

# Pathways to Results: Five Teams, Five Experiences in the Spotlight



Office of Community College Research and Leadership

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In 2009, the Illinois Community College Board and the University of Illinois' Office of Community College Research and Leadership (OCCRL) partnered to create an outcomes-focused continuous improvement process called Pathways to Results (PTR). After six years, PTR has been implemented in 46 of the 48 community colleges in Illinois, with over 80 projects completed or in process to improve career pathways and programs of study. PTR has also been extended to other community colleges in the United States that are recipients of Trade Adjustment Act Community College and Career Training Act (TAACCCT) grants. Integrating participatory action research (see, for example, Argyris, 1993; Kemmis & McTaggart, 2000) with developmental evaluation (Patton, 2010), PTR's theory of action focuses on equity and outcomes assessment rooted in analysis of data. Practitioner teams identify equity gaps by analyzing student-level outcomes data that are disaggregated by race, gender, income, and other characteristics that matter to college success. The teams then use these results to test new processes that may boost sub-group success. Key to PTR is the utilization of equity-mindedness that pertains to racial and ethnic prejudices that underpin current practice (Dowd & Bensimon, 2014).

This brief provides a glimpse into the experiences and insights of five institutions in Illinois—**Harry S. Truman College, Illinois Central College, Malcolm X College, Rend Lake College, and Sauk Valley Community College**—that have utilized the PTR process more than once to understand and solve student success issues on their campuses and with their educational and industry partners. The information presented here was gathered from OCCRL's host of historical data and from a series of interviews with the PTR team leaders at each site. This brief provides a summary of each site's unique experiences with PTR, followed by cross-site themes emerging from implementation of the PTR process. We also provide recommendations that stem from the work of PTR teams, including addressing challenges faced to "move the needle" on student success.

## Harry S. Truman College

Harry S. Truman College (Truman) is located on the north side of Chicago and is one of seven City Colleges of Chicago (CCC). In fall 2013 Truman enrolled over 21,000 students (unduplicated headcount). Truman leads the Education, Human, and Natural Sciences hub as part of CCC's "Reinvention 7" initiative, which seeks to improve institutional and student outcomes. Truman is also part of the CCC "College to Careers" initiative that is synergistic with career pathways and programs of study implementation funded by the Illinois Community College Board (ICCB) through the federal Carl D. Perkins legislation. Truman has been awarded the PTR grant by the ICCB two times and has worked to improve career pathways within the Transportation, Distribution and Logistics career cluster and the Human Services career cluster. This academic year, Truman's PTR team has focused on improving retention and completion outcomes in the Cosmetology program of study. Examining the outcomes by race/ethnicity and gender, the Truman team discovered that African American males and females

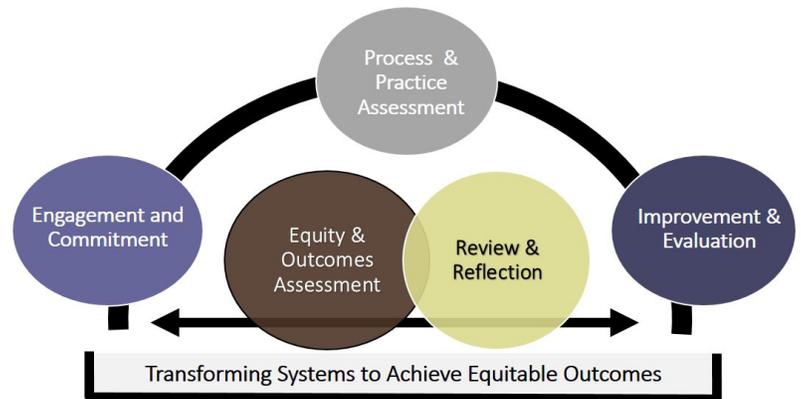


Figure 1: The PTR Process

PTR has five sub-processes, shown above. OCCRL has found that Equity & Outcomes and Review & Reflection take a central role in successful PTR projects and are constantly revisited as teams enter into Engagement and Commitment, Process & Practice Assessment, and Improvement & Evaluation. For more information, see the *Resources* section at the end of this brief.



