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. Our primary mission is to provide research, leadership, and service and assist in improving the quality of education in the Illinois Community College System. Projects of this office are supported by the Illinois Community College Board (ICCB) and the Illinois State Board of Education (ISBE), along with other state, federal, and private and not-for-profit organizations. The contents of our publications do not necessarily represent the positions or policies of our sponsors or the University of Illinois. Comments or inquiries about our publications are welcome and should be directed to *OCCRL@illinois.edu*. This document can be found on the web at: *http://occrl.illinois.edu*.

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ICCB contact:
Brian Durham
Illinois Community College Board
401 E. Capitol Avenue
Springfield, IL 62701-1711
brian.durham@illinois.gov
http://www.iccb.org
(217) 524-5502

OCCRL contact:
Debra Bragg
Office of Community College Research and Leadership
University of Illinois
51 Gerty Drive, 129 CRC
Champaign, IL 61820
occrl@illinois.edu
http://occrl.illinois.edu

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Pathways to Results

Project Profile Compendium

Office of Community College Research and Leadership

University of Illinois at Urbana-Champaign

129 Children's Research Center

Champaign, IL 61820

http://occrl.illinois.edu

February, 2011

INTRODUCTION

Finding the best ways for students to learn and achieve success is of paramount importance to our state and our nation. More than ever before, college and career readiness is critical to the nation's economy, with college completion being an integral objective to achieving this goal. Illinois is committed to the Common Core State Standards, striving to better align Pre-K – 12 curricula with higher education and the workforce. Further, President Obama's administration and numerous groups (e.g., Complete College America, the Bill and Melinda Gates Foundation, Lumina Foundation for Education) are raising college completion to a national priority. Illinois is stepping up, with state and local leaders improving programs and helping learners to succeed. Illinois' Programs of Study initiative is key to achieving this crucial goal. Uniquely important to integrating and aligning curriculum and instruction, Programs of Study help all students – from young people attending K-12 education to adults entering and reentering the educational system – to transition to college ready to learn and to complete college prepared for rewarding careers.

> Illinois defines Programs of Study as sequences of courses that incorporate a non-duplicative progression of secondary and postsecondary elements which include both academic and career and technical education (CTE) content. They start no later than the ninth grade and continue through at least two years of postsecondary education and include opportunities to earn college credit (dual credit) in high school, industry-recognized credentials or certificates at the secondary and postsecondary levels, and an associate or baccalaureate degree.

This Compendium shows how secondary schools, community colleges, four-year colleges and universities, adult education providers, businesses and industries, and other organizations are collaborating to improve Programs of Study through a new initiative called Pathways to Results (PTR). Through the leadership of Partnerships for College and Career Success (PCCS) and other partner organizations, the PTR projects described in this document show how local teams are using an inquiry-based and equity-guided process to prepare diverse learners for learning and life.

PROGRAMS OF STUDY IN ILLINOIS

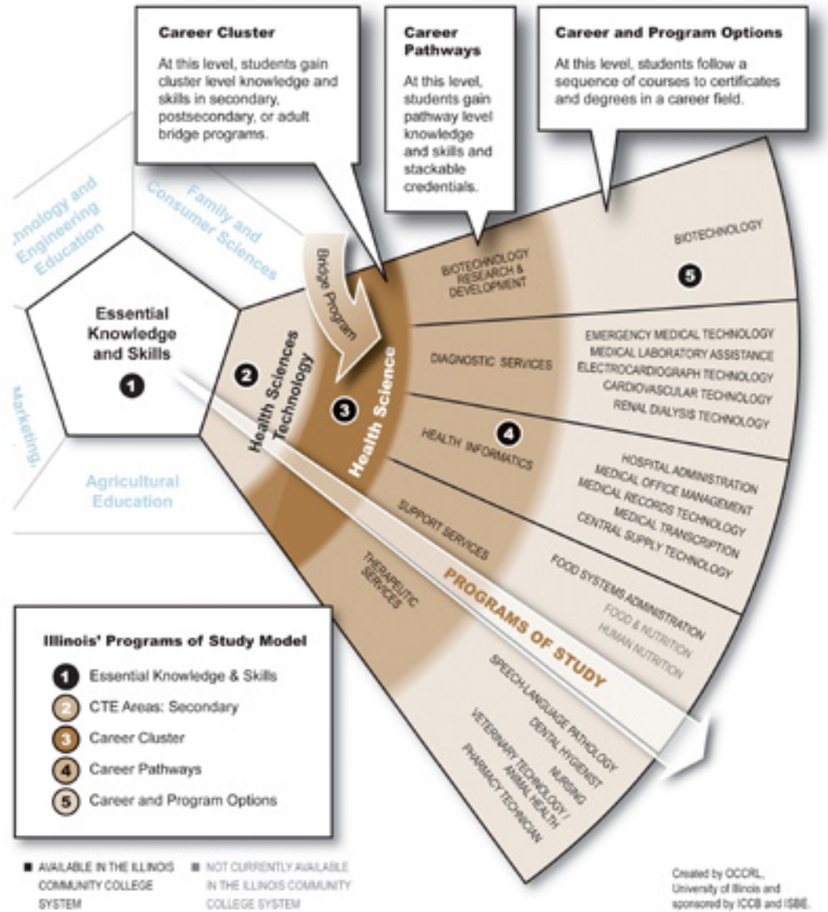
Illinois' Framework for Programs of Study is intended to improve educational programs and student outcomes. The Framework's Guiding Principles and Design Elements focus on strengthening curriculum, instruction and support services through partnerships involving K-12, adult and postsecondary education, workforce providers, and business, industry and labor. Collaborations between institutions that award postsecondary certificates and degrees (associate, baccalaureate and beyond) and employers and labor organizations is necessary to prepare students for high-skill, high-wage, and high-demand occupations. Consistent with the federal Perkins IV legislation, the Illinois Programs of Study initiative strives to "develop more fully the academic and career and technical skills of secondary education students and postsecondary education students…" (Perkins IV, Title I, Career and Technical Education Assistance to the States, Sec. 2., Purpose). However, Programs of Study in Illinois reach beyond this definition to involve education on all levels and engage partnerships and programs to maximize student outcomes.

ILLINOIS' PROGRAMS OF STUDY GUIDING PRINCIPLES AND DESIGN ELEMENTS

1. **Leadership, organization and support** – Programs are developed and supported with input from collaborative partners.
2. **Access and opportunity** – Each and every student has access to educational opportunities and services that enable their success.
3. **Alignment and transition** – Education and training providers, with input from business and industry, enhance alignment that facilitates student transition through the educational pipeline.
4. **Enhanced curriculum and instruction** – Curriculum and pedagogy involve rigorous and relevant instruction and career development that enhances learning and enables students to attain credentials.
5. **Professional preparation and development** – Teacher preparation, recruitment, and selection of qualified instructional staff, and the delivery of quality professional development.
6. **Accountability and program improvement** – Data are collected and shared to demonstrate accountability, program improvement and student outcomes.

For a full description of Illinois' Framework for Programs of Study, including the six guiding principles and design elements, see *http://occrl.illinois.edu/projects/pos/principles.*

Illinois has come a long way in implementing Programs of Study in a relatively short time. In 2008, Illinois adopted the State's Career Cluster Initiative (see: http://www.careerclusters.org/) that includes 16 Career Clusters aligned with approximately 80 Career Pathways and numerous Programs of Study that provide students with the opportunity to receive stackable credentials, referring to credentials that build upon one another and align with segments of the curriculum that advances from secondary to postsecondary education and into careers. Each Program of Study offers a sequence of courses that incorporate a non-duplicative progression from the secondary to the postsecondary level and includes academic and career and technical education (CTE) content. They start no later than the ninth grade and continue through at least two years of postsecondary education and include opportunities to earn college credit (dual credit) in high school, industry-recognized credentials or certificates at the secondary and postsecondary levels, and an associate or baccalaureate degree. Illinois uses the "fan" graphic to illustrate how long-standing CTE areas align with Career Clusters, Career Pathways, and Programs of Study that are at the centerpiece of this important P-20 systemic reform. The health science fan is shown here because it is being used extensively throughout the state.



PATHWAYS TO RESULTS IN ILLINOIS

Pathways to Results (PTR) is a new process to improve Programs of Study. PTR is designed as a 5-phase process that capitalizes on local practitioners and partners, often led by Partnerships for College and Career Success (PCCS), to engage in a systematic problem-solving process that identifies sustainable solutions to improve student outcomes. A key tenant of PTR is its focus on addressing achievement gaps between diverse learner groups in order to improve outcomes and scale up to implement and improve other Programs of Study. The five phases that PTR teams undertake, with guidance from such state partners as the Illinois Community College Board (ICCB), the Office of Community College Research and Leadership (OCCRL), and the Illinois Center for Specialized Professional Support (ICSPS), are:

Phase 1. **Engagement** – Team members and partners collaborate to focus on critical problems that need to be addressed to improve student outcomes and enhance program quality. Analysis of existing data on student outcomes and Programs of Study quality feed into initial decisions about the PTR project's focus.

Phase 2. **Outcomes and Equity Assessment** – The PTR team uses student-level data to examine outcomes and identify gaps in results between racial, ethnic, low income, and other groups and special populations. Using these data, teams identify areas where outcomes are especially successful and areas where short- and long-term improvements are needed.

Phase 3. **Process Assessment** – The PTR team analyzes core processes (e.g., recruiting, advising, teaching, learning, assessing) that relate to the problem the team has decided to address. Teams interrogate and probe existing processes to understand why desired results are not being produced.

