

# Unpacking Program Enrollments and Completions with Equity in Mind

John Fink, CCRC

Erika Fenik & Marisa Vernon White  
Lorain County Community College

# Why look at programs?

- Most analyses focus on institution- or course-level data
  - Including enrollment, graduation, course success
- Labor-market returns vary significantly by major
- Guided pathways is about *programs*

# Importance of program choice

- Earned WA CTC degree values are **NOT equitable** by race, socioeconomic status, or prior education. (Prince, 2015)
- **Significant research** reveals how race, gender, and socioeconomic status contribute to inequities in program choice and subsequent labor market prospects for students enrolled in four-year colleges. (Anderson & Kim, 2006; Carnevale, Fasules, Porter, Landis-Santos, 2016; Castex & Decher, 2014)
- **Limited research** exists regarding student program choice in community colleges and inequities that arise as a part of this process.

# Equity in Program Enrollments and Completions

## CONNECTION

From interest and application to first enrollment



## ENTRY

From entry to program choice and entry



## PROGRESS / COMPLETION

From program entry to completion of program requirements



## ADVANCEMENT

From completion of credential to career advancement and further education

- Is the college engaging underrepresented students in high schools, adult education, and non-credit programs to explore the college's pathways and pursue a program of study?

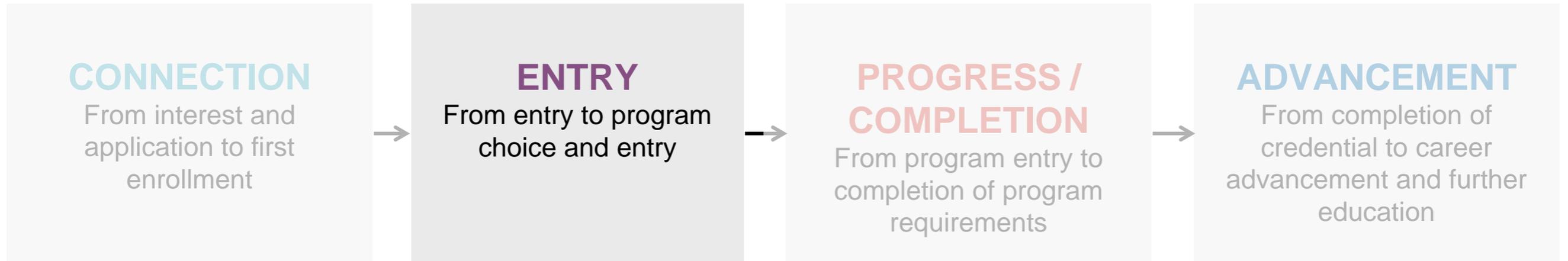
- Are underrepresented students entering programs leading to higher remuneration degrees/fields?

- Do patterns of student program switching result in more or less equitable representation in programs leading to high-remuneration degrees and careers?
- Are high- and low-remuneration CC awards being conferred equitably?

- Are post-graduation employment outcomes equitable?
- Are transfer and bachelor's completion outcomes equitable?

# Tracking Equity in Pathway Access and Outcomes: Key Questions

Subgroups for equity analysis: Student race/ethnicity, gender, SES, & age



- Is the college reaching out to help underrepresented students in high schools, adult education, and non-credit programs explore the college’s pathways and pursue a program of study?

- Are underrepresented students entering programs leading to higher remuneration degrees/fields?

- Do patterns of student program switching result in more or less equitable representation in programs leading to high-remuneration degrees and careers?
- Are high– and low-remuneration CC awards being conferred equitably?