Figure 2: Locations of the five participating institutions in Chicago, Dixon, East Peoria, and Ina, Illinois.

experienced lower levels of success in terms of pathway retention than other student subgroups.

Through PTR, Truman College has developed a strong foundation for evidence-based change across multiple pathways. For example, while analyzing outcomes data, the Truman team discovered a drop in awarded Associate of Applied Science (AAS) degrees, which are articulated fully with four-year institutions. They simultaneously identified a dramatic increase in Associate of General Studies (AGS) degrees that are not articulated fully and therefore not supporting the transfer of credits to four-year universities. Further investigation revealed that the increase is attributable to students' interest in decreasing time to degree through the AGS, although many did not realize that the AGS-related courses would not transfer as readily as AAS courses. Students are able to use the AGS to shorten time to degree on the front end which resulted in their missing necessary coursework to transfer to four-year institutions. Using PTR to find these patterns has raised awareness at Truman of the need for advising to increase student understanding of degree choices that may impact their next steps in a pathway.

Truman has also used the PTR methodology to forge partnerships to better serve students. For example, the PTR team visited the Cosmetology program at Rend Lake College to learn about ways to improve student outcomes. It was there that the team realized that they were not considering the needs of all of students in both curriculum and credential offerings. As a result, the Truman team is working to develop options for multiple entry and exit points that may help to improve disparate outcomes for student groups. Extending data analysis, Truman's PTR team has also discovered that reading is an obstacle to academic success for many Black and Latino males, as is true for other student groups. Reading was not being addressed programmatically at the time that this discovery was made through the PTR process, which led to implementation of a systemic and immediate response using academic supports, an intervention that may have application to many other CTE pathways.

## Illinois Central College

Illinois Central College (ICC) is perhaps the most experienced college in the state of Illinois at implementing PTR, having done so five times. Located in East Peoria, IL, ICC enrolls over 10,000 students each fall (unduplicated headcount). This team has applied the PTR process to three career pathways: Manufacturing; Health Sciences; and Arts, A/V Technology, & Communication. The team has also tackled numerous issues pertaining to these career pathways, including improving developmental education for academically underprepared students; increasing the recruitment of female, nontraditional, or minority students; strengthening the advisement process and disseminating correct program information using visual graphics; improving overall retention rates; strengthening connections with industry partners; and increasing student awareness of job opportunities.

In 2009, ICC launched a series of "ambassador reports" or data reports on student progress from area high schools to ICC, which broke down enrollment data and outcomes by subgroup after transition to college to show, among other things, that as many as 40% of the college-going graduates of area high schools are matriculating to ICC. These reports opened up new interest to partner with feeder high schools in order to better understand and support student transitions to and through ICC. The first PTR initiative at ICC, which followed immediately on the heels of the first ambassador report, examined the manufacturing career pathway, and it showed that PTR provided a strong vehicle for broadening interest in and engagement with student-level data to identify student success options. By collaboratively examining transition data through PTR, high school partners have been able to implement additional curriculum and courses to help prepare more students to be college and career ready.

ICC's varied experiences have led to a set of diverse and context-specific improvements for student success at the college as well as the K-12 level. For example, one of their first projects focused on a program on the verge of being shut down due to low enrollment and K-12 student transition issues. Using the PTR process, the new leader of the health services program of study was able to leverage the equity and outcomes student data to transform minority student recruitment and retention, resulting in the program's resurgence. In a more recent project, PTR led the team away from a focus on a less productive concern—the quality of incoming students—to focus instead on results revealed through the PTR data analysis—that professional development for faculty needed to be strengthened to improve program and student success.

ICC builds strong, cross-divisional and cross-sector teams to maximize engagement, creativity, and interest in the PTR process. PTR team building is done strategically, with potential participants' interest gauged in advance of the start of PTR and team meetings conducted throughout the year. ICC stresses that visiting high school classrooms and building a network of teachers within a pathway is central to aligning curriculum and transitioning students. Larger groups of stakeholders are informed about how PTR is proceeding at opportune times throughout the academic year. For example, meetings involving industry partners and the Economic Development Council members are carefully

selected to maintain interest and momentum. Similarly, local EFE Directors participate regularly and have proven critical to understanding how K–12 students who are transitioning to the college select their programs of study. The team leader also strategically pulls in partners from within the college including Student Services, Enrollment Services, Financial Aid, Testing, Blackboard support, and more. All of these departments are needed to aggregate student-level data from files that are maintained in separate locations. By creating datasets that include data representing the total student experience, the PTR team is able to map major processes and practices that result in recommendations to improve student success.