Phase 4. **Process Improvement** – Teams reach consensus on solutions and determine implement strategies based on the solutions' potential to make change and improve student outcomes. The team develops implementation and evaluation plans to improve equitable student outcomes and Programs of Study quality over time.

Phase 5. **Review and Reflection** – Team members individually and collectively review and reflect on lessons learned from engaging in the PTR process. The team develops a plan to ensure that solutions are sustained and determine the feasibility of scaling up the PTR process to other Programs of Study.

Funded by the ICCB from 2009 or 2010 to the present, 18 Pathways to Results (PTR) projects are operating in the state of Illinois in fiscal year 2011, and these teams address a diversity of issues in a wide range of Programs of Study to improve the transition, retention, and completion outcomes of diverse learners. These 18 teams are playing a critical role in designing, carrying out, and evaluating the PTR process. They are pioneers who deserve our deepest thanks for their willingness to participate in PTR, even before it was fully developed or tested, and provide feedback to make it successful.

The remainder of this document presents a snapshot the 18 PTR team efforts. Included in each PTR profile is the project focus, goals, outcomes and equity results, partners, and team leader contact information. Profiles for six PTR projects that began in 2009 include information about the chosen solution(s), data collection, evaluation methods and measures, and sustainability and scale up.

PTR profiles for sites funded from 2009 to 2011:

PTR profiles for sites funded from 2010 to 2011:

PTR Profile

2009–2011

Central Illinois Partnership

Partnership: Central Illinois Partnership for College and Career Success

Partnership Charter URL: *http://occrl.illinois.edu/projects/pathways/central*

Career Cluster: Manufacturing

Career Pathway: Production; Manufacturing Production Process Development; Maintenance, Installation, & Repair

Program of Study:

- Welding Operator, Welding Specialist, CNC Operator, Machinist, Machine Tool Technology;
- Manufacturing Engineering Technology, Mechanical Engineering Technology, Welding Technology, Engineering (transfer);
- Mechanical/Electrical Repair, Industrial Electronics, Maintenance Mechanic, Multi-Skilled Technician

Partners:

- PERFECT EFE System Director
- Tazewell County EFE System Director
- CIVEC EFE System Director
- ICC Manufacturing instructor
- ICC Industrial Electrical instructor
- High School Industrial Arts teacher
- High school counselor
- ICC counselor
- ICC Institutional Research Director
- ICC Foundation
- Economic Development Council for Central Illinois
- Excel Foundry and Machine
- Premier Fabrication
- Advanced Technology Services
- PeoriaNEXT
- Innovation Center Bradley University
- MATCOR
- SCORE
- PTAC
- Heartland Partnership
- Limestone HS Continuous Improvement Team
- Washington HS Continuous Improvement Team

PROJECT FOCUS

Many of the manufacturing students who enter Illinois Central College (ICC) are not academically prepared for college and need to take remedial classes in mathematics and reading. This can delay or prevent students from achieving their career aspirations.

GOALS

This project aims to identify gaps within manufacturing programs of study that result in limiting access to postsecondary coursework. The team hopes to:

- Gain a better understanding of course sequences.
- Ascertain more complete knowledge of how students transition from high school to college.

Since the high schools play an integral role in this process, the team seeks to involve local high schools in this project and provide them with feedback from the findings.

OUTCOMES AND EQUITY ASSESSMENT

Female students are underrepresented across the four manufacturing programs. Minority students are particularly underrepresented in the Manufacturing Product/Process Development pathway.

DATA COLLECTION

The major data collection activity was a 4-day transcript study with representatives from ICC and two district high schools. During this transcript study participants analyzed students' progression from core classes offered by the high schools to ICC coursework. Also through this study, the high school representatives were assisted in making tables that predict how their students' performance in high school courses relates to their performance in ICC courses.

SOLUTIONS

To address the equity issues (i.e., gaps in representation by females and minorities) in the manufacturing programs, ICC supported a regional Manufacturing Expo Career Day in October for area high school students. Students learned about career opportunities and course requirements from speakers, toured a manufacturing facility, and had a chance to talk with local manufacturers. The event drew 561 students from 20 high schools.

The transcript study produced numerous solutions for improving student outcomes. While they varied by high school, common themes involved the need for improvements in marketing and recruitment, counseling and advising, instruction, and curriculum development. In terms of data, the transcript study illustrated the need for more high school data, because college-level data alone provide very little useful information to high school partners.

EVALUATION METHODS AND MEASURES

The participating high schools are keeping data to track results of the various solutions they have implemented based on the findings of the transcript study. ICC is tracking enrollment numbers in their manufacturing programs to see if there are improvements in enrollments by underrepresented groups and improvements in academic preparation. Additionally, ICC collected survey data from the participants of the Manufacturing Expo Career Day to evaluate this year's event and make improvements for next year.

SUSTAINABILITY ACTIVITIES

The two high schools that participated in the transcript study are seeking to enter into a continuous improvement project that explores the pathways within their high schools as well as the level of success each pathway provides. ICC also plans to continue its involvement in the Manufacturing Expo Career Day. The manufacturers within the Strategy Group are committed to delivering future Expos as well as doing follow up visits with each area high school and forming partnerships with the schools.

CONTACTS

Judy Dietrich
Illinois Central College
1 College Drive
East Peoria, IL 61635-0001
Ph: (309) 694-5212
email: *Jdietrich@icc.edu*

Michael Sloan
Ph: (309) 694-5512
email: *Msloan@icc.edu*

PTR Profile

2009–2011

Lake Land Partnership

Partnership: Lake Land Partnership

Partnership Charter URL: *http://occrl.illinois.edu/files/Projects/ptr/LakeLand_Charter.pdf*

Career Cluster: Manufacturing

Career Pathway: Maintenance, Installation & Repair

Program of Study:

- Mechanical Electrical Technology (MET)
- Electronic Engineering Specialist
- Industrial Maintenance

Partners:

Lake Land College:

- Institutional Researcher
- Director of Perkins Programs
- Perkins Specialist
- Industrial Technology Instructor
- Technology Division Chair

Okaw Area Vocational Center/EFE Director

Christian/Montgomery Regional Vocational System

Shelbyville High School Principal

EIU School of Technology-Assistant Professor

Eastern Illinois Education for Employment #340 Director

PROJECT FOCUS

This project has identified a worker shortage, aging workforce, and lack of qualified Mechanical Electrical Technology (MET) applicants in the local area as the focus of its PTR project. Current workers need skills to advance in their occupations, and the partnership recognizes the need to update the MET curriculum because there are emerging energy applications. The team members also recognize the financial issues that students experience in order to participate in the program.

GOALS

- Increase enrollment of manufacturing jobs.
- Increase enrollment of special group students.
- Update curriculum including energy courses.
- Update equipment.

OUTCOMES AND EQUITY ASSESSMENT

The outcomes and equity analysis shows 96% of the students in the program are white, 2% were African American and 2% were American Indian. Slightly over 30% of the students are identified with a special population group, which includes 5 students with disabilities, 6 economically disadvantaged students, 1 displaced homemaker, and 2 nontraditional students (i.e., female students). With the exception of gender, the results mirror the demographics of the LLC District. Thirty-five percent took dual credit courses in high school, 30% are high school program of study (POS) diploma recipients; and 10% are GED recipients. With respect to age, 79% of the students are age 24 and under, while 21% are 25 or older. About 54% of the students are developmental course takers. Looking at retention, the percentage of students who completed the program is lower for students of color and for students who are economically disadvantaged than for whites and higher income students.

The opportunities for improvement include a) improving the curriculum with advice that includes local businesses, b) promoting the program to increase enrollment and bring in students with interest in manufacturing, particularly females, and c) improving the image of the program with better marketing.

DATA COLLECTION

Data collection includes:

- A focus group with secondary female students who are interested in STEM-related occupations.
- Continued collection of student enrollments in the program.

SOLUTIONS

The team proposes to use targeted marketing techniques to increase the non-traditional (gender) population for the MIR program, including introducing MIR programs to students at an earlier age, using Facebook and other social media platforms to target secondary populations, changing the perception of the MIR program, and identifying same-sex role models and adding same sex instructors. The marketing will also target non-traditional (age & gender) students, returning students, and dislocated workers.

EVALUATION METHODS AND MEASURES

To evaluate the new marketing techniques, the group will compare 2006-2011 enrollments in the secondary and postsecondary MIR programs to current and future enrollments. A small 2% will be considered a promising indicator of the desired change.

SUSTAINABILITY ACTIVITIES

In process.

CONTACTS

Diana Glosser
Director of Perkins Programs
Lake Land College
5001 Lake Land Blvd.
Mattoon, IL 61938
Ph: (217) 234-5372
email: *dglosser@lakeland.cc.il.us*

PTR Profile

Southwestern Illinois College Partnership (Health Sciences)

2009–2011

Partnership: Southwestern Partnership – Health Sciences Diagnostic Team

Partnership Charter URL: *http://occrl.illinois.edu/files/Projects/ptr/SWIC_Health_Charter.pdf*

Career Cluster: Health Sciences

Career Pathway: Diagnostic Services

Program of Study:

- Radiologic Technology (Rad Tech)
- Medical Laboratory Technology (Med Tech)

Partners:

SWIC:

- Dean, Health Sciences
- Admissions Evaluator
- Health Science Liaison
- Counselors
- Perkins Director
- Research Specialist
- Marketing Representative

Madison County CTE System Director

SIPCCS Coordinator

Rad Tech Student

Counselors from:

- Belleville East High School
- Collinsville High School
- Chester High School
- Columbia High School
- Freeburg High School
- Lebanon High School
- O'Fallon High School
- Sparta High School
- St. Clair High School
- Triad High School

PROJECT FOCUS

Students interested in the health science programs often seem confused about program application requirements and how to be best prepared for selection by the application deadlines. The program attempted to communicate the requirements through printed materials (brochures, catalog, application planning guide and website), special events (career fairs, SWIC health care open house, and meeting with high school counselors), and SWIC personnel (counseling department, admissions specialist, and Health Sciences Coordinators' assistant), but reports of misunderstanding persisted. This lack of understanding, planning or erroneous planning left students frustrated and delayed their transition into a health science program by a full year (minimum) since applications are generally only accepted once a year for admission the succeeding year.

