

# Improving CTE Programs with Data & Evidence

A Guide for  
Community College Practitioners

Presenters

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theRPgroup

# Today's agenda

Introduce each other & the  
BRIC CTE Inquiry Guide (10 min)

Discuss context for developing this guide  
(10 min)

Present data-driven cycle for  
CTE program improvement

*and*

Get your feedback (40 min)



# Proposed outcomes...

Focus attention on using data & evidence for CTE program improvement

Propose a framework for doing this work at your own institution

Get your feedback



# Who's in the room?

Who's here?

Why did you come?

Who are we?



# What is the RP Group?

## Mission

- Strengthen CCCs ability to gather, analyze & act on information in order to enhance student success

## Services

- Research, evaluation, professional development & technical assistance—designed & conducted by CCC practitioners

## Organization

- 501c3 with roots as membership organization



# What's the BRIC Project?

Bridging Research, Information & Culture (BRIC) aims to...

- Strengthen cultures of inquiry & evidence in the California's community colleges by:
  - Developing a suite of resources for CCCs to facilitate their own inquiry practice
  - Providing technical assistance to 15 colleges on analyzing & using information for action



# What's the BRIC CTE Inquiry Guide?

Resource guide designed for CTE practitioners

- Context for looking at data at the CTE program level
- 6-step cycle for generating and using data to facilitate CTE program improvement
- Guiding questions for implementation
- Featured practices supporting this approach

*In development!!!*



# What motivated this guide?

What do you think when you hear...

- Perkins Core Indicators
- CTE Program Improvement



# What are our goals for this guide?

## Primary drivers...

- Support CTE practitioners in:
  - Overcoming inertia
  - Focusing attention on ways to improve students' learning & preparation for the workplace
  - Substantiating need for resources & support
  - Addressing accountability with faculty at the departmental level
- Advance budding dialog about using data to spur CTE program enhancement

# What will this guide help you do?

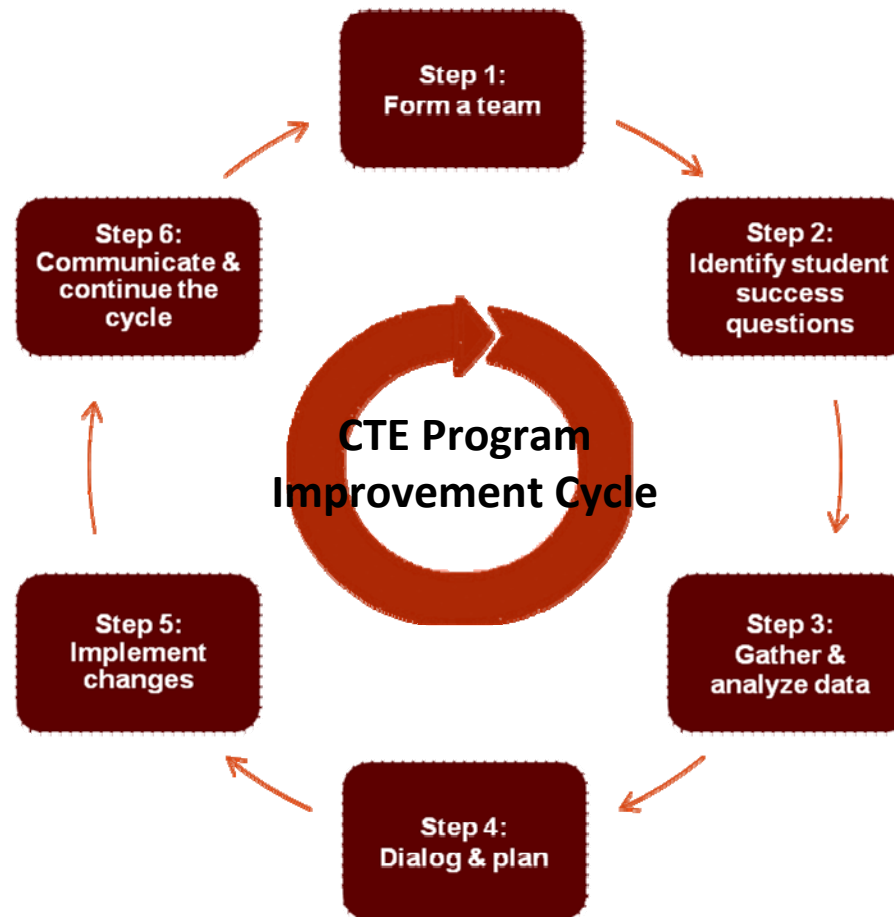
## Tool for...

- Promoting meaningful use of evidence for continuous CTE program improvement
- Engaging faculty in a cycle of inquiry & facilitating change (if needed)
- Learning about other related efforts

# What's the framework?

- Cycle for CTE Program Improvement...
  - **Phase 1:** Create a faculty-led team
  - **Phase 2:** Identify research questions designed to drive students' success
  - **Phase 3:** Gather & analyze data
  - **Phase 4:** Dialogue about findings & create an improvement plan
  - **Phase 5:** Implement changes
  - **Phase 6:** Continue to define student success goals, collecting data & telling the story about that improvement

# Cycle for CTE Program improvement



# Phase 1: Create a team

Consider:

- Who can carry out the work through at least 1 cycle
- Which faculty represent the breadth of programming you provide & who's curious about student success
- Who will lead coordination, communication
- What research support you need & what resources are available

# Phase 2: Identify questions designed for student success

Think about...

- What you already know about your students
- What you want to know about your students
- What data you have
- What data you would need to collect
- Areas of weakness in your program
- Challenges that students are having

# Phase 3: Gather & analyze data

## Determine your research strategies

- Qualitative options: student & alumni surveys, focus groups & interviews
- Quantitative options: enrollment, intermediate outcome & completion reports

## Collect data as a team

## Generate summaries on each activity

## Identify themes & substantiate with findings



## Phase 4: Dialog & plan

Discuss data as a team & identify recommendations

Present data & recommendations broadly in a user-friendly way

Collect feedback on information & ideas for addressing issues; assess priorities

Research possible solutions

Develop an action plan

# Phase 5: Implement solutions

Determine a manageable scope of work

Create a clear timeline for implementation

Secure funding (if needed)

Identify assessment process

Regularly report back on progress



# Phase 6: Tell your story & continue the cycle

Broadly communicate your experience to your college community

Tell specific stories of how data was used to drive CTE program improvement

Revisit your original questions about student success & determine new ones

Continue the cycle



# What do you think?

How useful is this cycle for you? How might you use it with your faculty?

Do you have a similar process at your institution? If not, how do you assess CTE programs and drive improvement?

What roadblocks would you anticipate?

What suggestions do you have for improving the process?



**For more information...**

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# What motivated this guide?

- Support shift from culture of compliance to inquiry...

<b>From</b>	<b>To</b>
Data collected for external report	Data for internal improvement
Data as a burden	Data as a useful tool for improvement
Only the manager knows that	Knowledge sharing across staff
Culture of blame and excuses	Culture of shared accountability
Functional or program “silos”	Cross-functional teams
“That doesn’t have anything to do with my job!”	“How can I help us reach our team goal?”
Fear of breaking rules and patterns	Support for making mistakes and trying new strategies

Source: Public Private Ventures: *Good Stories are Not Enough*, Martha Miles, 2006

# What goals do we have?

Promote meaningful use of evidence for continuous CTE program improvement

Provide a structured process for engaging faculty in inquiry about their practice & supporting change (if needed)

Get feedback from you about this process

Identify how to apply at your own institution

Find out what you are doing now