When bringing this large group of stakeholders together, the institution has found that leaders can identify conversations and initiatives happening in multiple places to find the ideal intervention point. At ICC, PTR is a vehicle for collaboration and moving ideas from assumptions, to data-driven realities. The key is not in a single type of improvement, which PTR does not dictate, but in creating opportunities to test new ways to collaborate and identify measureable solutions. For the ICC team, this opportunity to collaborate across departments is the most beneficial part of a PTR project. Moreover, it is a process that receives priority in the college because of its link to the ICCB grant funding. Plus, this accountability and collaboration with other PTR sites in the state is a driver to bring about data-driven processes, rather than selecting a solution prematurely and without data.

## Malcolm X College

Malcolm X College is also one of the seven City Colleges of Chicago (CCC) and is located just west of the Chicago loop. Malcolm X is designated as the Healthcare hub for CCC's Reinvention 7 and College 2 Careers initiatives. Fittingly, Malcolm X has largely focused on improving pathways and programs of study within the Health Sciences career cluster. Malcolm X has implemented PTR twice, in 2013–2014 and in 2014–2015. Malcolm X is unique in that it was awarded a grant by ICCB to implement PTR and also implemented PTR as a part of its membership in the H2P Consortium of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant funded by the United States Department of Labor. This particular profile focuses on the perspectives of the current H2P team and their unique experience applying PTR within this larger grant-funded context.

The Malcolm X H2P team was introduced to PTR at a strategic time about halfway through the TAACCCT grant to capitalize on data gathered on students' education and employment outcomes. Unlike most PTR projects, this project work was assigned to a small team of administrators tasked with carrying out a larger, but very focused grant within the healthcare career cluster. This TAACCCT grant-funded team has been able to bring greater depth to their work with student data than most other PTR teams that have had to implement PTR while also doing other critical work. The extensive time focused on PTR by the Malcolm X team has given them the opportunity to engage in deeper exploration of correlational data that has been amassed from across the college. Two full-time staff have worked most directly on the project, with Deans, Directors, and even the College President being kept abreast of the work.

Still ongoing, the PTR process has helped Malcolm X document the need for a new intake and application system to improve the institution's admission process to ensure that admitted students begin their programs of study set up for success. The process strengthened this team's ability to make good decisions to collect data and revealed some surprising equity gaps in at least one progression of stackable credentials. In short, high levels of student diversity apparent in the basic certificate program are not commensurate with a lower level of diversity for students enrolled in a more advanced program of study that is expected to stack into a career pathway. Moreover, correlational analyses revealed that some criteria for admission (i.e., mandatory interviews) had no bearing on student success in that program of study, bringing into question the value of this process step. In general, PTR gave the Malcolm X H2P team a different way to look at aspects of student enrollment, retention, and completion. Using PTR's asset-focused approach to solving student success gaps—to identify key factors for success and not to "blame [the] kind of student we have" – has increased understanding about what the program and its faculty can do to change student outcomes.

The small Malcolm X team has had to factor in the rising pressure on enrollment as community college enrollments thin out nationally, even as a major health sciences facility is being built on the Malcolm X campus. Similarly, pressures familiar to most or all health sciences programs nationwide also factor into this team's process. This means an emphasis on engaging industry and clinical partners to ensure that enrollment is matched with robust clinical training and employment opportunities to create an equitable pathway for students, beginning in K–12 and proceeding through higher education and into the labor market. PTR gave the Malcolm X team an opportunity ask employers what they want to see in Malcolm X graduates, and how they stack up against those educated at other institutions in the region. Malcolm X concluded that partner engagement is a priority and one that helps PTR teams begin with the end in mind. This PTR team also advocates for the use of data to help students understand the actions they need to take to improve their academic success.

