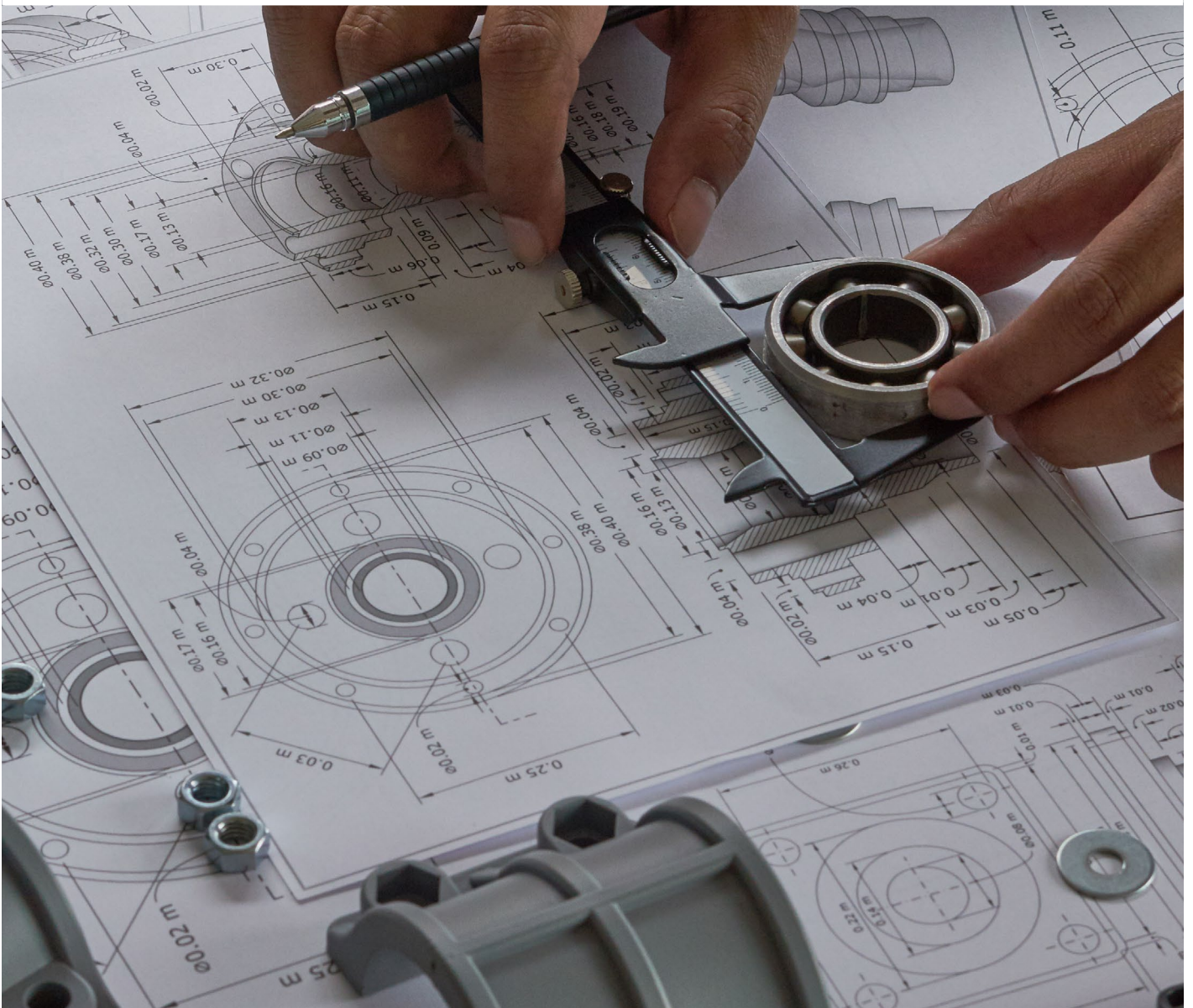


# Equity-Centered Rubric for CTE Program Review in Illinois Community Colleges





This rubric has been developed as part of a participatory action research study supported by the Illinois Community College Board as a tool to advance equity-guided program review for Career and Technical Education (CTE) programs of study in Illinois community colleges. An equity-guided program review process is defined “as a commitment that is shared throughout the college geared toward fostering systemic and localized changes that improve equity for underserved students” (Fox, Thrill, & Keist, 2018, p. 8). **This rubric is designed to be utilized as a self-assessment tool to guide equity-centered continuous improvement in the program review process.**

In order to identify which students are underserved in a specific program within a community college district, the review process must incorporate the disaggregation of data by various subpopulations (i.e., gender, race, ethnicity, special populations, age, part-time/full-time status, etc.) to document specific equity gaps to be considered in the analysis of data. This rubric can support programs of study in moving from identifying gaps to analyzing them in the context of all aspects of the program review process and taking action to close the gaps as part of continuous improvement activities.

The program review process can be a catalyst for transformative change, particularly with embedding racial equity and inclusion in the framing at the onset of institutional improvement efforts. To foster and achieve transformational change, race conscious, equity-minded colleges that seek inclusive excellence align equitable approaches and strategies to the State of Illinois [strategic plan](#) as well as other examples of advancing racially equitable student experiences and outcomes (e.g., [Comprehensive Local Needs Assessment](#), [Advancing Anti-racist Change in Program Review](#), [Pathways to Results](#), etc.).

