college needs to find other avenues for promoting the Engineering & Technology department.

PROCESS ASSESSMENT

The team discovered that it needed to address two main processes: program promotion and creating a dual credit system to connect high school students to college. This will help cultivate the program and transition the students from freshman year. Currently, we had no process for students to earn college credit in high school.

SOLUTIONS

The improvements selected were to raise program awareness at the high school level and collegiate level. Short-term goals are to establish dual credit and focus on retention. The measurement for the short term goals would look at the awarding of dual credit and increases in enrollment of up to 5% and retention increases of up to 10% over one academic year. Another improvement would be to focus on identifying students at the high school level and collegiate level. The short term goal would be to correctly identify 5% more students interested in electronics in the high school population and a 10% more at the collegiate level over the next two academic years. For this to be successful we must work closely with our district high schools for data, promotion of the ELC program and resources.

EVALUATION METHODS AND MEASURES

The team has outlined time contingent measures for the outcome. The timeline falls between one to five academic years. The outcomes will be closely monitored by the program Dean and Program Coordinator. If the results are not as desired the solution and outcomes will be presented to the advisory board for further evaluation.

SUSTAINABILITY ACTIVITIES

To make our findings sustainable, we will have the Dean, Program Coordinator, and faculty members implement the solutions. We have aligned our solutions with the program's immediate needs. Also, to address to students long-term needs we are implementing a map using dual credit for students from high school through the college level.

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