OCCRL Equity Academy

Centralia, Kaskaskia College

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Research and Leadership

Welcome

- Introductions
    - OCCRL
    - ICCB
    - Program Review Advisory Committee Members

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

Welcome

- Antolin

- Centralia Chamber

- Illinois Eastern Community Colleges

- Illinois Valley Community College

- John A. Logan College

- Kaskaskia College

- Lake Land College

Welcome

- Lewis & Clark Community College
- Lincoln Land Community College
- Prairie State College
- Rend Lake College
- Southeastern Illinois College
- Southwestern Illinois College
- St. Clair County Intergovernmental Grants Department - Workforce Development Group

Agenda and Logistics

- Wifi

- Restrooms

- Keynote and Lunch

- CLNA Team Workshops

- Program Review Workshop

- Closing

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Supporting Practitioners in
Equity-Minded Program Improvement

Comprehensive
Local
Needs Assessment

Program Review *Illinois*

pathways**to**results

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Program Review Illinois

- One goal of this project is to enhance the application of program review findings in colleges' campus-level programmatic planning and decision-making process

  - The need for professional development and college-to-college networking emerged from the first phase of evaluating the program review process

Program Review *Illinois*

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Pathways to Results (PTR)

- Since 2009, PTR has been used on more than 100 projects involving nearly all community college districts to improve programs of study in Illinois

- PTR is an equity-minded framework that has been utilized and/or adapted by numerous institutions to facilitate the Program Review process

pathways**TO**results

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Comprehensive Local Needs Assessment (CLNA)

- The equity-centered CLNA developed by OCCRL incorporates guiding questions that require the analysis of data to facilitate a data-informed, continuous improvement process for community colleges to biannually assess the extent to which CTE programs are aligned with local workforce and economic needs

Comprehensive
Local
Needs Assessment

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Program Review and the CLNA

Program Review	CLNA
Completed every 5 years (with annual/interim review processes encouraged)	Completed every 2 years
Focuses on individual programs of study/disciplines/departments	Focuses on a comprehensive review of CTE programs
Requires reporting of data and data analysis	Requires systemic data analysis & equity is a central focus

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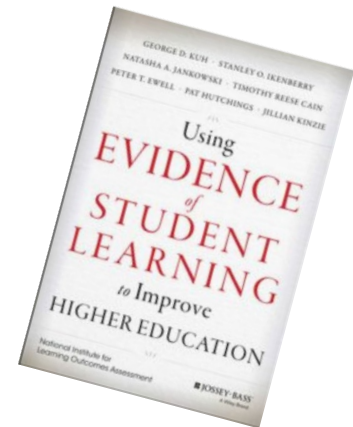# From Compliance Reporting to Effective Communication

- "It is not only about reporting and disseminating data but also about making meaningful evidence-based arguments that address audience needs" (Jankowski & Cain, 2015, p. 203).
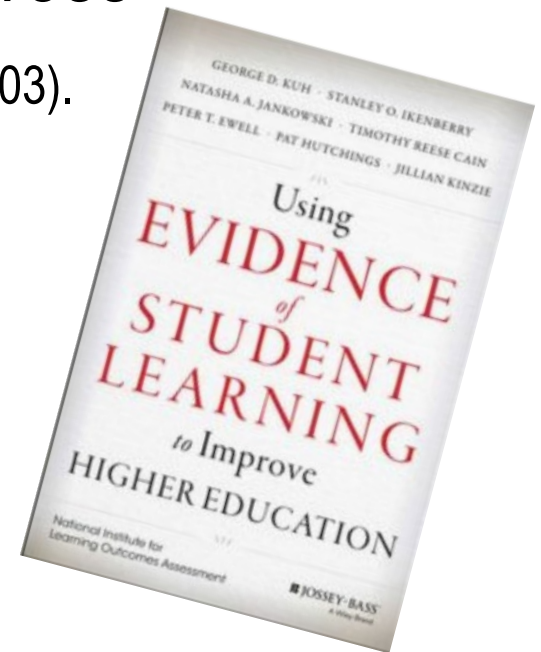
# From Compliance Reporting to Effective Communication

- How do you make meaning of the data reviewed for program review and the CLNA?

- How do you use the required program review and CLNA processes to advance equity-minded improvement in your local context?

(Jankowski & Cain, 2015)

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From Compliance Reporting to Effective Communication

- How do you tell the story of your program in a meaningful way?

- How do you communicate the story of your program to various audiences for feedback?