## Rend Lake College

Rend Lake College (RLC) enrolls over 5,000 students (unduplicated headcount) and is seated in a rural area in southern Illinois. RLC has participated in PTR four times, with an ICCB-funded project each year since 2010–2011. In the past, RLC has focused on pathways in various career clusters, including architecture and construction, health sciences, and hospitality and tourism. In the current academic year, Rend Lake decided to more deeply explore retention and transfer issues simultaneously across all of these pathways, with the addition of agriculture and automotive technology.

Earlier experiences with PTR contributed to the current project, which involves a massive undertaking to improve retention and transfer across five pathways. Although using PTR has become second nature at RLC for individuals who have been engaged in PTR teams over the years, this year has been challenging because of the magnitude of this comprehensive project. To its credit, the PTR team has been rewarded for its work in the form of a set of rich discoveries. The decision to focus on five pathways meant examining disaggregated data for more than 900 high school students who have transition and enrolled in RLC over the last four years. This transition study focused on enrollment in career pathways (i.e., CTE programs of study) or transfer-related programs of study, resulting in improved understanding of the number of matriculating students who appeared to be lost within the college or those who left without receiving a credential.

The RLC team employed institutional resources to follow up with college advisors as well as a sample of students to identify reasons for student dropout and stopout. The team learned that many students were not persisting due to financial reasons, academic reasons, and family responsibilities. Through this extended outreach the RLC team also uncovered that many students were eligible for certificates, but had not applied for and received them. Still in progress, these discoveries have led the team to explore changes in the advisement process that include early warning systems to intervene sooner to support student persistence. These discoveries also have implications for campus-wide degree auditing practices. In fact, RLC is using grant funds to begin a new degree audit and outreach process to reach students who have already earned a credential, and to notify students who are within just a few credits of completion so that they can take steps to secure credentials that they have earned.

## Sauk Valley Community College

Sauk Valley Community College (SVCC) is located west of Chicago in Dixon, IL, which is considered a rural location in close proximity to an urban area. As of fall 2014, Sauk Valley enrolls approximately 2,700 Students (unduplicated headcount). SVCC has participated in three consecutive years beginning in 2012–2013. Each year SVCC has focused on improving pathways within a new career cluster: Law, Public Safety, & Corrections; Manufacturing; and Information Technology. SVCC's PTR projects have focused on insufficient pathway completion rates, inequitable representation in terms of gender or race and ethnicity within programs of study, and inequities in outcomes for Latino and single student parents enrolled in programs of study.

SVCC and its PTR leadership has embraced the PTR process in an exemplary way, demonstrating to the campus and its partners that the PTR process is a vehicle for consistent, sustained, student-focused change that crosses divisions (student affairs, academic affairs) and curricular divides between CTE programs and transfer programs. The multiple iterations of PTR have brought together individuals who may not have had opportunity to collaborate previously to improve student success. This shift has enabled the entire community to embrace common goals for student success. The PTR team has learned to focus its efforts on specific outcomes gaps through various interventions and changes in practice, while eliminating ideas that do not align with this objective or may interfere with student success. At SVCC, employing PTR on a continuous, annual basis is providing the college and its partners with the full breadth of opportunities to help students discover their career pathway options with the supports they need to be successful.

SVCC's PTR team has implemented a number of student-focused interventions over the course of the three years. One of the most comprehensive interventions, which has also become deeply embedded in the institution, is the first-year experience (FYE) course that is matched with targeted student orientations. This course allows students to share their own experiences on student panels, and allows the institution to address specific gaps in outcomes and programming over time. PTR findings have driven the development of the FYE curriculum, which has been an ideal way to build faculty awareness and to help students build skills while planning their own academic pathway to a career.

SVCC has used the process, including PTR team recruitment, as a method for catalyzing cultural change across the institution around issues of equity, student success, and intentional processes for transformation. SVCC's teams,