Category	Responsiveness to Advancing Equity		
	Minimally	Exemplary	
<b>Need</b>	<p>There is little evidence to suggest that labor market data was disaggregated by subpopulations to identify inequities both within the program and local industry to advance collaborative efforts to diversify the pipeline to meet forecasted needs.</p>	<p>There is evidence to suggest the program has disaggregated some data by subpopulation to identify inequities within the program and industry.</p> <p>The program demonstrates participation in conversations with workforce and industry partners about equity gaps and meeting forecasted needs.</p>	<p>There is significant evidence to suggest the program has disaggregated data by subpopulation to identify intersectional equity gaps in the pipeline to industry.</p> <p>The program demonstrates leadership and action that engage workforce and industry partners in closing equity gaps and meeting forecasted needs.</p>
<b>Cost Effectiveness</b>	<p>There is little evidence to suggest an understanding of holistic costs for students (e.g., time, transportation, materials/equipment, fees, books, student basic needs) that can impact equitable access and success within the program.</p> <p>Cost effectiveness measures and analysis are primarily defined by cost per head or per unit from an institutional perspective.</p>	<p>There is evidence to suggest the program has considered the relationship between equity gaps identified in the Performance &amp; Equity section and holistic costs for students (e.g., time, transportation, materials/equipment, fees, books, student basic needs).</p> <p>The program demonstrates an effort to implement measurable action steps to alleviate financial barriers that impact equitable student access and success in the program.</p>	<p>There is significant evidence to suggest that the program has analyzed the relationship between equity gaps identified in the Performance &amp; Equity section and holistic costs for students (e.g., time, transportation, materials/equipment, fees, books, student basic needs).</p> <p>The program has implemented measurable action steps to alleviate financial barriers that impact equitable student access and success in the program.</p>
<b>Quality</b>	<p>There is little evidence to suggest that the program has considered the relationship between equity gaps identified in the Performance &amp; Equity section and program quality.</p> <p>Consideration for the advancement of equitable practices and policies is limited to those prompts where it is explicitly stated (i.e., 3.2, 3.14, 3.16).</p>	<p>There is evidence to suggest the program has considered the relationship between equity gaps identified in the Performance &amp; Equity section and program quality.</p> <p>The program has identified some actionable measures to advance equitable practices and policies across facets of the student experience (e.g., curriculum and instruction; program delivery methods; learning outcomes assessment; pathways into, through, and out of the program) with some engagement from internal or external stakeholder groups.</p>	<p>There is significant evidence to suggest that the program has analyzed the relationship between equity gaps identified in the Performance &amp; Equity section and program quality.</p> <p>In partnership with internal and external stakeholder groups, the program has implemented actionable measures to advance equitable practices and policies across all facets of the student experience (e.g., curriculum and instruction; program delivery methods; learning outcomes assessment; pathways into, through, and out of the program).</p>

<p><b>Incorporation of Student Voice</b></p>	<p>There is little evidence to suggest that the review is informed by program-specific student feedback that has been collected consistently between review periods with an overreliance on general institutional methods of obtaining student feedback.</p>	<p>Program-specific student feedback has been collected on an annual basis to inform the review with specific efforts identified to engage student subpopulations experiencing inequitable access and/or outcomes in the program.</p>	<p>Program-specific student feedback has been collected at regular intervals by multiple methods that represent the students' comprehensive experience in the program.</p> <p>Equity gaps identified in the Performance &amp; Equity section are explored from the perspectives of students that do not successfully complete the program.</p>
<p><b>Overall Review</b></p>	<p>There is little evidence to suggest that the program has implemented a regular review process to measure the impact of change efforts to close identified equity gaps between review periods.</p> <p>The program provides little evidence that equity gaps across the student experience from the pipeline to graduate outcomes are closing over time.</p>	<p>There is evidence to suggest that the program has implemented a regular review process to measure the impact of change efforts to close identified equity gaps between review periods.</p> <p>The program provides evidence that identified equity gaps are beginning to close across facets of the student experience from the pipeline to graduate outcomes.</p>	<p>There is significant evidence to suggest that the program has implemented an annual review process to measure the impact of change efforts to close identified equity gaps between review periods.</p> <p>The program provides significant evidence that equity gaps have closed across facets of the student experience from the pipeline to graduate outcomes.</p>
<p><b>Process of Review</b></p>	<p>There is little evidence to suggest that the program review process resulted in the implementation of actionable and measurable steps to close identified equity gaps in the program.</p> <p>There is little evidence of transparency with internal and/or external stakeholder groups that informs broader institutional improvement processes (i.e., accreditation, strategic planning) to advance equity goals.</p>	<p>There is evidence to suggest that the program review process resulted in the potential implementation of actionable and measurable steps to close identified equity gaps in the program.</p> <p>There is evidence of transparency with internal and/or external stakeholder groups to inform broader institutional improvement processes (i.e., accreditation, strategic planning) tied to advancing equity goals.</p>	<p>There is significant evidence to suggest that the program review process resulted in the implementation of actionable and measurable steps that are closing identified equity gaps in the program.</p> <p>There is significant evidence of transparency with internal and external stakeholder groups to inform broader institutional improvement processes (i.e., accreditation, strategic planning) tied to advancing equity goals.</p>



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