pathways**TO**results

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.

PTR profiles for sites funded in 2013:

PTR Profile

Black Hawk College

Career Cluster: Business Management and Administration

Career Pathway: Administrative and Information Support

Program of Study: Computer Specialist AAS

Partners:
Stefanini
Moline High School
Adult Education
Black Hawk College

PROJECT FOCUS

The college Perkins data for FY14 was below the state level of performance in Element 2P1 credential, certificate, and degree completion. Due to concerns raised during program review the faculty in the Computer Specialist AAS program has been collecting anecdotal student data. Previous students in the program have been gaining employment and not completing the program. Faculty is also aware that the majority of students are nontraditional age with few recent high school graduates entering the program.

GOALS

- Identify reasons for the low completion rate.
- Raise the completion rate of the program.
- Identify ways to encourage enrollment in the program by recent high school graduates.

DATA COLLECTION

- Student Demographics from FY08 through FY13
- Wage Analysis of program completers for FY08 through FY10
- Postsecondary enrollment of Moline High School dual credit CIP students for FY09 through FY13
- Colleges and Universities enrolled in by Moline High School dual credit CIP students for FY09 through FY13
- Course level grade distribution for on-campus and dual credit courses
- Course level grade distribution for non-traditional age students in core courses

OUTCOMES AND EQUITY ASSESSMENT

The analysis of course level data of on-campus courses showed that one course in particular, CIP 101 Computer Logic and Design, has a low enrollee success rate. Further analysis revealed that 90% of students who did not successfully complete this course were not retained. Analysis of demographic data showed that of the nontraditional aged Computer Specialist majors 75% were disadvantaged either economically, academically, or both. The program faculty had already begun to revise the curriculum for CIP 101 to include a lab component which would provide students experience with concepts taught in lecture. The team also concluded that students may not be aware of support services available to them.

Analysis of data for Moline High School dual credit CIP students showed that the majority of students tend to enroll at four-year colleges and universities. Those who did enroll at Black Hawk College did not major in the Computer Specialist program. Dual credit faculty confirmed this, they also felt that students may be confused about Computer Specialist, Computer Science, A+ certification, and what careers each offers.

SOLUTIONS

As mentioned program faculty have already begun to revise the curriculum for CIP 101 to include a lab component which would provide students experience with concepts taught in lecture. A lab component will be piloted in AY14/15. The program orientation will be revised to include Student Ambassadors from the Black Hawk IT Society. The College's Retention Specialist and the Special Populations Coordinator will speak at the orientation about support services that are available to students. Revisions will be made to the program website; add the pass rate for A+, Network+, CISCO and Security certification exams which students may take at the college, compare program costs with other colleges. The Retention Specialist and the Special Populations Coordinator will contact Computer Specialist students who were not retained to determine other possible solutions.

Marketing materials for the program will be developed specifically for dual credit which will focus on providing career information and also a piece for high school counselors to use when advising students. Computer Specialist faculty will visit the classes at the high school to speak to freshmen regarding BHC's computer programs and promote the dual credit classes; visits to JR/SR level dual credit classes could speak specifically to the students regarding BHC certificates and Computer Specialist program. Some of the Black Hawk IT Society so that dual credit students can attend. The CTE Transition Coordinator will make a presentation on the program at parent/teacher conferences. The college recruiter and the CTE Transition Coordinator will speak with Moline High School counselors as well.

EVALUATION METHODS AND MEASURES

Course level grade distribution will be collected at the end of the academic year for CIP 101, with a goal of 78% enrollee success rate. Use of support services will be tracked for program majors. College enrollment of Moline High School dual credit CIP students graduating in 2015 will be tracked.

SUSTAINABILITY ACTIVITIES

The Computer Specialist Program of Study will continue to be a focus in the FY15 Perkins plan.

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PTR Profile

Carl Sandburg College

Career Cluster: Information Technology

Career Pathway: Network Systems

Program of Study: Computer Networking Specialist

Partners:

PROJECT FOCUS

Computer Networking Specialist is a non-traditional career for females. Postsecondary measures of non-traditional enrollment and completion do not meet state goals. Additionally, female students may not be aware of the CNS POS. Increasing female student enrollment and participation and working to assure that all students understand the POS could positively impact the outcomes of transition, retention, completion, and enrollment.

GOALS

- Increase number of female students in non-traditional career by 10%
- Facilitate communication with female high school students to Carl Sandburg College to Knox College
- Increase retention by 10% and completion rates by 5%

DATA COLLECTION

Attempted to put together a survey, but the survey did not go as planned.

Project is ongoing.

OUTCOMES AND EQUITY ASSESSMENT

None at this time

SOLUTIONS

None at this time

EVALUATION METHODS AND MEASURES

None at this time

SUSTAINABILITY ACTIVITIES

None at this time

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PTR Profile

College of DuPage

PROJECT FOCUS

The CIT Program of Study has been operating and functioning for the last few years. This project focuses on improving the smooth transition from high school to college as well as improving student retention and completion rates. Since the Computer and Internetworking Technology program is a nontraditional program for females, special attention and focus will be directed toward this underserved population to ensure equal access and opportunities for successful student outcomes fall all CIT students.

GOALS

- Increase Awareness of the College of DuPage CIT Program among the district high school students and increase the number of high schools CIT Dual Credit offerings and enrollment.
- Increase the number of high school students who attend CIT dual credit courses with intention to enroll in the College of DuPage CIT program.
- Maintain the high retention rate of students accepted in the program and assist them in preparation for the appropriate certification exams.
- Increase the number of students completing CIT certificates, degrees, and industry credentials especially female students and those in underrepresented groups.

DATA COLLECTION

The CIT POS team reviewed a variety of student data related to the CIT program and to the College and district high schools. Institutional data that was reviewed and analyzed included:
- Perkins PODS data and Nontraditional Program Lists
- COD Fact Book (2011-2012)
- Institutional Tenth Day, Net and Within Term Retention Reports including headcount, FTE data segmented by Gender and Race/Ethnicity
- Student Right to Know: Enrollment, Graduation and Transfer Data
- College of DuPage Graduate Reports

CIT Program Review Data:
- Unduplicated Seat Count Fall 10th Day CIT Student Profile for the last 5 years
- CIT Enrollment Trends Fall 2009-Present, CIT Grades Reports AY 08-AY 2013, CIT Occupational Graduate Follow-up Reports (FY 09-FY 13), CIT Program Review and Annual Update Reports (FY 09-FY 13) & CIT Occupational/Labor Market short and long term projections
- Faculty, Student and Administrative CIT Feedback Survey Results

CIT Program of Study Data
- Dual Credit/Dual Enrollment Fall 2009-Spring 2013 (Post HS Graduation)
- HS Enrollment Data from IBHE School Report Card data on Race/Ethnicity distributions

OUTCOMES AND EQUITY ASSESSMENT

The CIT program has continued to experience program growth over the last falls with a 9.4% increase in headcounts and a 23.6% increase in FTES. The program also is supported by strong Labor Market projections at an annual rate of 13%. However, the CIT program is a nontraditional program for females where currently female students comprise 12% of the COD CIT student population and only 4% of the COD CIT Dual Credit student group. The racial ethnic distribution of the CIT students generally reflects that of the COD entire student population with the following: White Non-Hispanic 68.82%, Asian or Pacific Islander 14.48%, Hispanic 6.67%, Black Non-Hispanic 5.92%, and American Indian .4%.

The student age distribution in the program is as follows:

17 and under	.32%
18-20	18.64%
21-25	19.22%
25-30	15.56%
31-39	17.66%
40-55	20.52%
56-64	6.5%
Over 65	.66%

Through the data review and analysis, a significant decline (over 50% decrease) in program degree and certificate completion from 134 total graduates in FY 2008 to 64 in FY 2012. Some of this loss can be attributed to the conversion to a new student data base system that did not immediately have the same level of degree/certificate audit features of the legacy system.

SOLUTIONS

One solution that has resulted from the CIT POS Pathways to Results process is to implement a CIT POS Communications Plan to improve the awareness of the CIT Program of Study targeting specific stakeholders at the district high schools including: parents, students, and high school counselors and faculty. Marketing materials include but not limited to written informational pieces, web presence, video presentations, targeted informational activities and events and a roll-out time table that will focus on 4-5 district high schools. Materials will be developed to highlight and promote this field to female students. Other solutions include addressing the issue of program completion and collecting student data on industry credentials.

