# pathwaysToresults

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# What is PTR?

**5-Phase Program Improvement and Development Process that motivates and employs:**

- Strong, comprehensive partnerships
- Data analysis and data-driven decisions
- System process assessment and mapping
- Data interpretation to foster improvements
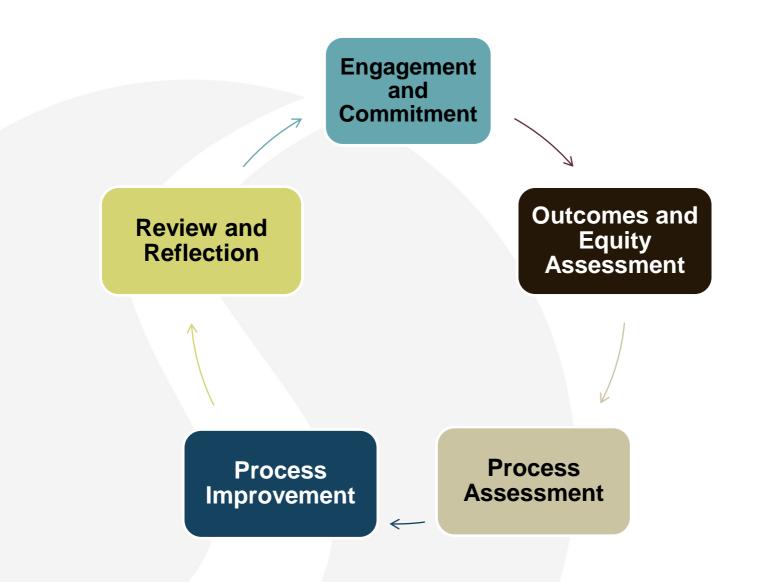- Review and reflection

# Background

- Developed and led by the Office of Community College Research and Leadership (OCCRL)
- Supported by the Illinois Community College Board (and ISBE in 2012)
- Emerged from a continuum of efforts to improve Programs of Study and its diverse goals – mainly aimed at improving **student transition and completion**
- The PTR framework is based on 6 Guiding Principles developed in 2009
- PTR is growing:
  - Began with 6 sites (2009-10)
  - Grew to 18 sites (2010-11)
  - Added 9 new sites (2011-12)
  - Total of 27 sites (2009-12)

# What are the goals of PTR?

- Improve Programs of Study using an inquiry- and equity-focused, continuous improvement process

- Improve outcomes for underserved students (racial and ethnic minority, low income, first generation, and other special pops)

- Use data to make evidence-based decisions

- Align PTR to other policies and practices that seek to improve student transition to college and careers
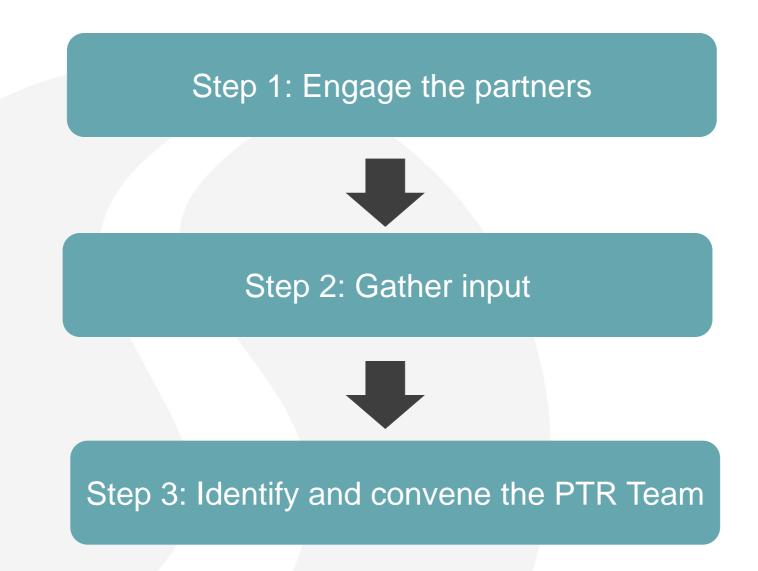
# Five Phases of PTR

