**Program Improvement Process**

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| --- | --- | --- | --- | --- | --- | --- |
| **Step 1:****Document****Performance Results** |  | **Step 2:****Identify****Root Causes** |  | **Step 3:****Select****Best Solutions** |  | **Step 4:****Implement****Solutions** |
|  |  |  |  |  |  |  |
| **What to document?**-Comparisons within groups-Benchmarks-Trends over time |  | **Why search for root causes?**-Indirect causes-Direct (root) causes-Performance indicators |  | **Why take time to search and evaluate solutions?**-Review the underlying logic of the solution-Review the empirical evidence |  | **Moving from pilot testing to implementation** |
|  |  |  |  |  |  |  |
| **How to document methods and tools?**-Tables-Graphs |  | **How to identify root causes?**-Identify potential causes-Analyze and evaluate potential causes-Select a few critical root causes to address |  | **How to develop solutions**-Improvement strategies and models |  | **Monitoring ongoing implementation** |
|  |  |  |  |  |  |  |
| **How do I know I can trust my data?**-Identify major limitations-Assess the implications for interpreting results |  |  |  | **Identifying potential strategies and models**-Review what others propose-Benchmark peers and leading performers-Develop your own solutions |  | **Sustaining improvement efforts** |
|  |  |  |  |  |  |  |
| **Criteria for establishing improvement priorities?**-Size of gaps-Trends in performance gaps-Concentration of gaps-State improvement priorities |  |  |  | **Narrowing the choices: Assessing and comparing alternative strategies and models**-Sound theory and logic-Strong evidence |  |  |

**Sample 2P1-Credential Attainment Improvement Process**

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| --- | --- | --- | --- |
| **Pre-College Prep** | **Pre Instruction** | **Instruction** | **Support Services** |
|   | \*Recruitment\*Registration\*Scheduling\*Advising\*Program declaration\*Seamless transfer\*Class availability\*Catalog\*College WWW site\*Hidden rules of college | \*Relationships\*Effective instructional practice\*Faculty professional development\*Adjunct training\*Curriculum\*Student learning focused\*Supplemental instruction\*Service learning | \*Personal issues\*Learning strategies\*Social support\*First generation\*Special populations\*Student engagement\*Perceived career relevance\*Financial aid\*Availability of data for improvement & student monitoring\*Early alert systems or other intervention\*Customer service\*Learning communities\*Campus leadership |

**Questions Regarding Findings:**

Which are the most reasonable and most productive to address?

Which affect the largest number of students?

Which are already being addressed by special initiatives?