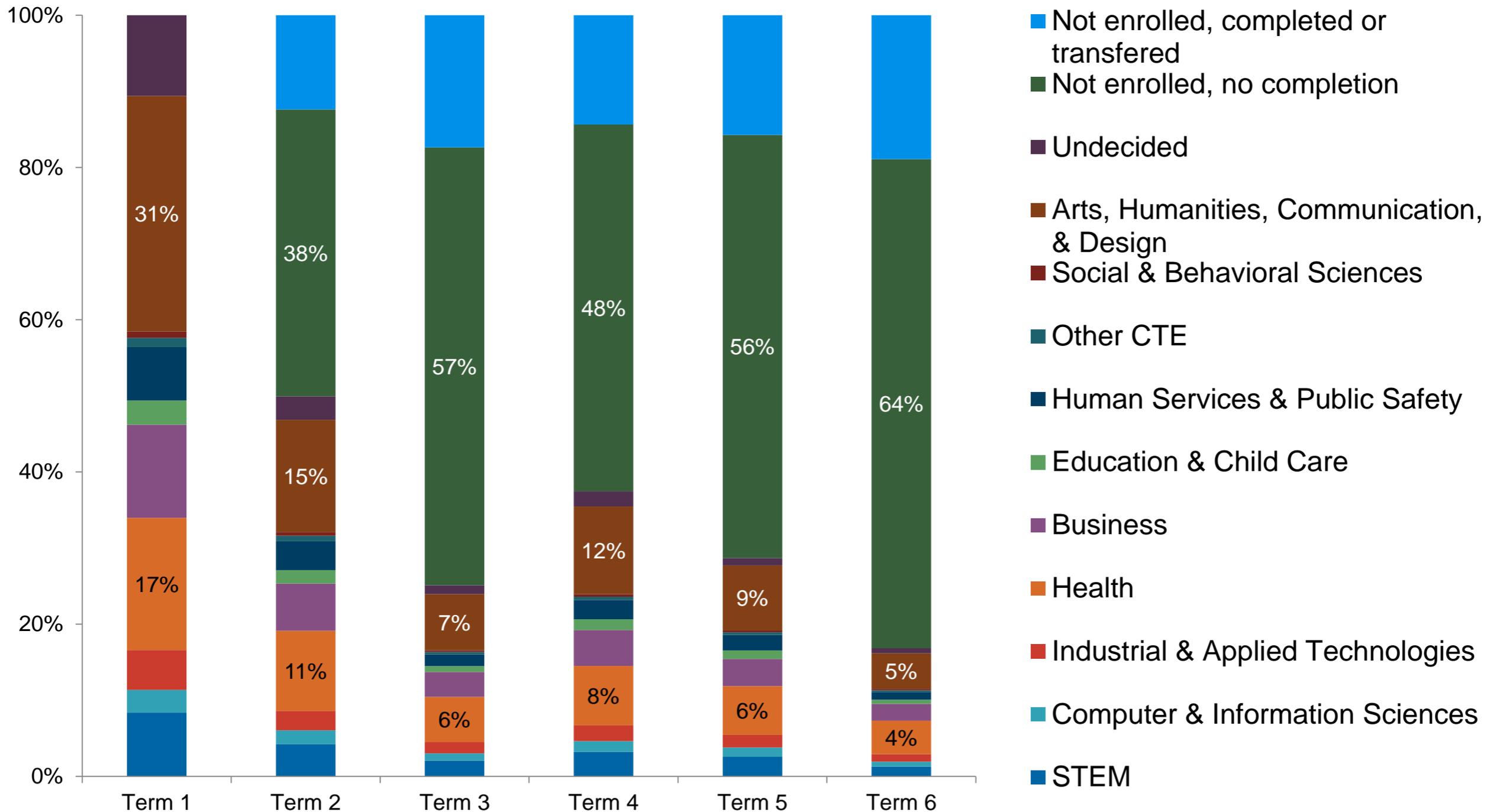
- Are post-graduation employment outcomes equitable?
- Are transfer and bachelor’s completion outcomes equitable?

# Why focus on entry program?

- Many students do not persist into the second year
- Many students do not complete
- Many students do not switch programs, and most do not switch across broad categories (e.g., workforce to transfer)
- Under/over-representation in which types of programs students enter is a key mechanism explaining under/over-representation in which types of programs students complete  
*(in addition to disparities in persistence and completion)*