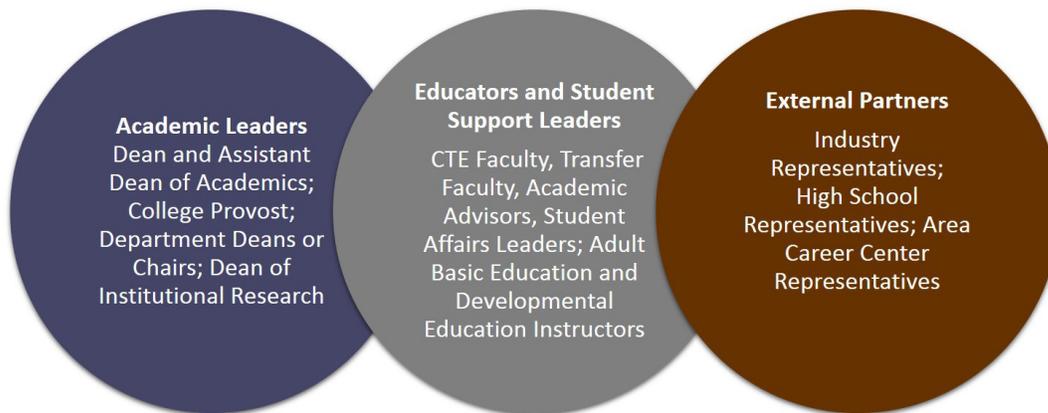


Figure 3: Typical PTR Team at SVCC

which convene monthly during the academic year, are truly representative of the key aspects of a student’s career pathway and educational experience (See Figure 3). Although the time commitment that PTR takes has been challenging for some teams, SVCC reports having had a very positive and sustainable level of engagement and interest among PTR team members—a quality attributed to high-level support for PTR at the Dean and Provost level. Other benefits attributed to PTR include improved institutional professional development and reporting, an enthusiastic and well-communicated emphasis on improving student outcomes across the institution, a strong goal-orientation guided by the PTR phases and modules, and a commitment from all PTR team members to craft viable solutions to improve student success. In fact, PTR is now written into the job description of an assistant academic dean, demonstrating institutional commitment to equitable outcomes that SVCC and its partners (academic and industry) have come to embrace.

## Themes: Leveraging the Distinctive Contributions of PTR

Three primary themes emerged in these five case studies that illuminate the utility and value-added nature of the PTR methodology. We believe these themes, which are reflected in extensive project data collected throughout the years, to be useful in helping OCCRL and future PTR teams to optimize implementation of this transformative change model.

### Empowerment through Data Capacity

PTR team leaders overwhelmingly report the central role of working with student outcomes data in driving the PTR process. The high learning curve associated with accessing data and managing the Equity & Outcomes Assessment phase of the process is frustrating for new teams, but persistence with implementation of this critical element of PTR is identified consistently as critical to a successful PTR project. After overcoming challenges associated with using data, the creation of capacity among the broad base of practitioners engaging in PTR—not only the Institutional Researchers who were often invaluable to the team’s effort, but also the faculty, student affairs staff, and Perkins coordinators at the college and K-12 levels—was a transformative feature of executing a PTR project. Engaging with data not only drove team conversations to focus on interventions that could better fit and solve gaps in student outcomes, but also built the teams’ political capital within institutions to garner necessary support for implementation or further exploration. In other words, evidence-based change seemed to hinge on the ability of the PTR teams to draw conclusions from student data, a skillset that was largely under-developed in many team members.

Three components emerged as valuable aspects of data use in the PTR process: 1) building capacity to understand and use data, 2) using data to identify disaggregated outcomes and equity gaps rather than using data to identify aggregate student outcomes, and 3) leveraging these findings to build support for a proposed intervention, particularly one that would need to be sustained beyond the term of the one-year grant and scaled (or applied) to other career pathways and programs of study. Even though department leaders use data during accreditation and program review processes, there is often a gap between data acquisition and the implementation of change processes that needs to be bridged. Moreover, the lack of disaggregation to look at outcomes by student demographics may mask opportunities to introduce targeted interventions. As described by one team leader, “[B]eing able to go back and address the powers that be and say, ‘we have a system that gives us support... but it also applies across the entire institution and let me show you how...and then they nod in agreement,’ that has been wonderful.” Another leader echoed this point, “[O]ur institution would not have put as much weight behind [our intervention] had we not gone through this process... I think PTR in general just creates the ability to open people’s eyes... from an employment or workforce standpoint.”