High school students were generally hit hardest on their ability to transition into their interested program of study. Most health science programs only had 1-2 students admitted straight from high school. To be competitive in the application process, high school students generally need high grades in their biology, algebra, and chemistry/physics courses; have those courses completed before their senior year; and have completed some dual credit or dual enrollment courses. Preliminary research prior to the PTR project revealed many students decided too late to enroll in required pre-requisite coursework and/or do not refer to program application requirements until the application period opens.

GOALS

- Make prospective students and counselors aware of health science admission requirements and based on data gathered; enhance/revamp those resources and/or practices to enhance the student's ability to transition to their program of choice in a timely fashion.
- Enhance the consistency of the advisement experience in counseling for students interested in health science programs, which requires application.
- Increase the number of health science CTE offerings of "Orientation to Health Science" in the high schools.

OUTCOMES AND EQUITY ASSESSMENT

Students enrolled in Rad Tech and Med Tech represent similar race and ethnic backgrounds as the SWIC student population, with a sizeable proportion of students in both programs identified as economically disadvantaged. None of the Med Tech students were GED or dual credit students, and a very small proportion of Rad Tech students had participated in these programs prior to matriculating to SWIC. The retention rate, regardless of student race/ethnicity or special population category is very high for both programs. PTR results show few students transition directly from high school to the two SWIC health science programs which contributed to a productive dialogue about broader recruitment of diverse learner groups at the high school level.

DATA COLLECTION

- Survey high school & SWIC counselors and students about their awareness of resources, their ability to find answers to questions, and willingness to use materials.
- Meet with high school counselors and student focus groups to follow up on survey results.
- Track number of students accepted directly from high school, compare to prior year.
- Track number of students who have correct pre-requirements completed for 2011 application period, and monitor trends.

SOLUTIONS

Accomplished by Spring 2011:

- Revised the language and layout of the college catalog, website, brochures and application planning guide.
- Implemented direct link to health science programs on college website: SWIC.edu/healthcare. Developed a more interactive exploration station for high school and grade school career days.

Forthcoming:

- Utilize a health science advisement template in counseling department in which counselors have been trained in utilization to enhance reliability of instrument.
- Adopt a policy to ensure there is systematic review and assessment of communication efforts regarding the application requirements and point system as well as the transition of students to their program of choice in a timely fashion (completed by 2/2011).

EVALUATION METHODS AND MEASURES

Questionnaire: 2011 health science applicants will be surveyed to compare their results to 2009 and 2010 applicant responses. The questionnaire solicits information about all communication efforts (brochures, website, catalog, Health Science open house, high school counselors, SWIC counselors, SWIC Health Science Coordinators' Assistant, SWIC admission specialists, etc.). 2011 survey results should be available by March, 2011 to correspond with the end date of this PTR grant.

For the **Health Science Advisement** process, the measure is to see all communication criteria ranked at a minimum of 3.75 on a 5-point scale of effectiveness, with 5.0 being very effective and 1.0 being not effective. Performance on this measure will be monitored over time, along with qualitative results of their counseling experience (e.g., looking for student responses indicating consist satisfaction with advisement experience) by 2014.

For the **New Admission Criteria**, the retention rate and number of students transitioning into the program directly from high school will be measured. Currently we have approximately 5% of a new health science class who were accepted directly from high school, and the benchmark for new application criteria/options will be 15-20% for students directly from high school, and an attrition rate of no less than 25%. Attrition will be monitored for about five years to determine whether the attrition has declined, but the program will begin to monitor high school transition by 2012-13.

SUSTAINABILITY ACTIVITIES

The health science division developed a policy regarding the continual and systematic assessment of the division's communication efforts related to the application process with students, SWIC counselors, and high school counselors. Surveys and analysis will be conducted every five years. In addition, training on the health science template will be conducted once every three years and more frequently when changes are needed.

CONTACTS

Sherry Hott
SIPCCS Coordinator
Southwestern Illinois PCCS
Southwestern Illinois College
2500 Carlyle Avenue
Belleville, IL 62221
Ph: (618) 235-2700, ext. 5547
email: *sherry.hott@swic.edu*

Julie Muertz
Dean of Health Sciences & Homeland Security programs
Southwestern Illinois College
2500 Carlyle Avenue
Belleville, IL 62221
Ph: (618) 235-2700, ext. 5267
email: *Julie.muertz@swic.edu*

PTR Profile

2009–2011

Southwestern Illinois College Partnership (Manufacturing)

Partnership: Southwestern Illinois College Partnership – Manufacturing

Partnership Charter URL: *http://occrl.illinois.edu/projects/pathways/SWICM*

Career Cluster: Manufacturing

Career Pathway: Maintenance, Installation, and Repair

Program of Study:
- Precision Machining Technology
- Industrial Maintenance Mechanics
- Commercial Maintenance Mechanics

PARTNERS:

Southwestern Illinois College:
- Dean, Technical Education
- Industrial Technology Coordinator
- Development of Pathway
- SWIC Institutional Research
- Dean, Learning Resources
- SIPCCS Coordinator
- Coordinator, Union Apprenticeship Programs,
- Liaison for Dual Enrollment and Voc Ed Programs

Industry:
- Granite City Steel
- Cope Plastics
- Erhardt Precision Products
- Chelar Tool & Die
- Red Bud Industries
- Madison County Career & Tech Ed System
- Okaw Regional Vocational System
- St. Clair Co/SWIC Career & Tech Ed System

High Schools:
- Collinsville Area
- Freeburg
- Granite City
- Red Bud
- Triad
- Beck Area Career Center
- Collinsville Area Vocational Center
- Sparta
- Columbia
- Belleville East and
- West
- Highland High
- O'Fallon

PROJECT FOCUS

The reality of modern manufacturing - according to the National Association of Manufacturers (NAM) - is that the right number of workers with the right skill sets is sadly deficient, and young people are generally uninformed of their career potential. Negative perceptions make it difficult for technical schools and colleges to recruit high school students into manufacturing careers. Counselors, students and parents do not have a clear awareness and understanding of the varied occupations and opportunities for employment in manufacturing. Yet, lack of skilled employees is often cited by manufacturing executives as a leading obstacle to growth. Even for high school students who are interested in pursuing a career in manufacturing technology, high school scheduling poses a challenge because students have little time in their schedules to take CTE courses. Many high school students have clearly defined pathways leading to four-year college degrees, but there is not a clearly defined educational path for students desiring to enter a career as a manufacturing technician in general or the following career areas at SWIC in particular: Precision Machining Technology, Industrial Maintenance Mechanics and Commercial Maintenance Mechanics. In SWIC's district, the quality of CTE programs and career counseling varies greatly among the high schools depending on the ability of the technical instructor(s), the presence of a supportive industrial base in the community, and the support of school boards, administrators, and counselors. Influencers of high school students, including school boards, administrators, counselors, teachers and particularly parents need to be educated about the career opportunities that exist for their students in manufacturing. New and innovative marketing materials are needed for this purpose.

GOALS

- Improve the image, awareness and understanding of educational and employment opportunities in three programs of study that fall within Manufacturing, Installation and Repair (MIR).
- Define Programs of Study for students in manufacturing.
- Market careers in manufacturing.

OUTCOMES AND EQUITY ASSESSMENT

Very few high school POS diploma recipients enroll in SWIC's manufacturing programs, with African-Americans and females being under-represented in these programs. Overall, SWIC's manufacturing program has been successful in terms of: the ability of participants to complete courses attempted; retention of students from fall-to-spring semesters; retention outcomes overall; and credit hours earned. However, African American students do not experience as high a success rate, creating the need to enhance opportunities for success for this group.

DATA COLLECTION

- Developed a career pathway describing the core curricular components of our three manufacturing programs. (Step 1)
- Determined the primary entry points for students entering the career pathway from the 9th grade onward. (Step 2)
- Identified the major organizational processes that students encounter at various points along the career pathway and selected marketing and recruiting as the functional process that we would examine further. (Step 3)
- Developed a graphic showing all of the marketing and recruiting activities that are currently performed over the course of an academic year. Also identified factors that potentially contribute to why marketing and recruiting plays such a major role in the goals identified during Phase 1 and the opportunities for improvement we identified during Phase 2. (Step 4)
- Reviewed opportunities for improvement identified during Phase 2 and determined that the lack of a comprehensive marketing plan for three manufacturing programs is a primary factor in students having a negative image of manufacturing as a career choice and, therefore, not enrolling in the Industrial Technology programs. (Step 5)
- Held a meeting of manufacturing team charter members for the purpose of reviewing the PTR work done to date (October, 2010). Consensus was reached on developing a comprehensive marketing and recruiting plan with the purpose of achieving the original goals. (Step 6)

SOLUTIONS

Already Implemented

- Revise the website for Technical Education Division to make it more informative and user-friendly.
- Visit boards of control each semester to update them on new programs.
- Conduct high school visits.
- Conduct a manufacturing camp for high school CTE instructors.