# Engagement and Commitment Purpose and Goals

1.  Engage and gain the commitment of key P-20 leaders, partners, and stakeholders

2.  Gather information to specify the initial problem

3.  Identify student outcomes that pertain to the problem

4.  Draft the Charter

# Steps of Engagement and Commitment

Step 1: Engage the partners

Step 2: Gather input

Step 3: Identify and convene the PTR Team

# Sample Problem Statement

- The fall to spring retention rate for the electronics program of study (POS) at Mid-Illinois Community College is 59%.
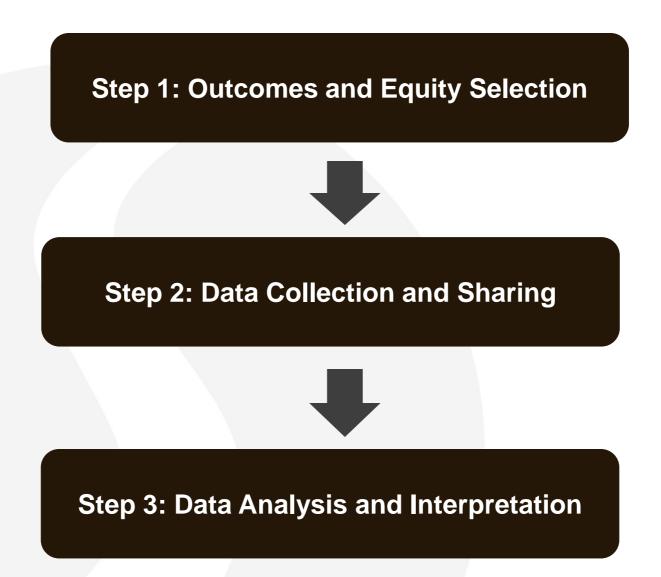
# Purpose and Goals of Outcomes and Equity Assessment

1. To identify, collect, and interpret outcomes by student group

2. To use PTR equity concepts when analyzing student and program data

3. To identify equity gaps

# Steps of Outcomes and Equity Assessment

**Step 1: Outcomes and Equity Selection**

**Step 2: Data Collection and Sharing**

**Step 3: Data Analysis and Interpretation**
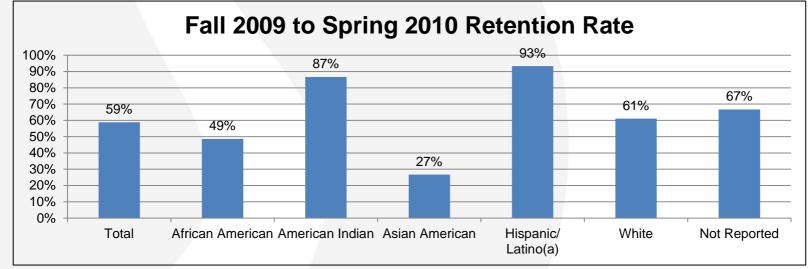
# Equity Gaps

Examine equity gaps by…

- Race/ethnicity
- Gender
- Age
- Socioeconomic Status (SES)
- English literacy
- Special pops (Perkins)
- Other defining characteristics

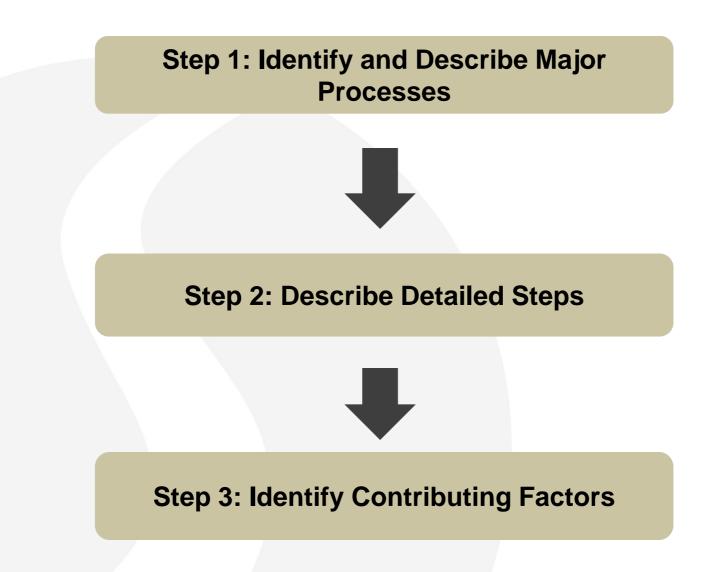# Let's look at some data

| Outcome Measure: Fall to Spring Retention | | Race and Ethnicity | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Total | African American | American Indian | Asian American | Hispanic/ Latino(a) | White | Not Reported |
| Fall 2009 Enrollees in the POS who were Retained in Spring 2010 (Numerator) | 127 | 35 | 13 | 4 | 14 | 55 | 6 |
| Fall 2009 Enrollees in the POS (Denominator) | 216 | 72 | 15 | 15 | 15 | 90 | 9 |
| | Totals and percentages appear automatically in the red cells. Do not edit red cells. | | | | | | | |
| Fall to Spring Retention Rate for Fall 2009 Enrollees in the POS | 59% | 49% | 87% | 27% | 93% | 61% | 67% |