EVALUATION METHODS AND MEASURES

The CIT POS team will be monitoring the effectiveness of these solutions through a variety of methods including: feedback surveys from information sessions, increased participation rates both in the number of high schools and in the number of high school students (including females) participating in CIT dual credit courses. The team will also be monitoring the number of students continuing their CIT program coursework post high school graduation. Increased completions in the CIT degree and certificates as well as establishing baseline data for industry credentials either through shared data with industry partners or through student self-reported data from program surveys.

SUSTAINABILITY ACTIVITIES

As a result of participating in the Pathway to Results, COD has included an activity to formalize the PTR process through the development of an institutional committee structure. The Coordinator of Academic and Assessment will facilitate the development and rollout of an Academic and Career Pathways Committee Structure that includes a Steering Council (Pathway Leadership Team); five sub-committees, one for each Career Cluster aggregate included in Illinois Career Cluster Framework Model; and multiple working Program of Study (POS) Implementation Teams. Each committee includes the appropriate key stakeholders for that function and where possible is integrated in the existing COD operational committee framework. The main focus of the steering committee is to set policy, approve procedures/processes, protocols and templates in the support of existing and new Programs of Study between the College, district high schools and TCD, the district's EFE Center.

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PTR Profile

Harold Washington College

Career Cluster: Finance

Career Pathway: Accounting

Program of Study: Accounting

Partners:
Harold Washington College
Chicago Public Schools
Business and Industry

PROJECT FOCUS

CPS engaged in curriculum revitalization and enhanced the accounting curriculum at the secondary level. During this process, CCC collaborated with CPS and business and industry. There are 13 secondary articulation agreements in place with City Colleges of Chicago and one is for Accounting. To date, the team has not been able to identify any CPS students who are eligible to exercise the articulation agreement. Harold Washington College is currently reviewing the Accounting Program and collaborating with Business and Industry to ensure the curriculum is still relevant and will lead to a career of economic value.

GOALS

- Collect data from CPS Business Academy Accounting Program and Harold Washington College data; analyze data; evaluate the problem statement; identify solutions and review implementation.
- Evaluate Accounting course alignment and CPS/CCC Articulation Agreements.
- Identify the number of high school students completing the Accounting Program at their high school and research their postsecondary options.
- Increase knowledge of Harold Washington College Accounting Program of Study to High School students.

DATA COLLECTION

- CPS Accounting Enrollment for High School Juniors and Seniors
- HWC Number of Students enrolled in Accounting Courses
- HWC Number of Students in Accounting POS
- HWC Number of Students who declared Business Academic Plan
- HWC Accounting Graduation Data
- HWC Top Feeder High Schools
- HWC Number of Students declared Accounting in Grades First.

OUTCOMES AND EQUITY ASSESSMENT

The data was collected from various sources such as PeopleSoft, Open Book, GradesFirst etc. Data was compiled to reflect the number of high school students graduating and enrolling at Harold Washington College from all High Schools. The new student enrollment data from high schools with Business Academy Accounting Programs reflected Curie and Kelly High Schools had the highest number of students transitioning to Harold Washington College in Fall 2013. There are 24 students from Curie and Kelly High Schools, who completed the Accounting Program at CPS but data did not indicate they were enrolled at Harold Washington College. Two of the top feeder high schools have the Business Academy Accounting Program. Only one top feeder high school is a Harold Washington College Dual Credit Partner School. All other top feeder high schools have a Dual Enrollment presence on campus. Of 376 CPS Accounting students, 269 will be graduating in June 2014 where recruitment initiatives can be implemented.

SOLUTIONS

The team will focus on recruitment efforts with Chicago Public Schools CPS and, including Business Academies, Dual Credit partner schools and top feeder Dual Enrollment schools. This will include the College Recruiters, Advising team, Admissions, Business Faculty, College to Career staff, Early College staff and high school partners. Recruiting program will include flyers, brochures and events.

EVALUATION METHODS AND MEASURES

The team intends to continue collecting data and analyzing results to measure progress and check effectiveness of solutions. The team will gather data directly from students, form a focus group and assess strategy.

SUSTAINABILITY ACTIVITIES

The team is committed to the recruitment program and has aligned individuals at both postsecondary and secondary institutions to move the plan forward. In addition, the Pathway to Results process provides structure that can be extended to other programs.

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PTR Profile

Harry S. Truman College

Career Cluster: Transportation, Distribution, and Logistics

Career Pathway: Facility and Mobile Equipment Maintenance

Program of Study: Automotive Technology

Partners:
City Colleges of Chicago

Chicago Public Schools

Southern Illinois University-Carbondale

Snap-on Industrial

PROJECT FOCUS

As a means of impacting recruitment, persistence/retention, and completion of female students—the underrepresented population—within the Program of Study positively, one of the key issues faced by advisors of Automotive Technology AAS degree-track students is whether to maintain a traditional approach to program advising or to consider a more specialized approach like creating cohorts with block schedules.

GOALS

- Affect female interest in Auto Tech Program.
- Create cohort of Auto Tech/Auto Tech female students that follows a block schedule.
- Track enrollment, retention, and completion of cohort.

DATA COLLECTION

- Secondary data (based on articulation with Carl Schurz High School, CPS)
- Institutional program enrollment and completion data (i.e. course-by-course, term-to-term, certificate attainment)
- Post-secondary transfer data (Southern Illinois University-Carbondale Automotive Technology articulation)

OUTCOMES AND EQUITY ASSESSMENT

Preliminary data based on Truman College Automotive Technology Students by Gender, Truman College Automotive Technology Awards by Gender (AAS degree, Advanced Certificate, and Basic Certificate), and Truman College Automotive Technology Course Completion by Gender reflects the following:

- Based on Statewide cte data for the transportation, distribution, and logistics career cluster, an average of 5.2% of female concentrate (complete 12 credit hours of more of courses)
- From FY12 to current, females represent only 6% of Automotive Technology program enrollees (that is, 24 out of 395)
- From FY12 to current, 0% of females received an Automotive Technology AAS degree; 2% received an Advanced Certificate (1 out of 48); and 7% received a Basic Certificate
- When considering Automotive Technology course completion by gender, the team found that female representation is sparse after the fourth and fifth courses within the sequence
- The 1999 study conducted by Jack Greer and Rod Collard of Southern Illinois University, "Women and Black Students in College Automotive Technology" published in *Journal of Vocational and Technical Education*, contributed to the decision to consider block scheduling/cohort models to support program enrollment, retention, and completion among females

SOLUTIONS

- Modified the current registration form to allow students to identify their CTE program area of interest
- Implement a student information update campaign each term to ensure demographics are recorded accurately
- Female-specific focus on marketing for program recruitment and retention
- Creation of Automotive Technology cohorts, including College Success course with an automotive theme for all first-term students
- Females within Automotive Technology presentations embedded within courses
- Creation of support group specifically for female populations within CTE programs

EVALUATION METHODS AND MEASURES

- Surveys (current and former students)
- Term-to-term and course-to-course retention
- Enrollment and completion trends
- High school to two-year transition (POS articulation)
- Two-year to Baccalaureate program transfer (POS articulation)

SUSTAINABILITY ACTIVITIES

- Continuation of activities built within FY15 CTE-Perkins plan
- Data collection efforts will continue throughout FY15
- Key stakeholders are in agreement to maintain and support implementation of activities through continuous evaluation

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PTR Profile

Heartland Community College

Career Cluster: Manufacturing

Career Pathway: Production

Program of Study: Machine Tool Technology

Partners:
Heartland Community College
- Dean of STEM and Business
- Instructional Chair of Business and Technology
- Technology Faculty

Bloomington Area Career Center

Livingston Area Career Center

Normal West High School

Normal Community High School

Caterpillar, Pontiac, IL

Kongskilde Industries

Eaton Corporation

American Buildings

Saint Gobain/Verallia

PROJECT FOCUS

The focus of this project is to solve the following problems:

- Lack of students pursuing careers in the manufacturing/production pathway in secondary and post-secondary programs
- Lack of students earning college credit for secondary classes and training
- To increase the number of students completing a credential (certificate or degree) at the postsecondary level

GOALS

- To create program-level outcomes for the Machine Tool Technology certificate
- To better define pathways for students seeking to enter manufacturing as a career
- To revise programs to better fit local employers' needs

DATA COLLECTION

The team has not decided on what type of data to collect and hopes in the coming year to define and collect data for this project.