Forthcoming

- Increase non-traditional students' awareness of careers in manufacturing. Phase 2 data shows mostly white male students in SWIC's manufacturing programs. Industry representatives confirm that this holds true for the workforce as well, so the goal is to increase awareness among African-American and female high school students about the excellent careers offered in manufacturing. The team will also identify the barriers that prevent non-traditional students from enrolling in the manufacturing programs.
- Develop relationships with schools having high minority enrollments. This solution should enhance recruitment of more minority and low-income students. The student population at some of the area high schools is predominantly black and many of the students come from low-income families. Increasing marketing and recruiting activities at these schools makes good sense in that it will expose the students to a potential pathway to a middle income lifestyle.
- Conduct summer campus for high school students to expose them to the technical trades. The purpose is to increase interest among high school students in manufacturing careers. There are a number of tools (Car Kit, Shop Rat, etc) that are available commercially to introduce students to rudimentary skills in machining, electronics, etc.
- Host and help conduct Tech Ed Expo days in the spring for junior high school students. Spring is an excellent time to affect the opinions of the following year's seniors, especially for students who have taken technical education courses and who are considering pursuing such in college. This is a prime time to expose them to the "new" SWIC programs in manufacturing and help them see that SWIC is equal to its primary competitor in the area.

EVALUATION METHODS AND MEASURES

The team intends to measure the following:

- Increased enrollment in the three manufacturing programs – seeking an increase of 25% in all three manufacturing programs over the fall 2010 baseline.
- Increased number of African-American, female, low income and special population students enrolled in the three manufacturing programs – seeking a 5% increase in non-traditional enrollment each academic year, using fall-to-fall enrollments.
- Increased preparation and distribution of marketing materials to CTE instructors and counselors.

SUSTAINABILITY ACTIVITIES

In process.

CONTACTS

Sherry Hott
SIPCCS Coordinator
Southwestern Illinois PCCS
Southwestern Illinois College
2500 Carlyle Avenue
Belleville, IL 62221
Ph: (618) 235-2700, ext. 5547
email: *sherry.hott@swic.edu*

Bradley Sparks
Dean, Technical Education
Ph: (618) 235-2700 ext. 5447
or ext. 6720
email: *bradley.sparks@swic.edu*

PTR Profile

2009–2011

Waubonsee Community College Partnership (Health Sciences)

Partnership: Waubonsee Community College Partnership

Partnership Charter URL: *http://occrl.illinois.edu/files/Projects/ptr/Waubonsee_Charter.pdf*

Career Cluster: Health Sciences

Career Pathway: Health Informatics

Program of Study: Health Information Management

Partners:

Waubonsee Community College:

- Dean, Business and Information Systems
- Academic Specialist
- Asst. Professor
- Career Education Advisor
- Counselor
- Industry Advisor
- Institutional Researcher
- Assistant Vice President of Instruction
- Outcomes Manager

Valley Education for Employment System:

- Director
- Career Advisor

PROJECT FOCUS

Educators, counselors, and administrators need to identify success and risk factors to recruit, advise, and counsel students and create the educational infrastructure necessary for program success. Health Information Management is a critical, though sometimes obscured, component of the health care system. Although medical coders process information from every doctor's visit for every patient in the US, many people, including educators, do not understand the Health Information Management profession or know that it exists. The PTR team is attempting to identify student success and risk factors for program completion for the Health Information Technology (HIT) program to ensure successful development and implementation of the new curriculum. The team hopes to match students' skills and abilities to the different career pathways of the Health Science cluster and clearly identify students with the appropriate entry criteria for the HIT program.

GOALS

- Identify student success factors for the HIT program.
- Identify student risk factors for the HIT program.
- Achieve HIT program accreditation from CAHIIM.
- Successful student completion of Registered HIT (RHIT) exam.

OUTCOMES AND EQUITY ASSESSMENT

Data on student demographics mirror institutional demographic data that show 16% of students are Hispanic and 8% are African Americans. The retention rate of a sample of students that self-identified as HIT-seekers is 79%, which provides a solid benchmark for launching the new HIT program. Reasons for the high retention rate include the new model for student services, better financial aid counseling, and perhaps the fact that more students are choosing to attend school because of the high rate of unemployment in one district. Another contributing factor is the teaching strategy that is used by current HIT courses. (The program has a focus on students that do not transition directly from high school.)

DATA COLLECTION

Conduct follow-up to track admissions and enrollment, as follows:

- Number of applicants, and number disqualified.
- Number of students who met requirements but were not accepted into the program.
- Number of students accepted.
- Number of students enrolled.

SOLUTIONS

Through marketing efforts, HIT information workshops, advising, and programs marketed to special populations, it is the goal to maintain a diverse population while operating in a selective admission environment.

This admissions process will ensure academically prepared students enroll in the program, which contributes to overall student success; aids in data tracking; provides quality measures; ensures students are qualified for successful clinical experiences that lead to strengthened relationships with industry partners; and provides a logical and practical course sequence that maximizes the utility of the program. Because of its successful history, the nursing program will serve as the closed enrollment program model when creating the guidelines and requirements for the HIT program. While the functional process chosen does not allow for a pilot program, a focus group will be used to gather feedback.

EVALUATION METHODS AND MEASURES

The solution will be evaluated with a combination of data collection on course progress, degree completion, graduation, a survey sent to students, and clinical experience reports. There is no baseline for this evaluation; however, these measures will be benchmarked against current closed enrollment programs and a sampling of current students to assess student progress.

SUSTAINABILITY ACTIVITIES

In process.

SCALE-UP GOALS

In process.

CONTACTS

Suzette Murray
Dean Business and Information Systems
Waubonsee Community College
Route 47 at Waubonsee Drive
Sugar Grove, IL 60554-9454
Ph:(630) 466-7900, ext. 2264
email: *smurray@waubonsee.edu*

Patty Stich
Assistant Professor, Administrative Office Systems
Waubonsee Community College
Route 47 at Waubonsee Drive
Sugar Grove, IL 60554-9454
Ph: (630) 466-900, ext. 2728
email: *pstich@waubonsee.edu*

PTR Profile

2009–2011

West Central Illinois Partnership

Partnership: West Central Partnership

Partnership Charter URL: *http://occrl.illinois.edu/files/Projects/ptr/West_Central_Charter.pdf*

Career Cluster: Health Science

Career Pathway:

- Health Informatics
- Diagnostic Services

Program of Study:

- Health Information Management (HIM)
- Radiological Technology (RDT)

Partners:

Secondary:

- Director, Galesburg Area Vocational Center
- Director, Delabar Vocational Education System
- Director, Western Area Career System
- Counselor, Macomb High School

Spoon River College:

- Dean, CTE
- Coordinator, College Readiness and Director, Adult Education
- Dean, Nursing and Allied Health
- Instructor, HIM
- Director, Enrollment Services

Carl Sandburg College:

- Dean, Allied Health Programs
- Coordinator, Institutional Research
- Dean, Human Resources and Organizational Development
- Coordinator, Marketing
- Coordinator, Recruiting
- Occupational Recruiter
- Dean, Adult and Developmental Education
- Instructor, Adult Education

Western Illinois University:

- Instructor, Computer Science

PROJECT FOCUS

There is a lack of qualified students applying for the Radiological Technology program at Carl Sandburg College (CSC) and the Health Information Management program at Spoon River College (SRC). One problem is a lack of awareness among high school students of various programs of study within the Health Science career cluster at both colleges. A second issue is the fact that high school students who wish to enter the programs do not understand the educational requirements needed to enter. Many interested students need remediation in reading and study skills.

GOALS

- Increase the number of qualified applicants, specifically those transitioning from high school.
- Increase students' reading skills and study skills prior to dual credit work.
- Provide program literature to high schools and other institutions where potential students access career information.
- Create program marketing materials and distribute them more widely.

OUTCOMES AND EQUITY ASSESSMENT

Program enrollments reflect the demographics of CSC and SRC and of the region, but vary from state average demographics, especially in minorities and in males' (non-traditional by gender) enrollment in health careers. Economically disadvantaged students comprise 53% (SRC) and 66% (CSC) of program students, which is reflective of the colleges' populations. Of the postsecondary students in the target population at SRC, 44% had taken at least one developmental education course prior to program entry. Their retention rate was 86% with the largest decline occurring between the second and third semesters. The team projected the decline was possibly due to student enrollment in certificate programs instead of 2-year programs, which indicates they either changed their career goals, or their intent to complete a 2-year degree was not accurately recorded at enrollment. Of the postsecondary students in the target population at CSC, 60% had taken at least one developmental education course prior to program entry. The college was pleased to report a 93% fall-to-fall retention rate.

DATA COLLECTION

Spoon River College

- Identify where students learn about health careers.
- Identify methods each college can implement to inform students of respective health career programs.
- Review current processes related to student qualifications and admissions in related programs of study (coding).
- Held focus groups of enrollment management committee.

Carl Sandburg College

- Identify where students learn about health careers.
- Identify methods each college can implement to inform students of respective health career programs.
- Review current processes related to student qualifications and admissions in related programs of study (awareness).
- Held focus groups of students.

SOLUTIONS

Spoon River College's solution is to improve communication between departments across campus that are involved with the HIM program, including engaging the enrollment management process.

