



Build It & They Will Come: Designing Equity Consciousness Tools to Support CTE Faculty & Practitioners

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OCCCRL

Office of Community College
Research and Leadership

OCCRL's Mission

OCCRL researchers study policies, programs, and practices designed to enhance outcomes for diverse youth and adults who seek to transition to and through college to employment.



Strengthening Pathways for All Students Through Research and Leadership

Session Overview

- Opportunities of Program Review
- Embedding Equity Consciousness in Assessment
- Next Steps in Program Review: Launch of Program Review Peer Review Process



What are your perceptions/feelings about program review and the process?

Program Review as a Tool

Evaluation is a diagnostic tool that thorough an **ongoing process**, aids in identifying problems and aids in solving problems. It allows for the documentation, advocacy and facilitation of goals to improve student outcomes.

It is an **opportunity** for an institution to reflect on the successes and challenges of their academic program; to develop a future direction for the program; and to consider how they can improve their program to enhance student learning and success

Program Review as a Tool

In a piece in *Change*, Lee Shulman (2007) posits that assessment is a form of narrative and argues that counting without narrative is meaningless.

The role of an institution is to give an account on the contribution to the education of its students.

But we rarely provide info to make a compelling narrative – we tell data and process stories



Program Review as a Tool

- What did we do and *why*? Based on what evidence?
- What changes were made to learning processes, practices, and approaches? Why?
- What evidence of learning do we have? How trustworthy is it?
- Where do we feel strongly about student learning and where are we maybe a bit more concerned? Why?
- How are we considering which evidence is included or represented and which voices in the telling of our stories?

Program Review as a Tool

Story Development	Story Considerations
What story we share	What story are we not telling
Who we share it with	Who wants to hear it or actually listens
Why we share the story	Why we need to be wary about sharing
Who is included in the story	Whose story is not told

Equity-Minded Assessment

- Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.
- Use multiple sources of evidence appropriate for the students being assessed and the assessment effort.
- Include student perspectives and take action based on perspectives.
- Increase transparency in assessment results and actions taken.
- Ensure collected data can be meaningfully disaggregated and interrogated.
- Make evidence-based changes that address issues of equity that are context-specific.



Source: NILOA A New Decade for
Assessment

Equity-Minded Assessment

Assessment is not exempt from being complicit or contributing to oppression, biased interpretation, erasure of identities, or inviting only privileged perspectives for contributions. While we work as assessment professionals, we are human beings and still subject to the biases of our cultures.

Source: Student Affairs Assessment Leaders (SAAL)

Best Practices

- Engage in active self-reflection or reflexivity.
- How do your identities shape your approach to data collection and analysis?
- What voices are elevated?
- How is evidence determined to be valid?
- Who has a say in the credibility of evidence

Discussion

- What areas of the program review are challenging for your institution?
- How do you define meaningful feedback?
- How can your peers outside of your institution can be helpful to you in the program review process?
- Where can OCCRL/ICCB be helpful to you in the process?



Peer Reviewer Training Content Preview

Goals for Training

- Learn About Program Review History and Process
- Understand the Role of Program Review to Programmatic Quality
- Understand Goals of ICCB
- Understand Role as Peer Reviewer



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Peer Reviewer Training Content Preview

Module 1: Overview of Program Review

- Definition and Purpose of Program Review
- Why Program Review
- Program Review Cycle
- Content of Program Review Template
- Definitions of Quality

Module 2: Role of Peer Reviewer

- Qualities of a Peer Reviewer
- Understanding and Defining Constructive Feedback
- Strategies for Constructive Feedback
- The Role of Equity
- Understanding Data and Measuring for Quality

Peer Reviewer Training Content Preview

Module 3, 4, 5: Need, Cost Effectiveness and Quality

- Understanding the Template Questions
- Items Demonstrating Quality
- Items Typically Included/Missing
- Areas of Growth in the Process
- Recommendations for Providing Feedback re: (need, cost, effectiveness, quality)

Module 6: Tools and Resources

Module 7: Next Steps for Peer Reviewers

Discussion

Are there any areas of the proposed training that need further elaboration?

Are there areas that you feel can be removed?

How do you feel folks can be incentivized to participate?



Resources & Opportunities

- [Equity Centered Program Review Rubric](#)
- [The Importance of Quality Program Review to Advance Community College Student Support Services](#)
- [Overview of Program Review Templates](#)
- [Advancing Program Review: Supporting Illinois Community College CTE Programs through Equity Centered Resources](#)
- [Program Review 101](#)
- [Program Review Advisory Board](#)
- [Program Review Peer Reviewer](#)



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