## Transforming Perspectives of Core Pathway Problems

Beyond expanding capacity to use data in the pathway and program improvement process, the PTR process also affected how practitioners make sense of the problems that students encounter navigating their pathways. PTR advocates for an approach to viewing and solving problems that favors explanations that are asset-based (i.e., built on student or institutional strengths) and that are centered on institutional responsibility (i.e., focus on what the institution can change, rather than what students lack). Although teams adapted and adopted these ideas in different ways and to varying extents, the overall shift occurred when practitioners were able to reframe and solve student-focused problems from an asset-based perspective.

For example, one team emphasized that in using PTR, the institution is looking for factors key to success in its own context, “[N]ot to blame [the] kind of student we have, especially at community colleges, but [to identify] what the school, the faculty here, the program can do for the students and to make those changes. That’s the whole meaning of PTR and that could really benefit our [entire] school.” Team leaders acknowledged that a focus on manageable change that avoids student-deficit thinking was often not the norm outside of PTR. The PTR process brings focused attention to disaggregated student outcomes in a particular pathway, and as a result, the process of checking assumptions using data has become deeply valued by some institutions. This benefit has spread to the point that strategically “closing gaps has become central to how [the institution] understands improvement” at one college. This theme reinforces the importance of successful PTR team members changing their lens to focus on institutional change and practice in terms of bridging specific gaps in student outcomes.

## Dissemination of PTR as a Model for Engaged Problem-Solving and Program Improvement

Although the five institutions that we feature in this brief varied considerably in how deeply the PTR methodology has permeated institutional thought and practice, an emphasis on the value or potential value of the PTR process emerged repeatedly. At one end of the spectrum, PTR was adopted as an institution-wide systemic problem-solving approach to address student success issues, as written into program plans, program review procedures, job descriptions, and more. At the other end, team leaders who advocate for PTR and endorse its potential to bring about change expressed frustration with limited institutional support to advance and sustain PTR improvements. For these individuals, improving high-level support for equity-centered improvement that receives broad institutional attention from diverse educators and leaders was cited as a long-term goal. Addressing distinct challenges that had prevented dissemination is also needed. For those struggling to embed PTR into institutional thought and culture, the motivation to sustain improved student outcomes is high.

This theme also emerged as team leaders discussed the greatest benefits of the PTR methodology. In addition to engagement with student-level equity and outcomes data, team leaders who work in environments that have embedded and adopted PTR in a broader context noted the impact the structured and collaborative methodology has on generating and carrying out meaningful solutions. These leaders cultivated deeply engaged team members from across the institution and from partners to create a unique collaborative approach that led to success, representing an improvement in its own right. As one team leader stated, “PTR’s greatest impact has been in the way it has repeatedly convened individuals from across the institution with a common connection to a program of study, to identify ways that they have been working parallel to or even against each other without intersecting their goals for student success. This process has created a community amongst learners and leaders, and has tightened our campus community together around a common vision for student success.”

## Recommendations

As a conclusion to this brief, we make five recommendations for strategies that promote promising practices for advancing the PTR process. These recommendations emerged both from practices that teams already successfully employ, as well as recommendations from teams’ aspirational reflections. Each recommendation has implications at multiple levels with relevance to PTR teams, partners, the OCCRL, state agencies, and funders seeking student-success solutions that result in equitable outcomes for all learners.

**Increase Partnership Engagement from the Start:** Multiple teams recommended the implementation of existing and new strategies for engaging a broad audience with the purpose and process of PTR. Recommendations included strategic recruiting to ensure that new teams have a strong student-driven purpose for implementing PTR; sharing the team’s goal and process in a high-profile way with all leaders; including college administrators, academic deans, student affairs staff, K-12 educators, and employer partners as part of the project launch; building PTR processes and findings into regular meetings and workshops; and intentionally connecting the PTR process and potential solutions to major, ongoing initiatives, including grant-funded projects, strategic planning, program review, Perkins program of study implementation and improvement, and more. Team leaders acknowledged that having the support of senior

leaders from all partner organizations is key to both sustainability and to growing enthusiastic engagement in improving student outcomes. This support can also be built through partnerships with the OCCRL or the ICCB, including strategic presentations on the benefits of PTR projects.