OUTCOMES AND EQUITY ASSESSMENT

No data collected to date.

SOLUTIONS

Solutions have not been defined.

EVALUATION METHODS AND MEASURES

Evaluation methods and measures have not been defined.

SUSTAINABILITY ACTIVITIES

Sustainability measures have not been defined.

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PTR Profile

Illinois Central College

Career Cluster: Arts, A/V Technology & Communications, Informational Technology

Career Pathway: Audio & Video Technology, Printing Technology, Web & Digital Communications

Program of Study: Graphic Communications, Graphic Design, Multimedia

Partners:
Pekin Community High School
Western Illinois University
Bloomington Ofset Press
Brandt Printing
State Farm
Versa Press
Wayne Printing
PIP Printing and Marketing Services
Muir Omni Graphics
GDS Professional Business
EDC for Central Illinois

PROJECT FOCUS

Students interested in these career areas often lack the understanding of the programs and the types of occupations they prepare them for in the workforce. The PTR Team agreed that more clarity in defining the 3 programs would benefit students, parents, educators and advisors in helping students make an informed decision about their career path and potential opportunities and occupations in each distinct program.

GOALS

- Improve advisement
  - Decrease confusion in advisement phase by clearly defining the pathways for students, parents, educators and advisors
  - Increase clarity in career path for each educational program leading to specific industry occupations and industries
- Address enrollment issues- increase awareness and understanding
- Improve faculty communication with the college
- Improve recruitment efforts - increase program exposure to all
- Minimize the duplication of courses and make program offerings more flexible

DATA COLLECTION

The team looked at individual program data on the PTR templates populated by the Institutional Research Department. Secondly the team looked at workforce data to see which occupations were most in demand. Each program coordinator keeps individual data and shared that data with the Project Manager. The Perkins Coordinator did an independent study and those reports are posted in Dropbox. Occupations compared:

- Prepress technicians and workers
- Printing press operators
- Print binding and finishing workers
- Desktop publishers
- Graphic designers
- Multimedia artists and animators

Lastly the team looked at the ICCB Career and Technical Education Employment and Earnings Analysis Web Portal. https://informatics.niu.edu/iccb/. The site is intended to promote program improvement and advance dialogue and discussion about strengthening performance in the Illinois Community College System. The cohort on the web portal is based on the USDOE OVAE Postsecondary Perkins cohort for 4P1 Measure – Student Placement in Employment and consists of unduplicated Career and Technical Education completers. Reports provide selected quarterly earnings by selected variables. Each quarterly earning provides Number of Completers Working, Percentage of Completers Working, Average Wage, and Median Wage.

OUTCOMES AND EQUITY ASSESSMENT

The student enrollment in Graphic Communication, Graphic Design and Multimedia reflects very little diversity. The program coordinators are well versed in diversity issues and the college is well represented by the Diversity Department during recruitment endeavors. Retention rates and completion rates are misleading in Graphic Communication because some students only take a few classes to build their skills for existing or new jobs. Rates are better for Graphic Design and Multimedia as those students transfer to 4 year institutions.

SOLUTIONS

Advisement & Enrollment
The team compiled a comparison table which will allow them to create marketing materials that are clear and concise for recruiting and educating everyone on the uniqueness of each program. These materials will also be targeted at non-traditional students, diverse populations, and adult students. The team will strive to increase awareness and interest.

Communication
Throughout this year and through the vehicle of PTR, these 3 programs areas were asked to openly communicate about their programs. Communication at the college will be ongoing as they strive to make all 3 programs stronger together.

Recruitment
The team will be working toward a unified recruiting strategy and fact sheet utilizing career pathways with high school counselors, teachers, college advisors and EFE Board of Controls. Certificate options will be highlighted that students can obtain to directly enter the workforce. The programs have the capacity to grow and an opportunity to leverage the local businesses.

Duplication
In addition to looking at how the curriculum in these 3 programs overlaps and could be leveraged better, next year the team will look at the Web Programs. This is another closely related area where the overlapping curriculum and pathways leading to the workforce could be examined and bring clarity to students.

EVALUATION METHODS AND MEASURES

Program improvements, material development and communication meetings are ongoing. Supervising Deans will track retention and completion data submitted by Program Coordinators in their yearly Program Plan. The team will evaluate the new marketing materials next year by surveying the audiences and adjusting the focus and follow through when needed.

SUSTAINABILITY ACTIVITIES

With the help of Perkins the team will continue to create new messaging for students, parents, educators, adults and diverse population groups. Marketing materials to be developed will need to be updated yearly to keep up with the changing technology and evolution of the programs at ICC. They will keep the focus on student success and education appropriate for each student's interests.

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PTR Profile

Illinois Valley Community College

Career Cluster: Architecture and Construction

Career Pathway: Design/Pre-Construction

Program of Study:
Computer Aided Engineering and Design Associate in Applied Science Degree

Computer Aided Drafting Certificate

Partners:
Illinois Valley Community College:
- Associate Vice President for Academic Affairs
- Coordinator of Dual Credit/Dual Enrollment
- Director of Admissions and Records
- Secondary dual credit Instructors
- Program Coordinator of IVCC CAD Program
- Part time faculty of IVCC CAD Program

Starved Rock Associates for Vocational & Technical Education

Northern Illinois University, Chair – Department of Technology

Industry representatives

PROJECT FOCUS

The Computer Aided Engineering and Design Associate in Applied Science Degree and the Computer Aided Drafting Certificate have seen a significant decrease in retention over the past few years. When data from the core CAD classes, CAD 1200 and CAD 1201, were examined from fall to spring, a drop in enrollment was identified. This drop fell from 100 percent Fall 2011 to Spring 2012 and 50 percent Fall 2012 to Spring 2013. The DFT 1200 and DFT 1201 sequence also saw a decrease in retention from Fall to Spring. In Fall 2012 there were 30 students in DFT 1200 and in Spring 2013 there were 18 students in DFT 1201.

The team has identified that there are opportunities for improvement in the CAD POS. Northern Illinois University has approached IVCC to offer a two plus two opportunity in CAD. The team hopes to increase retention, which will also increase completion and give those students the opportunity to continue their education at NIU.

GOALS

- Identify retention issues
- Develop sequence for transition to NIU's two plus two POS
- Improve completion
- Increase secondary educational opportunities

DATA COLLECTION

- IVCC program demographic data
- IVCC annual completion data
- Industry needs

OUTCOMES AND EQUITY ASSESSMENT

The Computer Aided Engineering and Design Program of Study has seen a decrease in enrollment and completion. The data proved that IVCC has a high graduation rate, but the Computer Aided Engineering and Design program does not. Data showed that students enter the program and take the main class, CAD 1200 with an enrollment of 27 in FY12, but do not come back in the spring to take CAD 1201. The enrollment for that course was 5 in Spring FY12.   Data also showed a decrease in graduates. From the highest amount of 6 in 2011 to 1 in 2013. Students who enroll in Computer Aided Engineering and Design may not complete as they may not understand the nature of the program. Female and high schools students have low enrollment in this particular program. Focus must be given to educating those students on the advantages of Computer Aided Engineering and Design.

SOLUTIONS

The team will gain student input in order to implement changes or add student support. IVCC will also continue to improve curriculum alignment to offer a two plus two option for IVCC students to continue their education at NIU in Computer Aided Engineering and Design. Industry partners will be surveyed on employment needs. Changes to the program of study will be based on local industry needs, such as technology updates. Secondary partnerships will produce an increase in dual credit opportunities. The program coordinator will visit the high school dual credit students to recruitment them to continue at the IVCC Computer Aided Engineering and Design program of study.

EVALUATION METHODS AND MEASURES

The main improvement objectives revolve around the retention and completion rates. The students are starting the program and not finishing. Curriculum needs to be examined and potentially changed to encourage retention. An increase in retention will also affect an increase in completion.

A baseline of retention and completion data has been established from the FY13 PTR data. Measures continue to be readily available. Measurable data will be semester to semester retention and number of students awarded a certificate or degree. The current completion rate for the Computer Aided Engineering and Design POS was 1 student in 2013. A short term goal would be to increase the rate by 2-3% and implement a long term goal of 5-8% in five academic years. Fall to Spring retention rate for all students in the Computer Aided Engineering and Design POS is 18%. A short term goal would be to increase the rate by 3-5% and implement a long term goal of 8-10% in five academic years. Female enrollment in the Computer Aided Engineering and Design POS is low. A short term goal would be to increase the rate by 3-5% and implement a long term goal of 8-10% in five academic years.