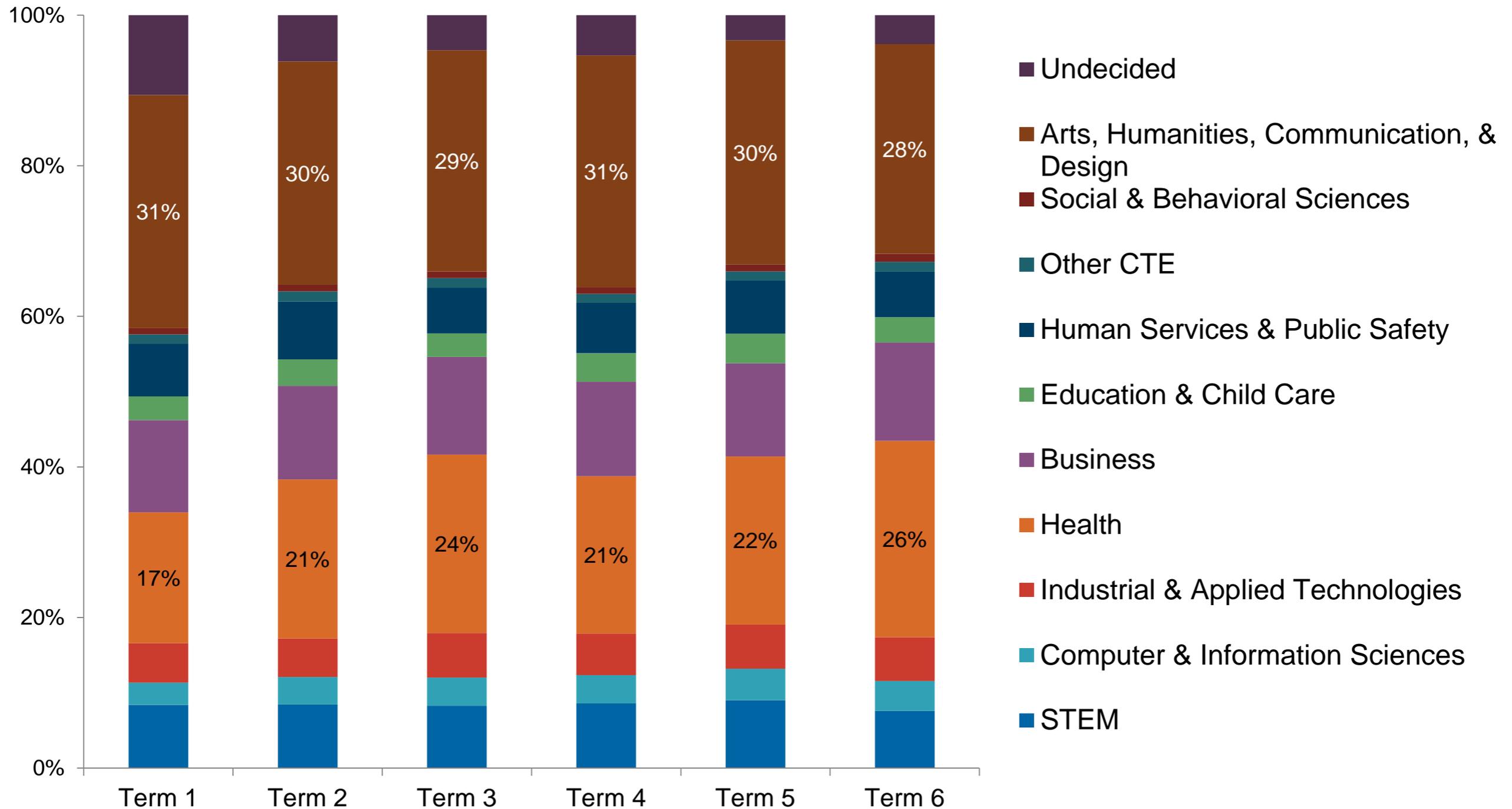
# Program Enrollments, Ohio Community Colleges

## FTEIC Students Fall 2014- Summer 2015



# Program Enrollments, Ohio Community Colleges

## FTEIC Students Fall 2014- Summer 2015 (Enrolled Students only)



# What would it look like to have equitable representation across program enrollments?

- Defining the ‘value’ of programs is challenging, complex, messy, but stratification of programs in terms of students future opportunity/prosperity is a reality
- What would equitable representation of underserved and minoritized students across programs look like (e.g., equal representation, over-representation in higher opportunity programs)?
- What barriers currently exist that create inequitable access to higher-opportunity programs?