Carl Sandburg College has determined the solution is to focus on making prospective students aware of the RDT program, including improved marketing and recruiting by the allied health departments.

EVALUATION METHODS AND MEASURES

Spoon River College will work on tracking students interested in the HIM program from their initial interest in the program to through completion. This student tracking activity may require modification of how students are coded when they initially express interest in the program.

Carl Sandburg College will require that all students entering Allied Health programs of study respond to a questionnaire about how they became aware of the programs, the curriculum requirements, the elements for success in the program, the career opportunities after successful completion, and marketing strategies that captured their attention.

SUSTAINABILITY ACTIVITIES

In process.

CONTACT

Lauri Wiechmann
Dean of Allied Health
2400 Tom L. Wilson Blvd.
Galesburg, IL 61401
Ph: (309) 341-5251
email: *lwiechmann@sandburg.edu*

PTR Profile

2010–2011

College of Lake County & Lake County High Schools Technology Campus Partnership

Partnership: College of Lake County & Lake County High Schools Technology Campus

Partnership Charter URL: *http://occrl.illinois.edu/files/Projects/ptr/Round%202%20Charters/Charters/LakeCounty.pdf*

Career Cluster: Transportation, Distribution and Logistics

Career Pathway: Facility & Mobile Equipment-Maintenance

Program of Study: Automotive Collision Repair

Partners:

College of Lake County:

- Faculty for Automotive Collision Repair
- Counseling Representative
- Grant Manager for Perkins and PCCS
- Career Program Recruiter
- Institutional Researcher
- Career Advisory Committee Leader

Lake County High Schools Technology Campus:

- Faculty for Automotive Collision Repair
- Grant Manager for Perkins and PCCS
- Principal
- Assistant Principal
- Career Advisory Committee Leader

Contacts:

Ali O'Brien, Interim Asst. Vice-President
19351 W. Washington St.
Grayslake, Illinois 60030-1198
Ph: (847) 543-2409
email: *aobrien@clcillinois.edu*

Julie Riddel , Principal Tech Campus
19525 West Washington Street
Grayslake, Illinois 60030
Ph: (847) 543-6003
email: *jriddel@techcampus.org*

PROJECT FOCUS

As one of two community college auto collision programs in the Chicago metro region, this partnership fills a distinct labor market need for trained technicians. Unfortunately, enrollment is declining for the secondary program while it is increasing for the postsecondary program. The partners need to focus on recruitment and outreach to capture more enrollments at the secondary level and transition the students to the postsecondary level, especially nontraditional students. Also, because lab space is shared by both institutions, a thorough equipment analysis is needed to ensure both programs are matching resources to the instructional needs and the learning objectives.

GOALS

- To increase secondary enrollment with a focus on nontraditional participation.
- To match equipment and supplies to industry standards and program learning objectives.
- To align curriculum between secondary and postsecondary institutions.

OUTCOMES AND EQUITY ASSESSMENT

Participation by Hispanic students in the CLC automotive collision repair POS is higher (34.5%) than their representation in the general CLC student population (24%), but the percentage of Hispanic students is even higher, at 44.7%, at the secondary level. Retention (hours earned vs. hours attempted) by ethnic group was very high for Hispanics (93%), as well as Asian Americans and American Indians (75%), and lower for whites. The fall-to-spring retention and fall-to-fall retention rates follow similar patterns by race/ethnic group. For example, Hispanics achieved an 80% retention rate from fall-to-spring and 50% from fall-to-fall compared to whites who achieved a 40% retention rate from fall-to-spring and a 10% retention rate from fall-to-fall.

Several opportunities for improvement were identified, including recruiting nontraditional participants/completers at the secondary and postsecondary levels (current rates of participation are 3.5% at the secondary level and 0% at the postsecondary level). One strategy is to offer all secondary courses as dual credit to benefit students who transition from the secondary to postsecondary levels; the current dual credit participation rate was 34% for the cohort identified in the equity outcomes report templates. The team seeks to increase the retention of all demographic groups, with special emphasis on white and low income students, which involves increasing the number of member high schools sending students to the program (currently 17 of 25 high schools send students) to diversify the student population and train Automotive Collision Repair technicians for jobs throughout the region.

PTR Profile

2010–2011

Danville Area Community College Partnership

Partnership: Danville Area Community College District #507 Partnership for College and Career Success

Partnership Charter URL: *http://occrl.illinois.edu/files/Projects/ptr/Round%202%20Charters/Charters/Danville_area.pdf*

Career Cluster: Finance

Career Pathway: Accounting

Program of Study:

- Accounting AAS
- Accounting Office Personnel AAS

Partners:

Danville Area Community College:

- PCCS Director
- POS Facilitator
- VVEDS Director
- Institutional
- Research
- Dean of Business and Technology
- Lead Instructor for accounting
- Lead Instructor for Office Systems

High Schools:

- Danville High School
- Catlin High School
- Business:
- Illinois National Bank
- SBC Global

Contact:

Patricia Shedlock
DACC Coordinator
Danville Area Community College
2000 East Main Street
Danville, IL 61832
Ph: (217) 443-8582
email: *pshed@dacc.edu*

PROJECT FOCUS

While the Danville Area Community College (DACC) District #407 Partnership has used local articulated course sequences for many years, it knows that well-developed programs of study (that include dual enrollment and curricular mapping) assist students in selecting a career. After completing the POS Expectations Tools, the team determined that it needs to complete many items in all areas but in particular Principle #1: Leadership, Organization, and Support; Principle #3: Alignment & Transition; and Principle #5: Professional Preparation and Development. In the DACC Community College District #507, the lack of collaboration/coordination is the largest barrier standing in the way of creating well developed POS with buy-in from educators and business/industry. Collaboration is still limited by lack of time and funding to bring together teachers, guidance counselors, parents, and business/industry partners. It is important to develop a process that allows additional POS to be developed and regularly link secondary and postsecondary educators. Through this collaboration, area students, parents, educators, guidance counselors, community members, and business/industry partners will be made more aware of career opportunities, including local jobs, in the expanding accounting field. Through this work, everyone in the Community College District #507 will get the same information.

GOALS

- The region needs to increase coordination and collaboration between secondary and postsecondary educators and business and industry partners.
- DACC and the secondary schools need to review the current curriculum to determine if it meets the needs of area employers. (Currently, the required DACC accounting courses are for transfer students. A business representative questioned the value of a transfer course for entry level office, banking, or accounting workers.)
- Dual credit needs to be established for high school students taking accounting at their local school. (College data supports the practice of awarding dual credit to increase enrollment at DACC.)
- The region needs to develop and implement a marketing program to promote accounting employment opportunities.

OUTCOMES AND EQUITY ASSESSMENT

With the exception of Danville High School, the county high schools from which DACC draws students have a small enrollment of minority students, and these students are not enrolling in accounting programs at either the secondary or postsecondary levels. Further, even though all high schools offer accounting, only three offer an "ISBE Approved Accounting Sequence", and the only high school that offers dual credit for accounting does not offer an accounting sequence. Students who take these classes routinely graduate and attend a four-year college or university. No 18 or 19 year-old students are enrolled in accounting classes at DACC. The data support the original premise of the grant application that very few high school students are enrolling in the CTE accounting program at DACC.

PTR Profile

2010–2011

Illinois Valley Community College Partnership

Partnership: Illinois Valley Community College Partnership

Partnership Charter URL: *http://occrl.illinois.edu/files/Projects/ptr/Round%202%20Charters/Charters/Illinois_Valley.pdf*

Career Cluster: Manufacturing

Career Pathway: Production

Program of Study: Machinist/Tool & Die Maker

Partners:

Illinois Valley Community College:
- CTE Recruitment & PCCS Co-Director
- PCCS/Perkins Grant Coordinator
- Director of Institutional Research
- Associate Vice-President for Academic Affairs & PCCS Co-Director

High Schools:
- DePue High School
- Hall High School
- Henry-Senachwine High School
- LaMoille High School
- Mendota High School
- Princeton High School
- Putnam High School
- LaSalle-Peru High School
- St. Bede Academy
- LaSalle-Peru Area Career Center

Business:
- US Dept. of Labor Office of Apprenticeship
- Dynegy Midwest Generation, Inc.
- Aqua Control
- Valley Fabrication, Inc.
- Riverfront Machine
- American Machine

Contact:

Mark Grzybowski
CTE Recruitment & Dual Credit Coordinator
Illinois Valley Community College
815 North Orlando Smith Road
Oglesby, IL 61348
Ph: (815) 224-0595
email: *Mark_Grzybowski@ivcc.edu*

PROJECT FOCUS

This project attempts to address the lack of awareness and misperception by secondary students of the manufacturing and production industries. A common misperception is that these industries do not offer occupations that have the potential to provide competitive salary and benefit packages associated with a family-living wage. Another problem is the current short-term job outlook. According to the IDES, various production occupations realized at 11% decrease in openings between the years of 2008-2010 for the local workforce. However, when the IDES projects a long-term outlook through the year 2016, the decrease in openings is cut to 7%.With job openings beginning to become available in the coming years, secondary students need to acquire manufacturing skills to become qualified applicants and eventually advance within the workplace. Therefore, it is important to present a broad variety of potential careers and occupations to the future workforce, which will consist of current secondary students. Manufacturing is a very large employer in the local area. With a large population of manufacturing workers reaching retirement age in the coming years, skilled replacements are in dire need, and educators need to make the future workers aware of the industry outlook and to get them "job ready".

GOALS

- Increase enrollment of manufacturing CTE.
- Define education path for manufacturing students.
- Distribute career pathway marketing materials.
- Update of curriculum and skills.