**Fall 2009 to Spring 2010 Retention Rate**

- Total: 59%
- African American: 49%
- American Indian: 87%
- Asian American: 27%
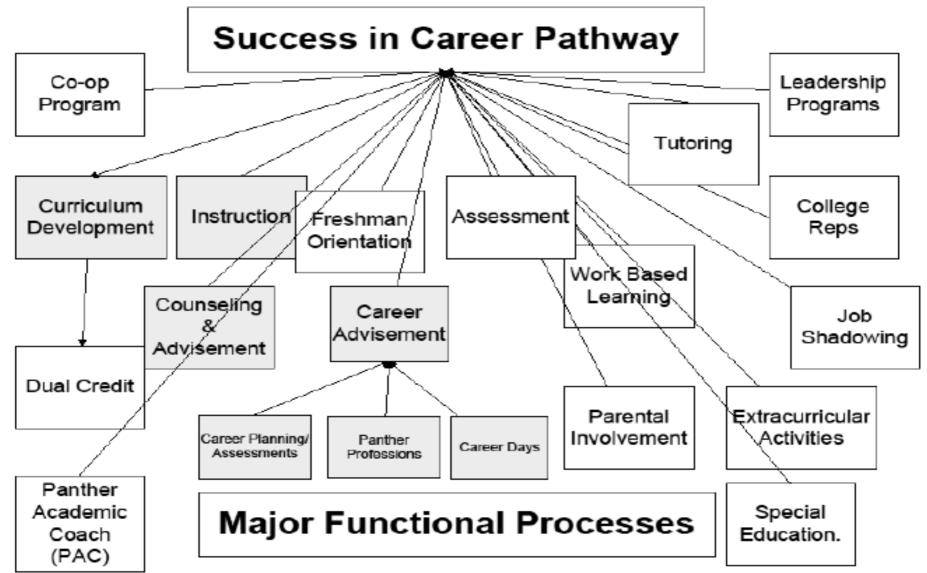- Hispanic/Latino(a): 93%
- White: 61%
- Not Reported: 67%

# Purpose and Goals of Process Assessment

1. Identify major processes supporting the Program of Study and the identified problem

2. Describe the steps of a selected process that if improved, could improve the outcomes

3. Identify contributing factors to process issues discovered in the mapping activity

# Process Assessment Steps

**Step 1: Identify and Describe Major Processes**

**Step 2: Describe Detailed Steps**

**Step 3: Identify Contributing Factors**

# Example: Major Process Inventory



**Success in Career Pathway**

Co-op Program

Leadership Programs

Tutoring

Curriculum Development

Instruction

Freshman Orientation

Assessment

College Reps

Counseling & Advisement

Career Advisement

Work Based Learning

Dual Credit

Job Shadowing

Career Planning/ Assessments

Panther Professions

Career Days

Parental Involvement

Extracurricular Activities

Panther Academic Coach (PAC)

**Major Functional Processes**

Special Education.

# Purpose and Goals of Process Improvement

1. Select solution(s)

2. Develop implementation plan

3. Create evaluation plan

4. Implement and begin evaluation of solutions

# Process Improvement Steps

**Step 1: Identify Solutions**

**Step 2: Develop an Implementation Plan**

**Step 3: Develop an Evaluation Plan**
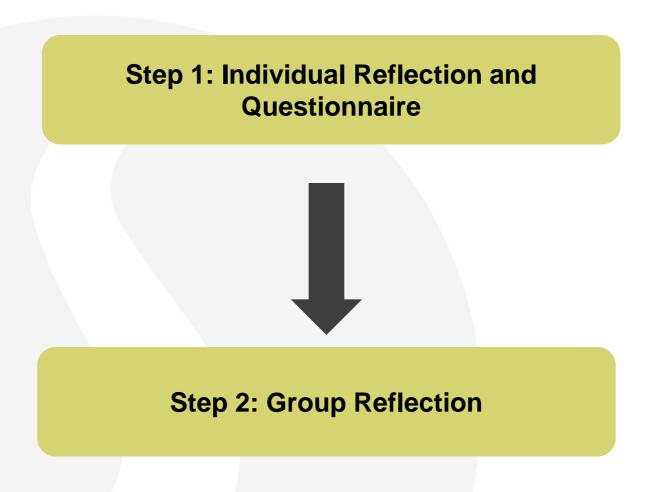
**Step 4: Implement Solutions**

# Purpose and Goals of Review and Reflection

1. Review and reflect on results of PTR

2. Identify ways PTR can be extended to other Programs of Study

3. Develop plans to sustain PTR solution

# Steps of Review and Reflection

**Step 1: Individual Reflection and Questionnaire**

**Step 2: Group Reflection**

# How does PTR align with other initiatives?

- AQIP – Higher Learning Commission
- College and Career Readiness
- STEM
- Adult Education Programs
- Common Core Standards
- High School Feedback Study
- Other

# More Information on PTR and OCCRL

**OCCRL** (Debra Bragg)

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