# Categorizing programs and degrees (WA)

- **Workforce programs** leading to high-, medium-, and low-remuneration careers (based on SBCTC analysis of graduate UI wage records), includes general studies degrees
- **Transfer:** Unstructured and Structured Programs e.g., General DTA vs. DTA for Business / MRPs
- **Unknown or Undeclared:** e.g., “null” program titles
- **Uncategorized programs/degrees:** Not enough information to confidently categorize these as programs are nuanced at the college level

# Top 10 Entry Programs in Each Category (WA)

Workforce: low	Workforce: medium	Workforce: high	Structured transfer	Unstructured transfer
UNDECLARED MAJOR	NURSING	NURSING	BUSINESS DTA/MRP	UNDECIDED/UNDECLAR
UNDECIDED/UNDECLAR	ACCOUNTING	RADIOLOGIC TECH	PRE-NURS DTA/MRP	AA-DTA
AAS OPT A	WELDING	CARPENTRY	TRANSFER (AS OPT1)	GENERAL TRANSFER
CRIMINAL JUSTICE	BUSINESS MANAGEMNT	PRACTICAL NURSING	ASSOC IN PRENURS	ASSOCIATES IN ARTS
AUTOMOTIVE TECH	MEDICAL ASSISTANT	DENTAL HYGIENE	BUSINESS ADMIN	TRANSFER (AA DTA)
EARLY CHILDHOOD ED	HUMAN SERVICES	SONOGRAPHY	ASSOC IN BUS-DTA	ARTS/SCIENCES
CULINARY ARTS	FIRE SCIENCE	NURSING PT	CHEM	AA-LIBRARIANSHIP
NURSING ASSISTANT	PRACTICAL NURSING	SURGICAL TECH	ENGINEERING	AA/UNDECIDED
ADMIN ASSISTANT	DENTAL ASSISTANT	PHYSICAL THPY ASST	ASSOCIATE BUSINESS	SOCIAL WORK

# Unpacking Program Enrollments and Completions with Equity in Mind

## *Program Explorer Excel Tool*

Two goals:

1. Examine which programs students are enrolled in (and what those programs lead to)
2. Identify inequitable patterns of over- and under-representation of students among those programs

