Utilizing Data to Advance Equitable Outcomes in Small CTE Programs of Study

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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.
OCCRL conducted an evaluation study with the following goals:

• Improve the efficiency and efficacy of the program review process by identifying challenges, redundancies, and omissions and providing recommendations for refining the process.

• Examine variations of the program review process across institutional contexts and institutional identities.

• **Identify professional development**, technical support, and supplemental materials that could improve outcomes associated with program review.

• Enhance the application of program review findings in colleges' campus-level programmatic planning and decision-making processes.
“participants highlighted that relying solely on quantitative data, especially in small programs, as indicators of equity and inequities is limiting, and that a more balanced approach may reveal added nuanced inequities and more readily lead to effective resolutions.”

(Fox, Thrill, & Keist, 2018, p. 23)
What is a small program in your context?

Use the chat box to indicate what a “small program” would be in your institutional context.
What is an indicator of equity?

Equity is when every student has what they need to succeed.
Data Capacity

- Accessing Existing Data
- Collecting Data
- Analyzing Data
- Interpreting Findings

(Fox et al., 2018)
## Performance and Equity

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5-year longitudinal data available.

<table>
<thead>
<tr>
<th>CTE Program</th>
<th>CIP Code</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Number of Students Enrolled</td>
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<td>Number of Completers</td>
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<td>Other (Please identify)</td>
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Performance & Equity Questions

• What disaggregated data was reviewed?
• Were there gaps in the data? Please explain.
• What is the college doing to overcome any identifiable gaps?
• Are the students served in this program representative of the total student population? Please explain.
• Are the students served in this program representative of the district population? Please explain.
Participant Feedback

• Outside of the required numerical data to report...
  – What additional data is available to you toward the completion of program review for an individual program of study?
  – What additional data would be helpful to you toward the completion of program review for an individual program of study?
Small Institutional Context

• The work of Patrick Henry Community College in rural central Virginia has been highlighted by Achieving the Dream.
• The institution utilized information from multiple sources including student surveys and placement tests as part of their efforts toward data-based decision making to improve student outcomes.

(Chen, 2020)
Moving Beyond the Numbers

• Qualitative approaches are identified as especially important for program evaluation as it is context specific

• “...if we need to know why scores or other performances differ or how we might improve performance over time, we must look beneath the scores by using qualitative approaches.”

(Van Note Chism & Banta, 2007)
Focus Groups

• “focus groups are particularly useful for program evaluations. Focus group techniques can be used to obtain general background information, to diagnose the potential for problems with new programs, and to generate impressions of programs. They are also useful for interpreting and adding depth to previously obtained quantitative results.”

(McLaughlin, McLaughlin, & Muffo, 2001)
Participant Feedback

• What resources are available to you on your campus that may be helpful in facilitating a focus group?
  – Potential facilitators with expertise
  – Training
  – Existing groups that meet regularly and could provide insight
The Importance of Student Voice

• “Noticeably absent from the program review process were several stakeholders that included one important group—the students.”

(Thrill, 2019)

• Student Voice and Equity
  – Whose voices need to be heard?
  – How do the social identities of faculty and staff facilitators influence data collection?
  – What kind of training and preparation is needed prior to engaging students in conversations about their experiences?
Data Opportunities

Institutional Level
- Community College Survey of Student Engagement (CCSSE)
- Campus Climate Assessment
  - Student and/or employee experiences
- Environmental Scan
- Comprehensive Local Needs Assessment
- Student Leaders

Program Level
- Course Evaluations
- Focus Groups
- Advisory Committees
- Faculty feedback (including adjuncts)
- Work-Based Learning Experiences
- Job Placement
- Alumni Outreach
- Student Organizations relevant to career pathway
Embedding Equity Throughout

• **Past Program Review Action**
  – What action was reported last time the program was reviewed? Were these actions completed?

• **Review Team/Stakeholder Engagement**

• **CTE Program Review Analysis**
  – Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.
Embedding Equity Throughout

• **Indicator 1: Need**
  
  – 1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)
  
  – 1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?
  
  – 1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.
Embedding Equity Throughout

- **Indicator 2: Cost Effectiveness**
  - 2.4 What are the costs to students for this program? How does the institution/program assist students in overcoming financial barriers to participation in this program?
Embedding Equity Throughout

- **Indicator 3: Quality (connected to Illinois Common Career Pathways Definition and Guidance referenced in 3.5)**

  “An effective and efficient career pathway will also commit to equity for all participants and potential participants and continuous improvement. To ensure that is possible, the system will:
  
  - Collect, share, and use evidence to identify and eliminate barriers to participant access and success.
  
  - Include shared qualitative and quantitative evaluation of participant outcomes, with a focus on equity of access and services across participant groups, to inform the improvement of all programs within the pathway as well as the pathway itself.
Embedding Equity Throughout

- Disaggregate participant-level data to identify **inequities** in performance among participant groups and improve the outcomes of different participant groups.
- Include shared qualitative and quantitative evaluation of effectiveness in serving employers (the business community) in order to inform strategies for improvement.”
Embedding Equity Throughout

- **Indicator 3: Quality**
  - List any barriers encountered while implementing the program. Please consider the following: retention, placement, support services, course sequencing, etc.
Resources

• **Pathways to Results**
  – *[Pillars of Neutrality? On Subjectivities of Institutional Research and Researchers](#)* webinar presented by Dr. Elvira J. Abrica
  – *[Perspectives from the Pipeline: Racial Equity in Agricultural Education & Industry](#)* webinar moderated by Dr. Jasmine D. Collins

• **Program Review Illinois**
References


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