SUSTAINABILITY ACTIVITIES

The team feels that the progress made toward increasing enrollment and retention will be sustained by the changes made in the curriculum and alignment with a two plus two option. The program coordinator's efforts in engaging high school students and increasing dual credit opportunities will help increase enrollment. The team hopes that updated technology and improved curriculum in classes will encourage the students to continue with the POS leading to increased completion rates. Many of these activities have no cost associated with them, making the likelihood of sustainability greater.

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PTR Profile

Kennedy King College

Career Cluster: Arts, Audio/Video Technology & Communications

Career Pathway: Visual Arts

Program of Study: Media and Visual Communications

Partners:
Kennedy King College
- CTE Coordinator
- CTE Department & Faculty

Chicago Public School
- District Office CTE Senior Program Coordinator
- Forman High School
- Academy High School
- Thomas C. King College Preparatory High School

Industry Representatives
- Hughes Who Productions
- Truestar Magazine
- WYCC Television
- WKKC Radio

Post-Secondary Representatives
- Columbia College
- DePaul University
- Chicago State University
- Northwestern University

PROJECT FOCUS

The ability to draw special population students with either the educational background, aptitude, or the desire to learn and execute the technical skills necessary in the Media & Visual Communications industries continues to be a challenge. That eventually results in lower enrollment and thus a lower completion rate compared to other CTE programs within the City Colleges of Chicago. Specifically, the team has faced difficulties partnering with and recruiting from Chicago Public High Schools. While several CPS high schools offer pathways of study directly related to the Media and Visual Communications industries, very few of the leaders on those campuses are aware of the opportunity for their students to continue their study at Kennedy-King College. Recruitment has continued to be a challenge as a result in newly imposed District guidelines. Using PTR grant funds, the Media & Visual Communications Department will address this problem by organizing special presentations, mentoring sessions, field trips to KKC, and career day events for CPS students currently enrolled in, or planning to enroll in Broadcast Technology or Digital Media pathways (at their respective CPS schools). Additionally, the Media & Visual Communications Department will work with CPS to finalize articulation agreements and dual credit opportunities.

GOALS

- Recruit at least 3 CPS faculty or other CPS CTE representatives to serve on the Media & Visual Communications Departments' Advisory Boards.
- Actively track the number of CPS Broadcast Technology and/or Digital Media Pathways students who enroll in the KKS Media & Visual Communications programs.
- Increase the number of CPS Broadcast Technology and/or Digital Media Pathways students who are interested in KKC Media & Visual Communications programs by 5% in year one, 7% in year two, and 10% in year three.
- Develop and execute at least two specialized computer training workshops during the 2013 Fiscal year.
- Develop and execute at least one career fair for CPS students enrolled in the Broadcast Technology and/or Digital Media Pathways.
- Gain approval of the new computer training course by Fall 2014 semester.

DATA COLLECTION

- Institutional and program level enrollment data
- Analyzed student equity, retention, enrollment and completion in the Media and Visual programs at secondary and postsecondary levels
- Disaggregated CPS data
- Anecdotal student survey

OUTCOMES AND EQUITY ASSESSMENT

The data highlights that there are more male students enrolling in the POS courses. The team is considering gender equity as it relates to fewer females, specifically black females in the Media and Visual Communications industries. Anecdotal student surveys indicate that students came from high schools that do not have the POS and are technologically under prepared for the course work. All enrollees meet the special populations' economically disadvantaged criteria. The data proves that the non-traditional student enrollment is higher than non-traditional enrollment and that non-traditional students perform better academically by obtaining grades of 'C' or better. Lastly, a significant number of the students enrolled are either coded incorrectly as non-certificate or degree seeking media and visual communication students or just taking those courses for other interest that are not certificate or degree related.

SOLUTIONS

- Recruitment: Based on data collection students enrolled in Media and Visual Communication courses are mostly from high schools that do not have the POS. There should be an adjustment in the trend that includes academically prepared students transitioning from CPS to KKC based on the POS and recruitment efforts.

- Retention: Based on the data collected, students' enrolled fall 2014 in Media Communication courses had a slightly higher course completion rate. Courses for that program are sequenced. It is expected that the sequencing of the Visual Communication courses will improve the course completion rate.

- Articulation of courses with POS feeder high schools.

EVALUATION METHODS AND MEASURES

Utilize new and existing institutional enrollment measures (survey cards/contact forms at recruitment, PeopleSoft and Gradesfirst) as an opportunity to reach and track high school students that have the POS; 50% of students will be from the target demographic (traditional age females)

Electronic surveys are being distributed through collaborated efforts of Student Services, the Institutional Researcher and OIT departments. The CTE department will pursue an opportunity to utilize online surveys with the aforementioned departments and include CCC Recruiters in on the discussion to be more strategic and simplify the process for students. Preliminary stages will use paper based surveys, sign in sheets for workshop and classroom presentations, and the tracking of data once the course sequencing of Visual Communication courses is approved and implemented (fall 2014).

SUSTAINABILITY ACTIVITIES

Not available at this time. Questions comments and concerns should be brought to the attention of the KKC Director of Media and Visual Communications.

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PTR Profile

Kishwaukee College

Career Cluster: Agriculture, Food & Natural Resources

Career Pathway: Plant Systems

Program of Study: Landscape Operations and Management

Partners:

Kishwaukee College
- Adult Student Connections
- Career Tech Administration
- Coordinator of Access, Equity, and Diversity
- Horticulture teaching staff
- Institutional Research

Kishwaukee Educational Consortium (Local EFE)

State Universities

State of Illinois Ag/Hort Education support services

Local Secondary Guidance Staff

Local Secondary Instructors

Local Horticulture Professionals

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PROJECT FOCUS

The Landscape Design and Construction curriculum has been assumed by a recently hired instructor. This was an ideal time to revisit the viability of the curriculum. By working through the PTR process with the PTR team the new instructor met and interacted with many of the landscape design professionals in northern Illinois. Representatives from secondary education were on the team. These secondary representatives helped to provide initial contacts and access to other secondary teachers in Northern Illinois.

GOALS

At the first meeting of the PTR team it was decided that several opportunities could and should be addressed. They are:
1. The Ag/Hort Department should make new connections with the regional landscape and construction industry.
2. Industry credentials should be identified that can be offered by the program to enhance graduates' employability.
3. The current landscape design and construction curriculum should be reviewed for gaps in content and student outcomes.
4. The Ag/Hort Department should reconnect with Northern Illinois high schools to share information on updated curriculum, with goals of increasing the number of secondary students transitioning into the college program.

Subsequent meetings of the PTR team lead to the modification of these initial goals. After much discussion reviewing data, listed in the next section, it was decided to focus on items 1 and 4.

DATA COLLECTION

- Program Level Data & Institutional Data
- Student Focus Groups
- Surveys of High School administration and guidance staff
- Survey of High School Ag/Hort Teachers
- Survey of Industrial professionals

Program and Institutional data revealed that enrollment grew at a steady rate from FY09 to FY12. In year 2013-14 there was a 35% drop in enrollment. Out of district enrollment had fallen by 42%. (Kishwaukee College is one of the few landscape programs in northern Illinois. In past years @ 40% of the colleges landscape students were out of district.) Year to year retention rates had fallen over the past 5 years as did midterm retention rates. A survey of current students suggested that this may be a result of non-traditional students taking one or two classes for personal benefit rather than pursuing a degree or certificate. Demographics showed that traditional aged students to about 15% of the total enrollment. Ethnicity of the students is 90% white. The college Coordinator of Access, Equity, and Diversity helped the team address this issue.

OUTCOMES AND EQUITY ASSESSMENT

Traditional aged students (18-24) have fallen to about 15% in proportion to the total enrollment. In FY 13 this group declined the most compared to the prior year. The ethnicity of students has changed very little with about 90% white students and the remaining majority being Hispanic. Males are over represented by about 10% compared to the college as a whole. Intent and goals have been relatively stable with about 60% of students intending to obtain skills and about 20% pursuing coursework for transfer.