OUTCOMES AND EQUITY ASSESSMENT

Program enrollment reflects the demographics of IVCC and the region, and varies slightly from state average demographics, especially in minorities. With respect to enrollment, the program is working with a very small student population, and high levels of enrollment in developmental courses at the postsecondary level. Of the postsecondary students enrolled in the program from 2007-2008 to the present, the data show 64% are enrolled in at least one developmental course. With respect to retention, the data reveal a 70% retention rate, which the team feels is very impressive. Once students enroll in the program at the postsecondary level they are retained from year to year and are more likely to complete. The outcomes data support the team's initial hunch about the problem in that the marketing of the program is problematic, which contributes to low enrollments.

PTR Profile

2010–2011

John A. Logan College Partnership

Partnership: John A. Logan College Partnership

Partnership Charter URL: *http://occrl.illinois.edu/files/Projects/ptr/Round%202%20Charters/Charters/Logan.pdf*

Career Cluster: Architecture and Construction

Career Pathway: Construction

Program of Study: HVAC Green Technology

Partners:

John A. Logan:
- Dean of Instruction
- Vice President for Instruction
- Associate Dean of Allied Health
- Applied Technologies Department Chair
- Perkins Coordinator
- PSSC Director
- HVAC Instructor
- Electronics Instructor
- Institutional Researcher
- Career Education Coordinator

EFE System Directors:
- Williamson County
- Jackson/Perry County

Guidance Counselor:
- Murphysboro High School

Business:
- D & C Sheet Metal

Contact:

Patricia Kittinger
Project Coordinator
John A. Logan College
700 College Road
Carterville, IL 62918
Ph: (618) 985-374, ext. 8508
email: *patriciakittinger@jalc.edu*

PROJECT FOCUS

With the increasing focus in Illinois on "green jobs", high school and adult students who are retraining for current career trends are not aware of the opportunities in Southern Illinois for green career training programs. This project seeks to increase career awareness among secondary schools and the local workforce population by developing a green-focused program of study in HVAC Green Technology. Efforts will also be concentrated on engaging more women in green-focused careers.

This project has come about because of Illinois' increased focus on green jobs. With the announcement that Illinois was one of five states chosen to receive technical assistance from the National Research Center for Career and Technical Education (NCCTE) to expand green-focused programs of study in CTE, John A. Logan College formed a strong inter-agency partnership to address career development with representatives from ISBE, ICCB, DCEO and IDES.

GOALS

- Develop curricula at John A. Logan College that lead to certifications and degrees in areas of green technology.
- Develop career pathways with area high schools that lead students through a course of study beginning in high school and terminating in completion of a degree or certificate.
- Develop a short-term training curriculum for industry-driven credentials.

OUTCOMES AND EQUITY ASSESSMENT

In process

PTR Profile

2010–2011

Kaskaskia College Partnership

Partnership: Kaskaskia College Partnership for College and Career Success

Partnership Charter URL: *http://occrl.illinois.edu/files/Projects/ptr/Round%202%20Charters/Charters/Kaskaskia.pdf*

Career Cluster: Agriculture Food & Natural Resources

Career Pathway: Agribusiness Systems

Program of Study: Agriculture, with emphasis in Business Management

Partners:

- Dean of Career and Technical Education at Kaskaskia College
- Systems Directors
- Postsecondary Perkins Coordinator
- Secondary Perkins Coordinator
- Institutional Research at KC
- Adult Education Director
- Agriculture Instructors at KC
- FCAE Advisor
- Secondary Ag Instructors
- Agripride FS
- Hanke Farms
- Brink Grain, Inc.

Contact:

Cheryl Boehne
Tech Prep Consortium Coordinator
Kaskaskia College
27210 College Road
Centralia, IL 62801
Ph: (618) 545-3184
email: *CBoehne@kaskaskia.edu*

PROJECT FOCUS

Agriculture is a key employment industry and an important source of income for the residents of the Southern Illinois counties included in the Kaskaskia College district. Many students who enroll in secondary agriculture classes come from family farm backgrounds; others have received some information in the form of elementary "AG in the Classroom" activities. The team seeks to increase awareness of vast career opportunities in agriculture leading to good paying jobs beyond the family farm, and for students who plan to remain on family farms, the team wants to educate them on changes in technology and product advancement. According to the 2009 Illinois Agriculture Education Report, Inspiring Minds to Grow, only 53% of community college agriculture students were former high school agriculture students, indicating a need for information and insight into potential agriculture education pathways with an emphasis on business management. As awareness increases, enrollment in college courses increases. Many students and parents do not understand the ease of transition to several state universities, and the project will inform them of these options. In addition, KC is losing students due to the number of transitional courses they need to complete, which also extends their years to completion. At KC, 94% (equating to an average of 1,000 students per year) need to take at least one or more transitional courses, and the team wants to identify students who are likely to take these courses while they are still in high school and work with them on a plan to transition college ready; reducing the number of transitional courses the students need to take.

GOALS

- Provide students with relevant information needed to make informed career choices related to agriculture opportunities.
- Increase the number of students enrolling in the KC Agriculture program, specifically business management.
- Provide students with a smooth transition from secondary to postsecondary.
- Provide students needing remediation with the opportunity to complete these courses prior to enrolling in college.

OUTCOMES AND EQUITY ASSESSMENT

The data show a high retention rate for students enrolled in the agriculture program. For FY2009 and FY2010, a total of 25 postsecondary students who were taking courses that lead toward completion of the AAS Agriculture Business degree. Of those 25, 11 took two or more agriculture classes at the secondary level, and the other 14 were identified as non-traditional in the sense of being out of high school two or more years.

Race/ethnicity percentages are comparable to the region, but not the state. For example, regional percentage of whites is 95% compared to the state percentage of 71.9%. The African American population statewide is 14.7% compared to 2.8% in this region. About 28% of students are female. One of the main observations of the team is that for a recruitment plan for reaching populations other than white high school students. As noted in the regional data, the region does not serve a large ethnic/race population outside of the white population but the team still feels strongly that this is an area that needs to be addressed. The team plans to bring in the college recruiter to it's Phase 3 meeting to look at processes and develop new strategies. Also, professors at the KC stated they mainly recruit through FFA chapters and have a good relationship with the high school agriculture instructors. Team members did think, though, that they needed to work with the high school counselors by increasing their awareness of career opportunities in this field, which is part of Phase 3 to develop new strategies to reach high school counselors.

PTR Profile

2010–2011

Kishwaukee College Partnership

Partnership: Kishwaukee College Partnership

Partnership Charter URL: *http://occrl.illinois.edu/files/Projects/ptr/Round%202%20Charters/Charters/Kishwaukee.pdf*

Career Cluster: Manufacturing

Career Pathway: Production

Program of Study:

- Automated Engineering Technology
- Precision Machining Apprentice

Partners:

Kishwaukee College:

- Vice President
- Project Leader
- Curriculum Specialist
- Adult Student Connections Program
- Planning and Effectiveness
- Dual Credit Programs
- Faculty

Other Partners:

- County Economic Development Corporation
- Kishwaukee Education Consortium
- U.S. Department of Labor
- Industries Inc
- Northern Illinois University, Engineering Tech Department

Contacts:

Sara Pohl, Project Leader
Kishwaukee College
21193 Malta Road
Malta, IL 60150
Ph: (815) 825-2086, ext. 2960
email: *sarapohl@kishwaukeecollege.edu*

Rick Bunton, Curriculum Specialist
email: *R_Bunton@comcast.net*

PROJECT FOCUS

The team plans to better articulate the manufacturing curriculum with high schools, the local EFE, dislocated workers because students are not selecting choosing manufacturing as an occupational goal. The Programs of Study Expectations Tools revealed that Kishwaukee College is working towards a better articulation and alignment of courses with its secondary partners, but the partnership intends use PTR to achieve and enhance efforts to accomplish even more. Specifically, the PTR project seeks to bring together secondary and postsecondary faculty to avoid duplication of course content. This will also allow secondary teachers, postsecondary teachers, and industry representatives to identify the academic standards and technical knowledge and skills needed in Automated Engineering Technology and Precision Machining. The team will identify gaps or deficiencies that must be addressed and provide a platform to identify and engage in direct marketing to specific groups, including students who are underrepresented in the program.

GOALS

- Review manufacturing curricula at the high school and college levels.
- Enhance academic transitions by reducing redundancies.
- Clearly articulate the academic pathway to success in Automated Engineering Technology and Precision Machining.
- Enhance recruitment into the program.

OUTCOMES AND EQUITY ASSESSMENT

Data show the majority of students in the program are white males, about 12% are economically disadvantaged, and 2.5% are students who self-identified with disabilities. Despite their small number, the special population students have a high retention rate in earned-to-attempted hours and fall-to-spring retention rate. Credit hour completion in the program exceeds the overall rate for Kishwaukee College. Again, special population students had higher completion rates, with the exception of non-traditional students. The team believes this occurred as a result of the one-on-one relationships between the students and faculty. All CTE faculty members advise students in their respective programs, resulting in good communication between CTE students, administrators, and faculty.

In terms of areas for improvement, students in the secondary orientation-level programs did not transition to the EFE's dual credit manufacturing academy in significant numbers, nor did a significant percentage of these students move on to the postsecondary program, especially the AET program creating problems establishing a cohort of college students. Four different data sets were tried before arriving at a representative cohort. Further, there was a loss of diversity in the secondary-to-postsecondary transition, and fall-to-fall retention rates were lower than anticipated.