**Diversify Engaged Team Members; Use Participants and Partners Strategically:** The degree to which teams are able to sustain PTR as a valued process and PTR-generated interventions may hinge, in part, on the presence of robust, diverse, and highly engaged PTR teams, rather than small teams with only a few people functioning in a siloed fashion. Potential strategies for building a better integrated and networked team include developing a PTR culture that is outspoken about its commitment to changing student outcomes that address inequities in students' education and employment opportunities; garnering high-level institutional support to make PTR team membership a positive and productive prospect, rather than a burden; conducting structured team meetings with planned goals and intentional inclusion of all participants; strategically using team members to maximize the engagement of these individuals and the support of their respective organizations; and in some instances, leveraging PTR funding for the purpose of stipends or release time to enable critical players to become deeply engaged in the process.

**Strengthen Support for Implementation and Sustainability:** To ensure that the process of deep analysis and pathway collaboration does not fade at the end of a grant cycle, PTR teams need opportunities to continue to receive support for implementation and sustainability. The need for additional time and structured support for an implementation project was echoed throughout our interviews with team leaders who were part of this study, including their emphasizing actions that teams should take to move beyond planning to implement and sustain improvements using review and reflection exercises that promote professional learning. Some PTR teams are well situated to support thoughtful, reflective processes that move seamlessly from the idea- and data-centered PTR inquiry work to implementation, but other teams need guidance to ensure their planning results in sustained implementation and evaluation. Most PTR teams would benefit from activities that improve strategic engagement with new stakeholders and leaders; professional development that involves all partners; and critical feedback on implementation and evaluation plans.

**Deepen Student-Focused Interventions:** Some team leaders observed that their teams enter into the PTR process thinking that marketing or recruitment will solve their student outcomes problems. This phenomenon is reflected in OCCRL's data over time. Experience with multiple PTR projects has given some team leaders the chance to see and understand the importance of facilitating deep conversations about what it will take to improve student retention, completion, and employment outcomes. They have learned that student focus groups and survey data that provide students with the opportunity to voice concerns about their educational experiences can help to challenge assumptions about marketing and recruitment being the best solution. More than one PTR team leader acknowledged that his or her community college has looked to enrollment strategies as the means to solve outcomes problems. These leaders suggest that although they can work internally to use data and discussion to turn teams' attention to outcomes like retention, completion, and student success, anything that institutions or state agencies can do to prioritize outcomes-focused solutions would be appreciated. Similarly, high-level efforts to change the dialogue from student inputs (e.g., test scores and preparedness) to student outcomes would be valued. They observe that productive conversations should focus on changing processes that improve student outcomes, with marketing and recruitment following from these improvements.

**Give Structured Attention to Transfer Pathways:** An emerging message from at least three of the interviewed teams involved the importance of being more intentional about transfer outcomes, including creating transfer pathways as part of the PTR work. For one team, a focus on transfer has become standard practice to close the gap between students' opportunities to stack credentials in CTE and transfer programs. Another team realized that certain certificates or advising practices led students down non-transferable pathways in a way that improved institutional completion outcomes but simultaneously negatively impacted student transfer options. Yet another team, like several other PTR teams, is looking to build on the Alliance for Quality Career Pathways (AQCP)<sup>1</sup> framework to think about how their pathway improvement work should lead to multiple entry and exit points, including transfer across two-year institutions and into four-year programs to maximize students' social mobility. We gleaned some hesitance from PTR teams to focus on transfer, but this concern is unfounded. Perkins performance measures acknowledge that transfer is a meaningful and valuable outcome for students enrolled in career pathways, and more PTR teams would benefit from considering this outcome when they begin their PTR project work.

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<sup>1</sup> Available at <http://www.clasp.org/issues/postsecondary/pages/aqcp-framework-version-1-0>.

## Pathways to Results Resources

- An overview of the PTR model and all process resources, modules, and data templates are available at: [occrll.illinois.edu/projects/pathways/phases](http://occrll.illinois.edu/projects/pathways/phases).
- A series of briefs on issues of equity and student success linked to the PTR project are available at: [occrll.illinois.edu/projects/pathways/resources-for-ptr-teams/](http://occrll.illinois.edu/projects/pathways/resources-for-ptr-teams/).
- A list of annual PTR workshops and webinars, including the statewide Scaling Up PTR Conference can be found at: [occrll.illinois.edu/projects/pathways/ptr-events/](http://occrll.illinois.edu/projects/pathways/ptr-events/)

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