An Equity-Minded Analysis of Program Enrollments in the Washington State Community and Technical College System

Workshop Agenda: August 7, 2019

Introduction: Equity and guided pathways (40 minutes)

- **Importance of programs within guided pathways redesign.** We will open with a brief discussion on guided pathways and the importance of knowing which programs students are in and how this supports Washington state’s focus on equity.
- **Presentation of (some of the) statewide findings.** Next, we’ll revisit some high-level findings from CCRC’s statewide analysis of student program entry and progression, and then transition to a discussion of how and why to do this analysis at the college-level.
- **Introduction to the tableau tool.** Finally, we’ll introduce the new tableau tool, provide an overview of the data and how to use the tool.

Team Session #1: What Programs Are Students In? Examining college-level program enrollment data (30 minutes)

The programs that students enter and complete are very consequential for later earnings trajectories. In this team session, we will discuss your college’s processes for assessing what programs students are in, and use the data visualization tool to explore your highest enrollment programs.

- What are your college processes for knowing what programs students are in? Do students indicate their program on their initial application to the college? When and how is program information verified and updated?
- What programs are students enrolled in, and what opportunities for further education and careers do those programs lead to? How many students are not in a clear program (e.g., unknown/undeclared categories)?

**Using the “Explore” tab:** What programs are your students enrolled in? What programs enroll large numbers of students and which ones enroll smaller numbers of students? What are the workforce and transfer outcomes for these programs?

Suggested Program Explorer Comparisons:

1. Compare the top programs among FTEIC fall entrants (excluding dual enrollment) to those who enter in the winter, spring, or summer quarters.
2. Compare program enrollments among degree-seeking FTEIC entrants and degree-seeking continuing students.
3. Compare program enrollments among degree- and non-degree seeking students. What programs are non-degree seeking students enrolled in?

Team Session #2: Equity Implications of Program Enrollments (30 minutes)

Equity implications arise in how demographic groups are distributed across transfer and workforce programs, and programs that lead to high value employment.
• What groups of students (e.g., by race, age, gender, or SES) are more or less represented in certain programs?
• Specifically, which programs enroll disproportionate numbers of historically underrepresented students of color, and how do the transfer/workforce outcomes of these programs compare to those that enroll larger proportions of Asian/White students?

**Using “disaggregate” and “compare” tabs:** What patterns emerge when you look at program enrollment by student population (i.e. race, age, gender, or SES)? Are historically underrepresented students of color under or overrepresented in some programs, and if so – what are these programs?

**Suggested Program Explorer Comparisons:**

1. In the disaggregate tab, compare representation among HU-SOC, other racial groups, gender, SES, and age groups by the workforce/transfer and broad program area groupings (by clicking on each of the categories in the legend).
   - For instance, are HU-SOC and Asian/White students similarly represented in structured transfer programs? In workforce-high programs?
   - Which groups of students are over-represented in the unknown/undeclared category?

2. In the compare tab, look at what percentage of students by race, gender, SES, and age group are enrolled in your college’s top programs. Look for programs with large differences in the percent of HU-SOC enrolled, compared to the percent of Asian and White students, for instance.

**What’s Next? How can we use these data to inform our college’s pathways and equity work?**

**Team Session #3: Data for action (30 minutes)**

• What new insights does this program-level analysis provide in terms of inequities happening at your college?
• Where are your college’s biggest equity gaps in terms of distribution of students in programs?
• Given your knowledge of your college’s context, how might the equity gaps that you have identified be arising?

**Planning for next steps:**

• How could these data be used to inform the pathways redesign work at your college? What steps might be taken to improve process through which students choose, enter, and are supported in their progress through programs of study?
• Which data points would be the most useful/engaging/galvanizing to share with your colleagues on campus to illustrate areas of concern regarding equity? Why?
• What additional information would you need to identify some potential causes of the equity gaps in program enrollments you have identified? What additional information and/or data do you need to most effectively present this information back at your campus?
• What campus forum would be appropriate for sharing this information i.e. faculty meeting, professional development session?
• Who else on campus would be important to involve/collaborate, receive feedback from in order to share this information on campus?