PTR Profile

2010–2011

Lewis & Clark Community College Partnership

Partnership: Lewis and Clark Community College

Partnership Charter URL: *http://occrl.illinois.edu/files/Projects/ptr/Round%202%20Charters/Charters/Lewis&Clark.pdf*

Career Cluster: Arts, Audio/Visual Technology and Communications

Career Pathway: Journalism and Broadcasting

Program of Study: Radio Broadcasting (Radio, AAS)

Partners:

- Vice President of Enrollment Services
- Director of Lewis & Clark Partnership for College and Career Success (PCCS)
- Director, High School Partnership & Community Education
- Perkins Project Manager
- Assistant Professor/WLCA Radio Station Manager
- Coordinator, Lewis and Clark Community College's N.O. Nelson Community Education Center (CEC)
- Chief Information Officer, Information Services
- General Manager and Owner, WBGZ
- Owner and Creator of Riverbender.com Community Center
- Principal, Alton High School
- Counselor, Alton High School
- Teacher, Alton High School
- Principal, Civic Memorial High School
- Counselor, Civic Memorial High School
- Superintendent, East Alton-Wood River High School
- Principal, East Alton-Wood River High School
- Chair, Department of Broadcasting
- Western Illinois University

Contact:
Jill Lane
Dean, Liberal Arts and Business
Lewis & Clark Community College
Caldwell Hall, Room 2333
Godfrey, IL 62035
Ph: (618) 468-4900
email: *jlane@lc.edu*

PROJECT FOCUS

Lewis and Clark (L&C) is developing a pathway of study in Radio Broadcasting, specifically offering two existing radio broadcasting dual credit courses at two district high schools (Civic Memorial and Alton) and adding a third high school (East Alton-Wood River). Career counseling and financial aid components are being added to the curriculum to create a career ladder with multiple entrance and exit points extending to the four-year level. Also, two additional certificates of completion will be added at L&C. This model will serve as a template for the creation of other programs of study. While L&C and its PCCS have current, signed articulation agreements with the district high schools, those agreements do not provide students with educational plans that are directed at Radio Broadcasting, nor do these agreements provide direct training for secondary and postsecondary personnel on how to create the students' educational plans geared to a career program.

GOALS

- Conduct a gap analysis regarding what is in existence and what needs to be created for a POS that provides access, equity, and opportunity to all students, including underserved, underrepresented populations.
- Create a complete POS with high school planning and career ladders that can be used for other career pathways and POS.
- Create a data collection system that better identifies students so they are better served at both the secondary and postsecondary levels, and provide services to more students throughout the L&C district.
- Introduce students to career opportunities they may not have been aware of or had considered.
- Create new certificates to aid students in a seamless transition into the workplace and/or further education.
- Create career and financial aid components to be integrated into dual credit CTE programs/courses.

OUTCOMES AND EQUITY ASSESSMENT

Data show that growth in the program in high school dual credit courses has grown from 2009 to 2010 (54 in 2009, 64 in 2010), and postsecondary enrollment grew similarly (48 in 2009, 55 in 2010). Growth in high school dual credit courses is expected to grow further as L&C expands its dual credit offerings in Radio Broadcasting to other high schools. Since enrollments are starting to increase in Radio Broadcasting, it makes sense to expand the program to other high schools, via dual credit courses and provision of studio equipment so that hands-on training can occur. In January, 2011, at the CTE Program Coordinators' meeting and at the Counselors/Advisers' meeting, discussion began regarding the most efficient, effective, and accurate methods of ensuring that postsecondary students are declaring/placed into the appropriate major, and L&C will investigate whether there may be a way to decrease the number of students who refuse to identify their ethnicity.

PTR Profile

2010–2011

Parkland College Partnership

Partnership: Parkland College Partnership

Partnership Charter URL: *http://occrl.illinois.edu/projects/pathways/parkland*

Career Cluster: Architecture & Construction

Career Pathway: Construction Design & Management

Program of Study: Construction Design & Management

Partners:

Parkland:

- Dean of Career and Transfer Programs
- Chair of Engineering Sciences and Technology Department
- Head of Office of Institutional Accountability and Research

Director of Education for Employment System #330

Assistant Director of Education for Employment System #330

Director of Education to Careers for Champaign Unit #4 School District

Bement High School teacher

Rantoul High School teacher

Villa Grove High School counselor

Villa Grove High School principal

Contact:
Randy Fletcher
Dean of Career and Transfer Programs
Parkland College
2400 West Bradley Ave
Champaign, IL 61821
Ph: (217) 351-2236
email: *rfletcher@parkland.edu*

PROJECT FOCUS

Each year approximately 60% of first-year, first-time Parkland College students in the Construction Design and Management (CDM) program require some sort of developmental course work. Often students are not aware of the requirements and options while in high school, leaving them unprepared to enter college. Additionally, high school courses in construction and technology are decreasing, limiting students' awareness of the field. The CDM program at Parkland offers numerous dual credit options for high school students, but enrollments are low due to a lack of student awareness. If utilized, these dual credit courses could dramatically improve students' level of preparation and put them ahead once they get to college, improving their chances for success.

GOALS

The purpose of this project is to create awareness of and interest in the CDM pathway. A major goal of this project is to:

- Improve the marketing of the existing dual credit opportunities at Parkland.
- Provide information to students at a younger age, potentially beginning in the 8th grade, and also inform parents about these dual credit opportunities.

If students develop an interest in pursuing a certificate or degree in CDM at an earlier age, they can take the high school courses and/or dual credit courses to be successful and avoid the need for developmental courses.

The team also plans to:

- Improve relationships with local high schools in the district, particularly counselors, as they are the main source of information for students about course options.
- Create a CDM program of study in district high schools and have students enrolled in these programs by the fall of 2012.

OUTCOMES AND EQUITY ASSESSMENT

The vast majority of the students enrolled in the CDM program are white (71%), and another 20% percent are African American and American Indians, Asian Americans, and Hispanic/Latinos, with each minority/ethnic group making up about 3% of students in the program. Slightly more than half (51%) of the students are economically disadvantaged. Major equity gaps are found in retention rates. The first-to-second year retention rates in the CDM program are significantly lower for African American and economically disadvantaged students than other student groups. Specifically, while the retention rate is 69% for the overall student group, the rate is only 29% for African American students and 44% for economically disadvantaged students. These numbers demonstrate the need for better recruitment and additional assistance for these groups.

PTR Profile

2010–2011

Partnerships for College & Career Success (Rend Lake)

Partnership: Partnerships for College and Career Success (Rend Lake)

Partnership Charter URL: *http://occrl.illinois.edu/files/Projects/ptr/Round%202%20Charters/Charters/Rend_Lake.pdf*

Career Cluster: Architecture and Construction

Career Pathway: Design/Pre-Construction

Program of Study: Engineer Technician

Partners:

Rend Lake:

- Rend Lake PCCS Director
- Perkins Coordinator
- Institutional Researcher
- Architecture Instructor

EFE Systems Directors:

- Franklin County
- Rend Lake Area
- Jackson/Perry

AutoCAD Instructors from:

- Christopher High School
- Zeigler-Royalton High School
- Hamilton County High School
- Mt. Vernon High School
- Benton High School
- Frankfort Community High School

Area Vocational Director

Contact:

Betty Musgrave
PCCS Director
Rend Lake Community College
202 West Main
Benton, IL 62812
Ph: (618) 438-9711
email: *bmusgrave@roe21.com*

PROJECT FOCUS

There is a nationwide shortage of engineers and engineering technicians, and the U.S. is behind other nations in training students in the STEM fields. Developing a engineer technician program of study that eliminates students' fears of what is in store at each level of education will be helpful to them and their parents. The engineer technician program is a very strong program in the schools in this Partnership and needs to be reviewed, updated and recognized as an approved program of study and marketed to the students. It may serve as a statewide program of study model that is sustainable after grant funding ends.

GOALS

- To develop a model for a program of study for training students in the engineer technician program that is sustainable, guides the alignment and mapping of curriculum, analyzes and addresses gaps, correlates with national standards, plans for professional development, and attains needed resources and equipment to have a state-of-the art program of study available for all students from 9-14 grades, with options for a smooth transition to a university four-year degree.
- To help students be aware of the opportunities that an engineer technician program has to offer to become an engineer.
- To increase the number of PCCS students transitioning in the engineer technician program of study.
- To improve the transition and increase the retention of PCCS students in the engineer technician program of study.

OUTCOMES AND EQUITY ASSESSMENT

The number of secondary students who take orientation and training level courses far outnumbers the number who attend Rend Lake College, suggesting a need to improve recruitment and work on a smoother transition of students from high school to the community college and also from the community college to the university. At the secondary level, ethnic groups are under-represented in the CTE program, and females are substantially under-represented at the postsecondary level. Thus, students who continue to enroll in the program are largely white males. These data show the original improvement objective of increasing the number of students transitioning from the secondary program to Rend Lake College is necessary.