SOLUTIONS

Surveys taken by industrial professionals showed that the current work force was aging and there is concern that qualified individuals are not pursuing landscape design and construction as a career. Surveys taken by high school teachers, administrators, and guidance staff revealed that they were unaware of the Programs of Study work that the collage has accomplished. It was also shown that they were unaware of the potential careers that are available in landscape design and construction. As a result of reviewing the data and surveys the team decided that:

1.   Direct contact should be made with area high schools.
2.   Marketing materials should be created to encourage both traditional and nontraditional students to enroll in the Landscape Construction and Design program.
3.   Professionals in the field should be available to talk to potential students.
4.   Professionals would help promote the program with student tours and events at their facilities.

The lack of ethnic diversity was discussed at length. Many factors were cited for this issue. The college Coordinator of Access, Equity, and Diversity proved to be an invaluable asset at the meetings. He explained that to a great extent the black minority population came from out of district, primarily Chicago. The goal of most of these students was to transfer to one of the state universities. As a result most of these students were not interested in any of the Career Technology classes at the college. It was decided that there should be an outreach to these students

The group created marketing materials in cooperation with the college's marketing personnel. 25 high schools within a 35 mile radius were targeted for distribution of the marketing materials. Materials were also distributed to local community outreach organizations, park districts, civic groups, and retail outlets in an attempt to reach a diverse population of prospective non-traditional students. Members of the team made direct contact with all schools and agencies in the distribution the marketing materials. The marketing materials have been made available to the college's Coordinator of Access, Equity, and Diversity with the intent of increasing awareness as opposed to recruitment. It is hoped that through increased awareness this population will begin to consider Landscape Construction and Design as a viable career alternative.The Programs of Study coordinator will be meeting with each of the local high school's CT staff, guidance and administration early in the 2014-15 school year to discuss the current state of the college's work in the programs of study area with an emphasis on current and past PTR work.

EVALUATION METHODS AND MEASURES

Any increase in enrollment by the targeted groups will be interpreted as a promising indicator. The team would like to see a spike in enrollment for fall 2015 when the new marketing materials and efforts will have had an entire school year to begin to take effect. Single digit percentages in increased enrollment of the target group and retention are expected. The data required will be provided by the college's institutional research division. Focus groups of students, high school teachers and industry professionals will be utilized as well as the standard yearly format required by the Career Technologies Division.

SUSTAINABILITY ACTIVITIES

The PTR team will continue to review and evaluate the results of the marketing plan. The college Coordinator of Access, Equity, and Diversity will assist in helping to expose Landscape Construction and Design to populations of students that traditionally do not enroll in CT courses. The Programs of Study Coordinator will continue to stay in contact with high schools, community organizations, and local business and keep them apprised of the continuing Programs of Study work being done by Kishwaukee College.

PTR Profile

Lake Land College

Career Cluster: Manufacturing

Career Pathway: Production

Program of Study: Computer Integrated Manufacturing

Partners:

Secondary:
- Marshall High School Technology Instructor
- Superintendent, Marshall Community Schools
- Eastern Illinois Education for Employment Systems

Post-Secondary:
- LLC, Director of Perkins
- LLC, Perkins Specialist
- LLC, Institutional Researcher
- LLC Adult Education/Accelerating Opportunities, Adult Education & Transition Counselor
- LLC, Technology Division Chair
- LLC, Computer Integrated Manufacturing Instructor
- LLC, College Center for Business & Industry
- EIU College of Business & Applied Technology, Technology Instructor

Business and Industry:
- North American Lighting
- Yargus Manufacturing
- E Rowe Foundry
- Evapco Mfg.
- TRW
- Simonton Windows
- GSI

PROJECT FOCUS

In 2010, in response to local employers, LLC developed a Fundamentals of Manufacturing program that paired adult education basic skills class and manufacturing classes to build skills needed for local employment. Soft skills training was included in the curriculum. The program was taught at the Lake Land College Eastern Region Center in Marshall. Students have been successful in securing employment in manufacturing settings.

Initial classes focused on welding skills: students earned an OSHA 10 safety certificate, 8 local certificates, and classes could lead to a college certificate in welding.

In response to additional employer needs, in the fall of 2013 a Manufacturing Skills class was implemented to further build technical skills and to include Computer Integrated Manufacturing. Both programs are college programs taught at the college's Eastern Region Center 45 miles from the main campus.

GOALS

- Increase preparedness for Computer Integrated Manufacturing Jobs
- Increase enrollment of students
- Review curriculum

DATA COLLECTION

With input from team members, a curriculum review was implemented to ensure courses contained state of the industry content. Additional items such as MIG welding, completion of production logs and basic computer skills, problem solving and conflict resolution were recommended to be included in the curriculum.

OUTCOMES AND EQUITY ASSESSMENT

The original CIM pilot study included 15 adult students (male) who were enrolled in a 16 hour certificate program this fall 2013. All students successfully completed the program and are employed at North American Lighting (NAL).

SOLUTIONS

Beginning fall 2014, Marshall High School (MHS) will have a Manufacturing Skills Program class of juniors and seniors meeting at the Lake Land College Eastern Region Center (ERC). MHS currently has 43 applications for the 2014-2015 school year, with 14 spots available in Manufacturing Skills and 14 spots in Welding. Students will be taught the same curriculum as those in the original Manufacturing Skills pilot study and will receive dual credit hours from Lake Land College. Students must commit to a full year, 2 period per day curriculum. Criteria for selection will include attendance, aptitude, attitude, and work in class.

EVALUATION METHODS AND MEASURES

Extended job shadowing and internship possibilities during the program are being explored with business partners. Also, opportunities for streamlined interviewing and hiring are under consideration. Secondary and post-secondary administrators and instructors are visiting businesses and meeting with business leaders to gain a better understanding of environmental conditions and concerns, form closer alliances, and determine program direction based on those alliances. Visits to date have resulted in the following:

- Yargus Manufacturing – Welding positions are in demand. Yargus is committed to hiring LLC students at many different levels within the company. Job Shadow and tours will be made available to secondary and post-secondary students.
- North American Lighting (NAL) – NAL will be committed to interviewing students passing the MFG 1 course. Plant tours will be available to secondary and post-secondary students.
- Simonton Window (scheduled visit April 22, 2014).
- Mattoon Precision - Lake Land College met with company representatives who indicated they are very interested in hiring LLC Computer Numerical Control (CNC) completers. MFG 1 completers would be potential students to enroll in CNC courses.
- Fire Equipment Service & Sales, Inc (FSSI) - FSSI is a small facility that will be looking for new hires in the near future. They are committed to hiring a few adult students with the MFG 1 competencies.
- Both Yargus and Evapco have supplied us with scrap metal, new stainless steel metal and some sheet metal for welding and fabrication projects.

SUSTAINABILITY ACTIVITIES

Additional activities relating to this program of study include:
- Informational fliers are being designed with input from program instructors and college administrators to create public awareness and inform potential students and community members of program opportunities.
- To build early career awareness, Marshall school district in partnership with the college, introduced fifth grade students to manufacturing through a hands-on activity with Lego® robots. The event was located at the Lake Land College Eastern Region Center (ERC), and Manufacturing Skills faculty participated in this interaction with students to provide an early introduction to manufacturing careers.

CONTACTS

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PTR Profile

Lincoln Land Community College

Career Cluster: Information Technology

Career Pathway: Network Systems

Program of Study: Networking Administration and CIS-Networking (2+2 UIS)

Partners:
Business and Industry partners
Community College – Institutional Research

Community College – Academic Programs, Dean and Instructors

Community College – Secondary Collaborations (special programs)

Secondary CTE Teacher (Cisco Networking Instructor)

Local 4 year program Instructor and Program Chair

Local professional education director for business and industry

Academic advising

PROJECT FOCUS

The problem identified by the group is degree completion. It is evident from the initial data review that compared to the number of students enrolled in the networking programs that very few are actually completing the degree. The group plans to survey students to identify barriers to completion. Anecdotal information suggests that students are completing enough course work to move into employment or complete enough course work at the community college to continue to the 4 year institution. It is also evident that many students/employees are being trained by business partners on a course by course basis/on demand. These issues relate to POS principle 3: Alignment and Transition addressing postsecondary and career options. After initial discussions pertaining to the SWOT analysis it will be important to consider the curriculum offered in the networking program and ensure that continuity and consistency is represented beginning at the high school and continuing through the 4-year programs. Relevancy of the curriculum is key to preparing students for the workforce and encouraging students to complete degrees that they have started. There is concern that with frequent changes to curriculum that advising/transcript evaluation for graduation may be questionable. The team will evaluate this process to confirm optimal processes exist.

GOALS
To better align curriculum with secondary partners and 4 year partners and to ensure relevancy of the program content so that students can easily recognize the transitions and how it applies to the workforce.