- How do you frame the narrative of your program review and CLNA to engage stakeholders in broader conversations toward advancing support for equity-minded program improvement?
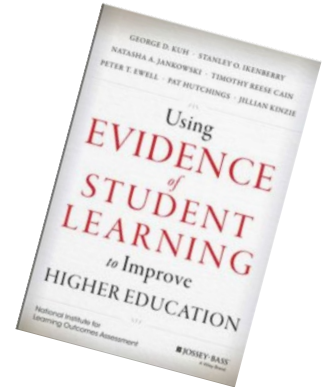
Keynote Address

Dr. Saran Donahoo, Associate Dean and Professor, Southern Illinois University School of Education

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Lunch and Transition to Workshops

- If you are one of the previously identified CLNA workshop participants, take your lunch to the assigned room

- Other participants stay in this room and choose a table based on the table tents that list various roles in the Program Review or other relevant institutional improvement processes
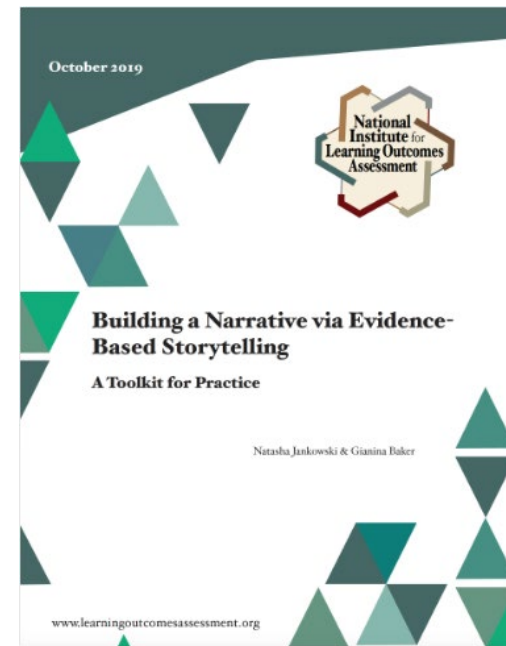

Program Review *Illinois*

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Program Review Workshop

- Program Review Illinois
    - Today we are focused on the goal to **"enhance the application of program review findings in colleges' campus-level programmatic planning and decision-making processes."**
    - The need for feedback and peer networking
    - Please use this workshop time for Program Review or other relevant data analysis and reporting including the CLNA

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Program Review Workshop

- Today's workshop is guided by a toolkit from the National Institute for Learning Outcomes Assessment

- Jankowski & Baker (2019)

October 2019

Building a Narrative via Evidence-Based Storytelling

A Toolkit for Practice

Natasha Jankowski & Gianina Baker

www.learningoutcomesassessment.org

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Considerations for Evidence-Based Storytelling (Jankowski & Baker, 2019)

- **Audience**
  - Internal and External

- **Argument**
  - What argument are you making to these various audiences?

- **Evidence**
  - What evidence backs up your claims and has relevance to a given audience?

- **Story and Language**
  - What kind of story are you telling this audience (compliance, improvement, etc.)?

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Small Group Discussion

- In your groups, discuss your individual answers to questions 1-4 (pp. 4-5) related to the following:
  - **Audience**
  - **Argument**
  - **Evidence**
  - **Story and Language**

Salt Lake Community College Narrative of Medical Coding Program
(Jankowski & Cain, 2015)

Considerations for Evidence-Based Storytelling (Jankowski & Baker, 2019)

- **Who is her audience?**

- **What argument is she making?**

- **What is her evidence?**

- **What kind of story is she telling?**

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Discussion

- How can/do you support internal stakeholders in succinctly telling the story of their program review to various audiences?

- How are you using the results of Program Review to…

  - Engage stakeholders?

  - Inform campus level planning and decision-making?

  - Advance equity at the program and institutional levels?

Constructing a Narrative for Various Audiences

Scenario 1: Student Audience

You are preparing for an informational event about the Medical Coding program for non-traditional age students. There have been many inquires about online course offerings. As these students are most often balancing work and family obligations, you have been asked to use the results of the review to answer their questions. In addition, you need to provide information on what the college is doing to provide resources that assist them in balancing coursework with other obligations.

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Constructing a Narrative for Various Audiences

Scenario 2: External Audience

A local employer anticipates an increasing need for graduates of your program in the next few years. They are concerned about the decrease in national exam pass rates. You are being asked to use your program review findings to summarize the reasons for the decrease and the changes you are making to address the issue.

Constructing a Narrative for Various Audiences

Scenario 3: Internal Audience

Cabinet members at your institution have been pushing for the expansion of online course offerings. Given your program review findings, you are being asked to attend a meeting and discuss why you are no longer providing online course offerings. They are especially interested in learning why you believe that you can't build community in an online environment and what you are doing to remove barriers for students to be able to commit to the on-campus program.

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Peer Feedback

- "Provide reports that begin the meaning making process for readers-synthesize information and present findings. In addition, connect the data to real people. Making the information lived and tied to a story or persona allows readers to connect with the information, leading to more likely use of the data to inform practice."

  (Jankowski & Baker, 2019, p. 9)

Sharing Your Own Narrative

- **<u>Presenters</u>** will share a 5-minute narrative summary of findings, to the extent that you are comfortable, for one of the specified target audiences (student, internal, external).

- **<u>Peer reviewers</u>** will listen <u>from the perspective of the target audience in the scenario</u>, **without interrupting**, and record notes on the provided sheet.

- The remaining 10 minutes will be opportunities for peer reviewers to ask clarifying questions and provide feedback to the presenter.

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