

Team Worksheet and Contribution to Charter

This Worksheet includes six main components and is part two of the Charter. These six components include:

1. Brief summary of activities
2. Attachment that includes data collected (soft copy and hard copy)
3. Bullet list of findings from data analysis and interpretation
4. Problem description
5. Team PTR goals
6. Preliminary list of processes to examine in the next phase

The Team Leader should distribute this worksheet during the team meeting in Step 3 so team members can use this to guide their thinking and to guide the development of the team's contribution.

Brief Summary of Activities: In two or three paragraphs, briefly describe the team's activities. What did the team do, who was involved, and in what sequence did the teams' activities occur?

Attachment of Data: Attach a copy (submit a soft copy and hard copy) of ALL data collected. This is the data distributed to team members and the data discussed during the Step 3 meeting.

Bullet List of Findings: This list represents the team's analysis and interpretation of findings that emerges from individual review and the team meeting during Step 3. A bullet list is suggested so findings are represented in a readable format and are easily understood by diverse audiences. It is critical that teams include both nuanced findings (e.g., differences in outcomes according to student characteristics) and summative findings (trends or patterns across student outcomes and student characteristics) in this bullet list.

Problem Description: In two or three paragraphs, identify the primary problems identified by the team. This problem description can be conceptualized as the narrative version of the relevant findings from the data analysis and interpretation. This problem description will guide the remainder of the teams PTR work.

Team PTR Goals: Now that the team has described the problem, identify measurable goals that relate to the findings and problem description based on *student outcomes*. Identify outcomes based on student characteristics and the extent to which outcomes are equitable. List the student outcome, the existing status of the outcome, and provide short-term and long-term goals (See Table 4). Outcomes can be both quantitative and qualitative. Teams should return to these goals as their PTR work progresses to reevaluate the feasibility of the goals in light of their work in Phases Three, Four, and Five. It is critical to note that these should all be student outcomes and not policies, practices, or processes that affect student outcomes. In other words, goals should not address how student outcomes will be improved. Two examples are included in Table 4 below.

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Table 4. Student Outcomes and Selection Worksheet

Outcome	Existing Status	Short-Term Goal	Long-Term Goal
Example: Fall to Spring Retention Rate for ALL Students in Program of Study	74.3%	Increase retention rate by 3-5% in one academic year.	Increase retention rate by 8-10% in five academic years.
Example: Fall to Spring Retention Rate for Hispanic/Latino(a) Students in Program of Study	54.8%	Increase retention rate by 4-7% in one academic year.	Increase retention rate by 15-20% in five years.

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List of Processes: The Process Assessment phase work will begin with a structured examination of key institutional or organizational processes the team believes are influencing student results. To start this work, teams are asked to brainstorm a short list of these processes that they see reflected in the problem description and/or goals.