DATA COLLECTION
- Fall to Spring retention
- Degree completion rates
- Enrollment data
- High school graduates
- High school participants in associated program with dual credit
- Participation at 4 year institutions (no specific data just feedback from program chair)

OUTCOMES AND EQUITY ASSESSMENT

The team found that there is a lack of gender diversity in the AAS.NWA and program. This is also seen in the secondary program as well as the 4 year institution.

SOLUTIONS

The primary concern was the alignment of curriculum between the secondary institution, LLCC, and UIS (2+2). Discussion between the other institutions showed that LLCC needed to update their curriculum so that students can see the relevancy of the path and how the transition to the 4 year institution will be easier. New security hardware/software was purchased along with training for the LLCC instructors. Non-traditional posters were purchased to be displayed at LLCC and CACC to encourage females to apply to non-traditional careers.

EVALUATION METHODS AND MEASURES

Enrollment numbers and completion numbers will be reviewed to see if any impact has occurred on the program.

SUSTAINABILITY ACTIVITIES

Not available at this time.

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PTR Profile

Malcolm X College

Career Cluster: Health Sciences

Career Pathway: Therapeutic Services

Program of Study: Pharmacy Technology

Partners:
City Colleges of Chicago (CCC)
Instituto del Progresso
Rush University

PROJECT FOCUS

Although the diversity of students entering Malcolm X College has increased the Pharmacy Technician Program has not grown to reflect the diversity of gender and ethnicity of the college or its cachement area. Items identified in the Programs of Study Expectations Tool related to a need for improvement in collaborative partnerships, especially with our secondary partners for recruitment of students from diverse backgrounds.

GOALS

- Establish a collaborative partnership to serve in the development and improvement of programs of study in the health science career cluster.
- Provide equal access and outcome opportunities for all students.
- Increase the level of preparation of for workforce entry for pharmacy technicians.
- Improve PTCB passage rates.

DATA COLLECTION

- Demographic and completion data for Pharmacy Technician students over the last 5 years.
- •MXC Top Feeder High Schools

OUTCOMES AND EQUITY ASSESSMENT

The data was collected using both enrollment and program completion data for the Pharmacy Technology Program of study for the last 5 years. 81% of the students entering the Pharmacy Technician Program over the past 5 years were women and greater than 68% of the students choosing to enter the program were from one ethnic group. Thus highlighting the need to improve diversity along ethnic and gender as relates to parity in workforce development.

SOLUTIONS

- Continue work on recruitment, Course Alignment and Articulation Agreement Review.
- Increase Dual Credit and Dual Enrollment offerings in areas that lead to an increase enrollment into the Pharmacy Technology Program.
- Increase recruitment efforts at high schools with Health Science or Health Professions Focus.
- Continue to Collaborate with Business and Industry and 4-year Institutions on Curriculum and Soft Skills Development.
- Continue data collection and take a closer look at top feeder school student data.

EVALUATION METHODS AND MEASURES

Evaluation measures have not been identified.

SUSTAINABILITY ACTIVITIES

Sustainability activities have not been identified.

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PTR Profile

Olive Harvey College

Career Cluster: Business, Marketing and Computer Education

Career Pathway: Business

Program of Study: Business/ Computer Information Systems

Partners:

Olive Harvey
- Business Faculty
- College to Careers Center
- Office of Instruction

Commonquest Consulting

Greater Roseland Chamber of Commerce

Chicago Credit Union Association

DeVry University

PROJECT FOCUS

Students in CTE programs at Olive-Harvey College are being placed and retained in job opportunities at a lower rate than students from any other school across the district. Job retention rates for African American students at Olive –Harvey College are lower than any other school across the district as well. Extrapolating for gender, job retention rates for female students at Olive-Harvey College are currently the lowest in district 508.

Through feedback generated from conversations with Olive-Harvey College faculty, staff and industry partners it has been reported that Olive-Harvey College students lack the requisite soft skills to be successful in professional settings. This sentiment has also been echoed by representatives from the office of workforce development. Efforts are being undertaken to ensure data is captured to quantify these claims.

GOALS

- Increased enrollment in Student Development Courses
- Increased retention rates for students who take student development classes.
- Increased course completion rates for students who take student development classes.
- Increased faculty awareness of soft skills needed for professional and academic success.
- Increased soft skill development for Olive-Harvey Students who are in career settings.

DATA COLLECTION

- CTE employment placement and retention data
- POS Enrollment

OUTCOMES AND EQUITY ASSESSMENT

Several causal factors were identified as impacting job placement and retention for CTE Students. Career Development will be the area of focus for OHC's PTR efforts

Through OHC's career development efforts, It is fully expected that students across all academic programs on campus have the ability to pursue their individual career choices, and are fully aware of all OHC career development resources. Career development is facilitated through a multitude of channels including advisors, CTE Coordinators, faculty members and the College to Careers Department. Through these various channels, it is also expected that students are able to identify an academic major in a timely fashion as well as be fully aware of all of their transfer options and job prospects. All students will have the opportunity to have resume and cover letters reviewed, practice interview techniques, and obtain internships. Efforts between these various groups need to better coordinated and emphasis should be placed on soft skill development in addition to technical knowledge when fostering career development for OHC students.

SOLUTIONS

The team developed a business cooperative class to integrate soft skills curriculum into the academic setting.

EVALUATION METHODS AND MEASURES

Evaluation measures have not been identified.

SUSTAINABILITY ACTIVITIES

Sustainability activities have not been identified.

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PTR Profile

Rend Lake College

Career Cluster: Hospitality and Tourism

Career Pathway: Restaurants and Food and Beverage Services

Program of Study: Culinary Arts

Partners:

RLC Culinary Arts Instructors
RLC Community & Corporate Education
Division Chair
Secondary CTE Faculty (Mt. Vernon
Township High School, Benton
Consolidation High School,)
Area Vocational Center Director
Local Employers (9th Street Grill, Rare
Chop House, Seasonings Bistro)
Adult Education Representative
Local EFE Staff
EFE Directors
Perkins Coordinator
Institutional Research

PROJECT FOCUS

There is an opportunity to improve the number of high school students transitioning from high school Culinary Arts programs to the college program. There is also an opportunity to establish more CTE dual credit offerings among schools that are already offering dual credit, as well as potential to increase the number of schools offering the Culinary Arts POS. The team will also be looking at the potential to institute articulation agreements for students wishing to transfer to a four year university after completing their associate's degree. It was also determined that there is opportunity to improve to the knowledge and skills of secondary instructors through professional development.

GOALS

- Increase in number of high school POS students transitioning.
- Increase the number of dual credit opportunities.
- Establish an articulation agreement with at least one university.
- Increase the knowledge and skills of secondary instructors through professional development opportunities provided by the post-secondary culinary art instructors.

DATA COLLECTION

- Enrollment data
- Dual Credit data
- Institutional data
- Program level data

OUTCOMES AND EQUITY ASSESSMENT

Data was collection on Culinary Arts dual credit students from 2009-2012. Of the high school students who enrolled in Culinary Art dual credit courses, less than 9% transitioned to the RLC Culinary Arts program. 41% transitioned to Rend Lake College for other majors.

Two high schools are currently offering dual credit: Mt. Vernon Township High School and Benton Consolidated High School. 72% of high school dual credit was awarded to Mt. Vernon High School, while only 28% for Benton. However, 51% of the students who transitioned to Rend Lake College following high school were from Benton. The group was very surprised by this data.

Females transitioned at a rate of 62% vs. males rate of only 34%. While 26% of females attending RLC completed vs. 29% of males. Whites transitioned to RLC at a rate of 53% while the African American rate was only 43%. However, whites who completed was 26% while the African American rate was 33%. Overall for students who transitioned to the Culinary Arts program, only 20% completed.

Most of the secondary instructors are not trained in Culinary Arts. While they have experience in other Family and Consumer Science areas, they have never received training specific to Culinary Arts. The RLC instructors have noticed a lack of knife cutting abilities and some basic skills that could be gained during dual credit courses. Professional development opportunities were suggested for secondary instructors.

SOLUTIONS

The team will create and distribute targeted marketing materials and career fair visual aids for recruitment purposes geared toward males and minority races. The RLC Culinary Arts instructors will also begin working on creating professional development workshops for secondary instructors on how to teach Culinary Math skills, knife cutting skills, etc. The lead RLC Culinary Art instructor will work with individual school on increasing the number of dual credit offerings as well as work on developing at least one articulation agreement with a university.