PTR Profile

2010–2011

Southeastern Illinois College Partnership

Partnership: Southeastern Illinois College

Partnership Charter URL: *http://occrl.illinois.edu/files/Projects/ptr/Round%202%20Charters/Charters/SEILCollege.pdf*

Career Cluster: Information Technology

Career Pathway: Information Support Services – CIS, Network Systems – IT

Program of Study: Computer Information Systems (CIS) and Information Technology (IT)

Partners:

- Fiscal Administrator
- Institutional Researcher
- (2) Project Owners
- (14) Project Partners
- Secondary Co-Project Leader

Contacts:

Karen Weiss, Dean of CTE
1700 College Ave
Carmi, IL 62821-2257
Ph: (618) 252-5400 ext. 2300
email: *karenweiss@sic.edu*

Dr. Melissa Crow
Ph: (618) 378-2274
email: *mlcrow@vocsystem.org*

PROJECT FOCUS

This team identified a lack of awareness among high school students, and to some extent first-year college students, of Southeastern Illinois College's CIS and IT programs, and the need to increase marketing/promotion of the programs and career opportunities available. Due to this lack of awareness, enrollments in both programs are low, as compared to other CTE programs on-campus.

GOALS

- Increase interest and enrollment in CIS and IT dual credit courses, both at area high schools and at SIC.
- Provide hardware and software that is aligned with the CIS and IT programs to high schools for use in computer courses.
- Assist students in transitioning from high school to SIC and ultimately to a university or an entry-level job, with the appropriate skills.
- Provide avenue for students to participate in on-campus events to familiarize themselves with a community college environment.
- Increase annual dual credit enrollment by 50% in CIS and IT programs.
- Create a pipeline for high school students, which will increase enrollment in the regularly offered CIS and IT programs.
- Streamline course sequencing for CIS and IT programs.
- Increase collaboration with the Southeastern Illinois Partnership Team (PCCS).

OUTCOMES AND EQUITY ASSESSMENT

A large number of students are taking dual credit courses at the high school level but they are not transition to SIC. One hypothesis is that females are taking computer-related courses in high school because there are no other electives to choose from, or they are not students' first choice and/or career interest. Interestingly, 73% of the postsecondary students in the two programs (CIS and IT) had taken a computer-related course in high school, which suggests some students who begin a course sequence in high school matriculate; however, many do not. The team observed very little racial diversity among students at either the secondary and post-secondary levels, and also very little participation by non-traditional students at the postsecondary level. Many students in the program are white males who have returned to school because they were displaced from a former job or employment and/or choosing to make a career change. Therefore, the team is seeking to recruit more females and younger students in the CIS and IT programs, including more high school students who have enrolled in dual credit computer courses. The team seeks to strengthened recruitment activities with high school students enrolled in dual credit programs and provide these students with more opportunities to learn about computer-related careers. The team also plans to dig deeper into the research to determine reasons why students are not transitioning from high school to college, including reviewing curriculum at the secondary level and comparing high school curriculum to the program expectations at the college level.

PTR Profile
Southwestern Illinois College Partnership (Construction)
2010–2011

Partnership: Southwestern Illinois Partnership for College and Career Success

Partnership Charter URL: *http://occrl.illinois.edu/projects/pathways/southwestern*

Career Cluster: Architecture and Construction

Career Pathway: Construction

Program of Study:
- Construction Carpentry
- Construction Electrical Specialist
- Construction Management Technology (CMT)

PARTNERS:

SWIC:
- Dean, Technical Education
- Coordinator, Construction Management Technology
- SIPCCS Coordinator
- Coordinator, Union Apprenticeship Programs
- Office of
- Institutional Research
- Liaison for Dual Enrollment and Vocational Education Programs
- Training Coordinator

Industry:
- Plumbers' Local 101
- Coordinator, Carpenters' Joint Apprenticeship Program
- IBEW Local 309
- Jacobs
- Holland Construction
- Enterprise Leasing
- Madison County Career & Technical Education System
- Okaw Regional
- Vocational System
- St. Clair Co/SWIC Career & Technical Education System

High Schools:
- Provost, Red Bud Campus
- Sparta
- Highland High
- Belleville East and West
- Granite City
- Columbia
- O'Fallon

Contacts:

Sherry Hott
SIPCCS Coordinator
Southwestern Illinois PCCS
Southwestern Illinois College
2500 Carlyle Avenue
Belleville, IL 62221
Ph: (618) 235-2700 ext. 5547
email: *sherry.hott@swic.edu*

Bradley Sparks
Dean, Technical Education
Ph: (618) 235-2700 ext. 5447 or ext. 6720
email: *bradley.sparks@swic.edu*

PROJECT FOCUS

Construction workers have faced some of the nation's highest unemployment rates, sometimes reaching 25%, since the start of the recession in 2007. Currently, only about half of the states are beginning to show increases in the employment of construction workers. However, analysts predict that 2011 will start an unprecedented growth trend for the construction industry that will continue to at least through 2018 and probably beyond. Government stimulus, private investments, and increased earnings from invested funds will allow both public and private entities to build infrastructure, hospitals, power stations and other major projects, plus opportunities abound for "green" buildings, new and improved materials, and modern methods. Also, analysts also predict immigration laws may severely reduce the number of available construction workers. While the construction industry will offer new career opportunities, many, if not most, high school students are unaware of them. They lack general awareness and there is no defined educational path for them to follow. Finally, analysts are projecting a great need for educated and skilled workers, as both managers and technicians, in the relatively new field of green building methods.

GOALS

- Increase the number of students who are aware of and who understand the educational and employment opportunities in three programs of study offered at SWIC: Construction Management Technology, Construction Carpentry, and Construction Electrical Specialist.
- Define programs of study for students in construction.
- Improve the overall retention rate for CMT.
- Explore and develop new construction courses focusing on emerging "green" or sustainability technologies.

OUTCOMES AND EQUITY ASSESSMENT

White males comprise most of the enrollment in the Construction Management Technology (CMT) program, at 82%, and far exceed their representation in SWIC. The percentage of African-Americans enrolled in construction is 13%, which is comparable to their percentage in SWIC. In the construction program, economically disadvantaged students account for 7% of total program enrollment, and female enrollment is only 5% of the program. Retention for the period of fall-to-spring is 71%, but fall-to-fall retention declines to 49% for all construction students. Fall-to-spring retention by sub-group is: Asian American (50%), American Indian (100%), African American (83%), Hispanic (100%) and White (68%); and Fall-to-Fall retention by sub-group is: Asian American (0%), American Indian (0%), African American (61%), Hispanic (66%), and White (47%).

PTR Profile
Waubonsee Community College Partnership (Graphic Design)
2010–2011

Partnership: Waubonsee Community College Partnership

Partnership Charter URL: *http://occrl.illinois.edu/files/Projects/ptr/Round%202%20Charters/Charters/Waubonsee%20.pdf*

Career Cluster: Arts, Audio/Video Technology and Communication

Career Pathway: Visual Arts

Program of Study: Graphic Design (GRD)

Partners:

Waubonsee Community College:
- Dean for Humanities, Fine Arts, and Languages
- Associate Professor of Graphic Design
- Academic Specialist

Valley Education for Employment System:
- Academic Specialist, Humanities, Fine Arts, and Languages
- Career and Technical Education Specialist
- Manager of Institutional Research
- Office Assistant

Contacts:

Cindy Fisher
Dean for Humanities, Fine Arts, and Languages
Waubonsee Community College
Route 47 at Waubonsee Drive
Sugar Grove, IL 60554-9454
Ph: (630) 466-7900 ext. 2925
email: *cfisher@waubonsee.edu*

John Fu
Associate Professor of Graphic Design
Ph: (630) 466-7900 ext. 2583
email: *jfu@waubonsee.edu*

PROJECT FOCUS

The PTR team is attempting to solve several problems. First, the team recognizes a need to assess the alignment of the college's graphic design program with industry standards and with the required skills sets for entry-level employees. Analysis using the Programs of Study Expectations Tool revealed weaknesses in a design element associated with Principle 4, Enhanced Curriculum and Instruction, that calls for "involvement from business, industry and community partners". The Tool revealed a limited ability of the program to respond quickly to changing industry demands. Second, the team is using the PTR process as an opportunity to improve the technology and equipment needed to meet changing industry demands, particularly in terms of cutting-edge design software and improved tools for capturing digital imagery. Finally, the team seeks to create better alignment between secondary and postsecondary education by training secondary teachers in software commonly used in graphic design and by enabling them to prepare students to enter the postsecondary portion of the graphic design (GRD) POS.

GOALS

- Identify software and digital imagery equipment necessary to meet industry demands.
- Obtain and utilize software and equipment upgrades to meet industry demands.
- Heighten awareness of opportunities in GRD and skills required for employment in graphic design and related careers in the visual arts pathway.
- Assess the skill readiness and career awareness of recent high school graduates entering the GRD POS.

OUTCOMES AND EQUITY ASSESSMENT

The GRD Department has a high rate of course completion (78.1%) overall and among demographic sub-groups: African Americans (100%), students with disabilities (100%), non-traditional aged students (88.3%, non-traditional gender students (81.1%) and economically disadvantaged students (100%). Despite success in course completion, there are several opportunities for improvement:

- Hispanic and African American students are under-represented in GRD as compared to the institution and surrounding communities. Specifically, African Americans comprise of 6.2% of WCC and 6.6% the district, but only 1.5% of GRD. Hispanics comprise of 35.8% of WCC and 25.1% of the district, but only 9.1% of GRD.
- A high percentage of GRD students (42.5%) are non-traditional age (over 25), which may require an adjustment to the original improvement objectives.
- A high percentage of GRD students are enrolled in at least one developmental course.

When the developmental course data are viewed in light of heightened industry input via expanded advice from the program's advisory committee, the team will consider making changes to the degree requirements. The PTR team also recommends more effective marketing practices to recruit additional minority students. Already, a designated GRD Mac lab has been added to WCC's new downtown Aurora Campus to allow students who have transportation limitations to access the technology they need to succeed and increase access for the large population of minority citizens who reside in Aurora.