EVALUATION METHODS AND MEASURES

Several measures will be used to evaluate the success of implemented solutions which will include:
- Male participation in secondary Culinary Arts courses
- African American participation in Culinary Arts courses
- Males transitioning to Culinary Arts program
- African Americans transitioning to Culinary Arts program
- POS students transitioning to Culinary Arts program
- POS students completing Culinary Arts program
- Number of Dual Credit Course offerings
- Number of secondary instructors participating in professional development opportunities at RLC

The measures will be considered to be successful if the following goals are met:
- The number of males participating in POS CULA courses increase 5% increase
- The number of African American students participating in POS CULA courses increase 5%
- The number of male POS students transitioning to the RLC Culinary Arts program increases by 5%
- The number of African American students transitioning to the RLC Culinary Arts program increase by 3-4%
- The total number of POS students transitioning to the Culinary Arts program increases by 3-5%
- The total number of POS students completing the RLC Culinary Arts program increases by at least 10%
- An increase in the number of dual credit offerings by 15%

SUSTAINABILITY ACTIVITIES

Not available at this time.

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PTR Profile

Richard J. Daley College

Career Cluster: Manufacturing Technology

Career Pathway: Advanced Manufacturing

Program of Study:
Factory Automation
CNC Machining
Welding
Quality Assurance

Partners:

PROJECT FOCUS

The Manufacturing Technology program at Daley College has enjoyed substantial growth but only two of the 115 college credit students are recent high school graduates. Moreover, the program has no high school students in dual credit or dual enrollment classes. Women have been recruited short-term training programs much more successfully than into the AAS degree program.

GOALS

- Increase enrollment of high school students in dual credit from 0 to 15 in FY2015Increased retention rates for students who take student development classes.
- Increase enrollment of women in college credit program by 20 in FY015.
- Increase enrollment of high school students in dual enrollment courses from 0 to 24 in FY2015.

DATA COLLECTION

Data was collected on enrollment in the Manufacturing Program using fall 2013 unduplicated headcount. There was sample size was 88 and variables related to gender, age, ethnicity, and college readiness were analyzed.

OUTCOMES AND EQUITY ASSESSMENT

Based on the above data collected, only 6% of manufacturing students enrolled during fall 2013 were female. As expected, there is a gender equity gap among students. Majority of students are also between the ages of 18 and 29. This supports the concern that there are few-to-no high school students in the Manufacturing Program. Other results from the data collection showed: (a) majority of students are Black and Latino, (b) there are no students who are White and female, and (c) most students entering the program are not at college level in math and English.

SOLUTIONS

Possible solutions to the gender equity gap include: (1) identify potential barriers that may be causing the gender gap; (2) develop marketing strategies to increase access for women in Manufacturing. Through the use of the New Look Project, Daley developed marketing material (e.g., posters, tri-folds, and flyers) targeting female students, hosted a tour of Daley's Manufacturing sites with high school students, and convened a "Women in Manufacturing" event at the college.

EVALUATION METHODS AND MEASURES

Evaluation of the proposed solutions will be done by measuring: (1) enrollment in the program during FY15; (2) the number of activities targeting high school and female students; and (3) attendance at the activities organized to increase enrollment in female and high school students.

SUSTAINABILITY ACTIVITIES

In order to sustain the activities developed, monies will be budgeted using Perkins funds and the college's operating budget for support. Toward this end, a program coordinator will be hired to ensure that the above and other CTE-related activities are executed and properly evaluated.

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PTR Profile

Rock Valley Community College

Career Cluster: Health Care Careers

Career Pathway: Nursing

Program of Study: RVC Nursing Program

Partners:

Secondary Education: Local High Schools

Adult Education: GED Program & Dislocated Workers Program

RVC Internal Partners: Nursing Faculty, Academic Advising, Career & Technical Education, & Administration

Post-Secondary Education: Northern Illinois University, Olivet Nazarene University, OSF St Anthony School of Nursing

Employers: Rockford Memorial Hospital, Swedish American Hospital, OSF St Anthony Hospital, Long-Term Care Facilities

Students: 3rd and 4th Semester Nursing Students & RN-BSN completion students

PROJECT FOCUS

RVC Nursing is not visible to the community (adult and high schools). Their website needs improvement, feeder secondary schools are not aware of their options. So the program needs to be marketed. The program is not accredited and does not have solid collaboration with post-secondary universities to advertise a seamless transition to a BSN Completion Program. The program needs to become visible but first needs to become accredited and have solid BSN Completion collaboration in order to offer the community a great option for attaining a nursing degree.

GOALS

- To become accredited.
- To form strong collaboration agreements/partnerships with Northern Illinois University's BSN Completion Program, St Anthony's School of Nursing BSN Completions Program and Olivet – Nazarene University's BSN Completions Program.
- To improve student progression from prerequisite courses through admission/enrollment of RN-BSN Completion programs.
- Increase public awareness of the incredible cost saving nursing program options.

DATA COLLECTION WITH OUTCOMES - EQUITY ASSESSMENT

- RVC RN-NCLEX pass rates have been increasing over the last 5 years, with a 95% pass rate these last 2 years, while the state of IL pass rate has ranged from 85% to 91% and nationally it has ranged from 83% to 90%.

ACTION: Continue with the integration of ATI throughout the curriculum.

- Demographically, the RVC nursing student represents the community well.

ACTION: Continual pursuit of diversity within the college community.

- Average Annual Household Income of Rockford, Winnebago Co and Illinois
- Area Nursing Program Cost per Credit Hour:

ACTION: RVC meets the needs of the lower income community

- Average age of the Nurse (by 2020, 50% of the nursing workforce will retire leaving the local hospitals will a huge shortage of nurses to care for the community)

ACTION: Pursue a younger student population

- How the RVC nursing student found RVC Nursing

ACTION: Work together with High Schools to educate the students about the cost effective option that RVC Nursing offers

- Magnet Status Hospitals

ACTION: Partner with RN-BSN Completion Programs which will require RVC Nursing to become ACEN Accredited

SOLUTIONS

- Recruitment of a younger student population
- Academic advising for students from prerequisite courses through admission/enrollment to RN-BSN completion programs
- Seamless pathway to BSN completion

EVALUATION METHODS AND MEASURES

Recruitment of a younger student population

- The average age of the RVC nursing student will decrease to age 35 years to age 30 years in 5 years.

Academic advising for students from prerequisite courses through admission/enrollment to RN-BSN completion programs

- 90% of RVC nursing students will meet with the nursing academic advisor 3 times during their academic time at RVC.

Seamless pathway to BSN completion

- RVC will attain ACEN accreditation in 5 years
- RVC nursing will have strong partnership/collaborative agreements with 2 RN-BSN completion programs within 2 years
- RVC nursing will have strong partnership/collaborative agreements with 4 RN-BSN completion programs within 5 years

SUSTAINABILITY ACTIVITIES

Recruitment of a younger student population

- Collaborate with RVC's Marketing Director
- Connect with career teachers in the health science academies in local high schools
- Participate in Alignment Rockford activities
- Connect with STU 101 instructors

Academic advising for students from prerequisite courses through admission/enrollment to RN-BSN completion programs

- Designate and meet with RVC nursing academic advisor.
- Connect designated nursing academic advisor with RN-BSN completion program representatives.
- Formulate course sequences for individual RVC nursing students.
- Formulate plan for all RVC nursing students to meet with designated nursing academic advisor 3 times during the students' academic time at RVC.

Seamless pathway to BSN completion

- Begin ACEN accreditation process;
    - send 4 RVC nursing faculty to ACEN accreditation conference spring 2014
    - send 4 nursing faculty to ACEN accreditation conference fall 2014
    - send 4 nursing faculty to ACEN accreditation conference spring 2015
    - set time line with activities and form committees for accreditation purposes: spring 2015
    - bring in faculty from ACEN accredited a.d.n. nursing programs to speak to the faculty: spring 2015
- Survey all nursing students regarding preferences to RN-BSN completion programs: spring 2014 and at the end of every spring semester
- Begin communications with NIU and ONU: spring 2014
- Select 2 more RN-BSN completion programs to form partnership: fall 2015

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PTR Profile

Sauk Valley Community College

Career Cluster: Manufacturing

Career Pathway: Maintenance, Installation, and Repair

Program of Study: MultiCraft Technology

Partners:
Area manufacturers
Whiteside Area Career Center instructors
SVCC instructors and administration
SVCC MultiCraft Technology student
IMEC
IDES

PROJECT FOCUS

The Sauk Valley Community College Pathways to Results team selected the Multicraft Technology program this year. The program has seen great success in just two years at the college and is highly supported by the manufacturing industry. A degree in Multicraft Technology provides a graduate with skills that cover alternative energy, electrical, HVAC, and welding. The degree produces a "Jack-of-all trades" employee that is universal in the manufacturing industry.

GOALS

Increase the number of females in the program of study.

DATA COLLECTION

The entire PTR process was applied and the team initially learned that zero females existed in the program. The team was determined to pursue this problem and also analyze further issues relating to retention and completion. In analyzing the data, it seemed that the program's recruitment needed bolstered, particularly in the area of females. The program currently has a female welding instructor, which the team felt could be better utilized in marketing strategies. The team also felt that high schools were in need of more information relating to the program. A student in the program even joined the team to provide their perspective, which opened the eyes of team members to the power of stackable certificates. This student had entered the program to seek just one certificate, but decided to continue and completed the program.

OUTCOMES AND EQUITY ASSESSMENT

The team also learned that students are struggling with mathematics, both in the math courses and in courses that have math integrated into them, such as blueprint reading. The team is going to pursue a math tutor for the program. Connections to industry seem strong, but getting students inside industry seemed to be a problem, but could be resolved through new programs that funnel students into local companies. All of the PTR team industries were excited at this opportunity and were willing to open their doors to more work-based experiences.

SOLUTIONS

In the end, the PTR team will utilize funds to place "Females in Multicraft" advertisements in various publications, including the "College Focus" magazine that the entire district receives. The issue will be intensive on females in the program, as well as follow up with a CTE programs booklet from the college. Industries will then receive notifications from the college about possible interns or shadowing opportunities.

EVALUATION METHODS AND MEASURES

Through the PTR process, a new Multicraft workforce council has been bolstered and now meets monthly for breakfast. The PTR manufacturing team members are helping drive attendance and it is currently the largest workforce council on campus.

SUSTAINABILITY ACTIVITIES

All of the new PTR processes will remain in place for the future and regularly assessed for continuous improvement opportunities. The new marketing strategies and push at high schools will likely increase female enrollment.

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PTR Profile

South Suburban College

Career Cluster: Education & Training

Career Pathway: Teaching/Training

Program of Study: Teacher Aide/Child Development

Partners:
South Suburban
Junior Achievement
Thornton High School
Career Development System
UIC Urban Health/Early Outreach
Program

PROJECT FOCUS

The lack of well-defined pathways between Associate in Applied Science degrees in Teacher Aide/ Child Development and its related certificates; and Education transfer degrees to four-year colleges and universities. A redefinition of these pathways would enable students to meet their educational goals with ease and understanding.

GOALS

- To establish a partnership through the PTR process to improve the Teacher Aide/Child Development program of study.
- To develop a process to collect relevant program data.
- To garner an understanding of how the PTR process can be used to improve/develop other programs of study in the college.
- Improve the transfer rates for education students.
- Improve the counseling and advising of students in the Teacher Aide/Child Development program.

DATA COLLECTION

- Secondary data
- Program level enrollment data
- Program level completion data
- Male nontraditional FY12- enrollment/completers, FY13Regional Dual credit report for the three feeder HS districts, EDU/CHD enrollment 2011-2013 by demographics, EDU/CHD degrees and certificates awarded 2011-2013

OUTCOMES AND EQUITY ASSESSMENT

- Teacher Aide/Child Development (Male) disparity between enrollment and completers
- Teacher Aide Certificate (Male) no enrollment FY12
- CHD/EDU awards 2011-2013 totals seem low
- CHD/EDU awards 2011-2013 largest number awarded Education AA
- Demographics of program reflect college demographics
- Larger numbers of full time students compared to part time students
- African American women by far largest group earning professional child care certificates followed by white women: lowest number – white males
- Large number of students earning dual credit: (What percentages of students matriculate to SSC?)
- 56% of students reported positive experiences with Counseling/Advising:18% reported negative experiences
- 9% self-advised (Why?)
- Resolve how to obtain data related to completion of students with disabilities
- Decrease in program enrollment over last three years reflects decrease in college enrollment

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SOLUTIONS

- Formal orientation for all students entering the Teacher Aide/Child Development program
- Build in "milestones" or check points that require a student to see a counselor
- Strengthen "sequence" of courses to improve degree/certificate completion rates
- Improve the career pathway by strengthening relationships with feeder high schools specifically in two ways: 1) Develop a process to register H.S. students before they graduate, 2) Develop a process for cross advising
- Create an informational brochure clearly delineating the transfer and career tracks for the Teacher Aide/Child Development program

EVALUATION METHODS AND MEASURES

Increase student awareness program tracks and completion requirements Student expectations match program of study.	-Need preprogram expectations baseline data report -During orientations, students complete a pre and post-survey of program expectations.
Timely attainment of degrees and certificates	Student surveys when entering and exiting the program Factors such as: -Number of classes taken each semester as well as class failures are included as variables. -Need a baseline of students that have completed the program with the included variables for at least 3-5 years to identify trends.
Increase in enrollment and persistence in program	-Need accurate program enrollment data -Conduct longitudinal study to determine if more students complete degrees or certificates -Include data of the number of students that enroll while in H.S. and actually attend SSC. -Baseline for students entering workforce in the field and transfer student numbers
Increase in number of students enrolled in program from feeder high schools	Past 3-5 yrs. attendance numbers from H.S as a baseline

SUSTAINABILITY ACTIVITIES

The team will use the continuous program data collected, including student surveys, to evaluate the success of those specific students within the Teacher Aide/ Child Development program. The team will also review and update POS tasks and goals annually based on results of student enrollment/degree and certificate attainment/persistence shown in program data results.

CONTACTS

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PTR Profile

Wilbur Wright College

Career Cluster: Agriculture, Food, and Natural Resources

Career Pathway: Environmental Service System

Program of Study: Urban Agroecology

Partners:
- Chicago High School for Agricultural Sciences
- Loyola University
- University of Illinois at Urbana-Champaign, College of ACES
- Eli's Cheesecake
- The Kitchen Community
- E.A.T. – Education, Agriculture, & Technology
- Heartland Alliance
- Sandra Streed, LLC
- Chicago Botanic Gardens
- North Lawndale Employment Network/Sweet Beginnings

PROJECT FOCUS

The development of the Urban Agroecology curriculum leading to a Basic Certificate and/or Associated in Applied Sciences degree is intended to provide a training pathway for students and workers in an emerging field of employment that is specific to the urban environment and incorporates both practical employability measures and transferable educational components. The initial course in the curriculum, Introduction to Urban Agroecology, was accredited in May, 2013, and the first offering of the course ran in the spring 2014 semester, but with only a handful of students. The full program approval document was being drafted during this same period, and is on target to be submitted for accreditation shortly after the spring 2014 term.

GOALS

- Continue the collaborative partnership with Urban Ag Focus Team; further integrate Existing ETP advisory board.
- Program recruitment, utilizing partners/stakeholders and college resources (PR, Registration, etc.).
- Curriculum adjustments to individual courses per input from, especially, business & industry partners; gap analysis.
- Identify cohorts of students progressing through basic certificate and/or AAS tracks.

DATA COLLECTION

Secondary data for a surrogate course (multi-year offerings of Botany 201 within City Colleges of Chicago) were collected and examined, but provided minimal value for projecting unknown future student cohorts. Some public high schools were identified as possible secondary sources for enrollment.

OUTCOMES AND EQUITY ASSESSMENT

Student demographics for the spring 2014 cohort in the Introductory course are known, but the sample size is far too small to have any statistical significance. This is deemed to be a long-range factor to be examined once regular offerings of the coursework are established and trends become apparent.

SOLUTIONS

Not Applicable at this juncture.

EVALUATION METHODS AND MEASURES

Not Applicable at this juncture.

SUSTAINABILITY ACTIVITIES

This program / curriculum is in the final approval stages, and upcoming activities are targeted at course offerings, populating the Certificate and Degree programs, and establishing student cohorts advancing toward completion and employment and/or transfer opportunities. The program partners, noted above, are engaged in similar and synergistic activities in what is genuinely an emerging field of academic study and employment, and the partners will continue to assist each other on achieving these goals.

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