# Program Explorer Excel Tool

## Program Enrollment Treemap Template: Programs Nested within Broader Categories

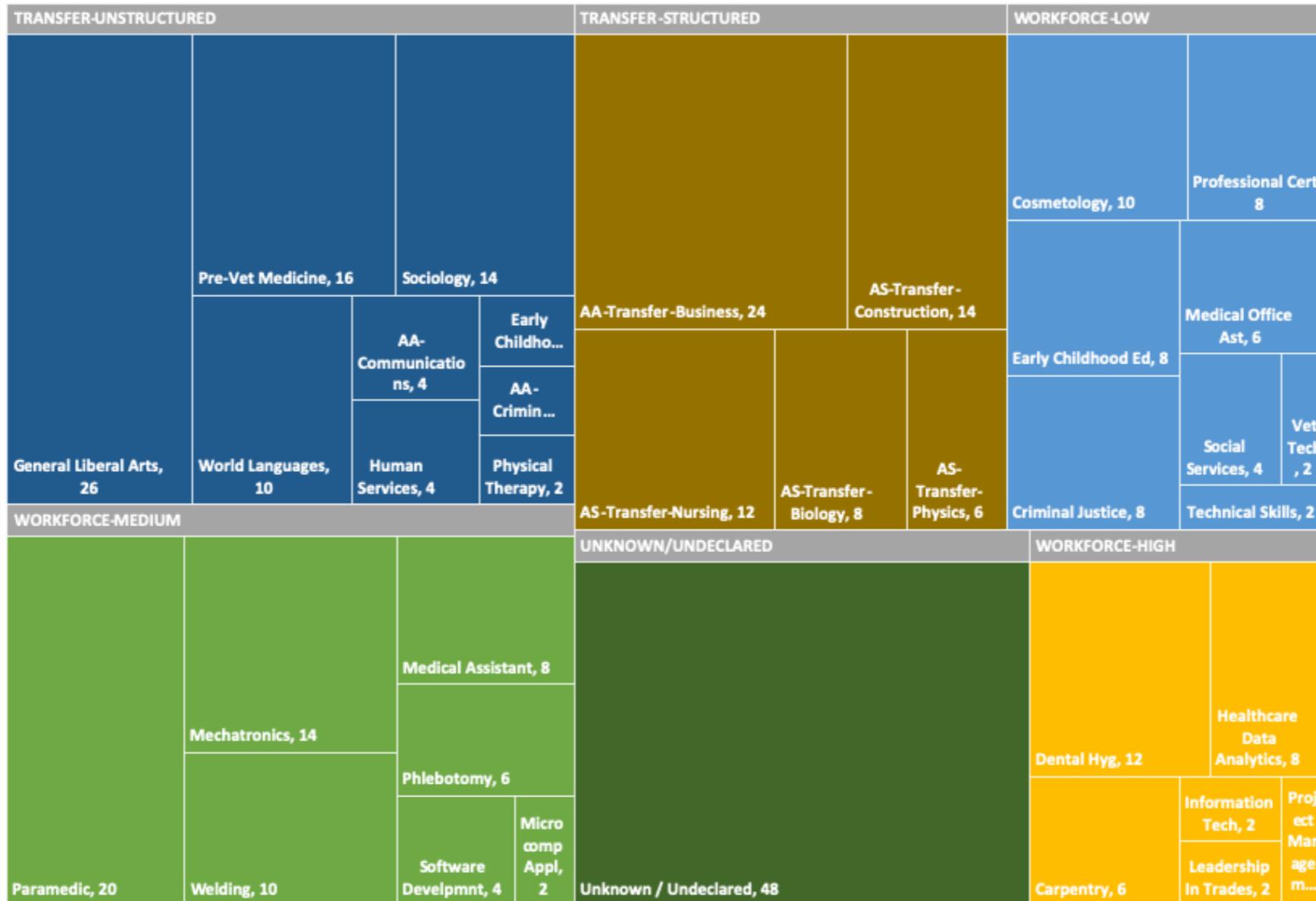
For questions or more information, contact John Fink, CCRC Senior Research Associate, John.Fink@tc.edu

Category	Program	Total
WORKFOR	Paramedic	20
	Mechatronics	14
	Welding	10
	Medical Assistant	8
	Phlebotomy	6
	Software Developmnt	4
	Microcomp Appl	2
WORKFOR	Cosmetology	10
	Professional Cert	8
	Early Childhood Ed	8
	Criminal Justice	8
	Medical Office Ast	6
	Social Services	4
	Vet Tech	2
	Technical Skills	2
WORKFOR	Dental Hyg	12
	Healthcare Data Analytics	8
	Carpentry	6
	Information Tech	2
	Leadership In Trades	2
	Project Management	2
UNKNOWN	Unknown / Undeclared	48
TRANSFER	General Liberal Arts	26
	Pre-Vet Medicine	16
	Sociology	14
	World Languages	10
	AA-Communications	4
	Human Services	4
	Early Childhood Ed	2
	AA-Criminal Justice	2
	Physical Therapy	2
TRANSFER	AA-Transfer-Business	24
	AS-Transfer-Construction	14
	AS-Transfer-Nursing	12
	AS-Transfer-Biology	8
	AS-Transfer-Physics	6

Total Students: 336

### PROGRAM ENROLLMENTS WITHIN CATEGORIES: SIMULATED DATA

- WORKFORCE-MEDIUM    ■ WORKFORCE-LOW    ■ WORKFORCE-HIGH
- UNKNOWN/UNDECLARED    ■ TRANSFER-UNSTRUCTURED    ■ TRANSFER-STRUCTURED



### Filter by student characteristics:

**Student Age**

<18

18-24

25+

(blank)

**Student Race/Ethnicity**

African American

Asian

Hispanic

Multiracial

Native

Pacific Islander

White

(blank)

**Student Gender**

Female

Male

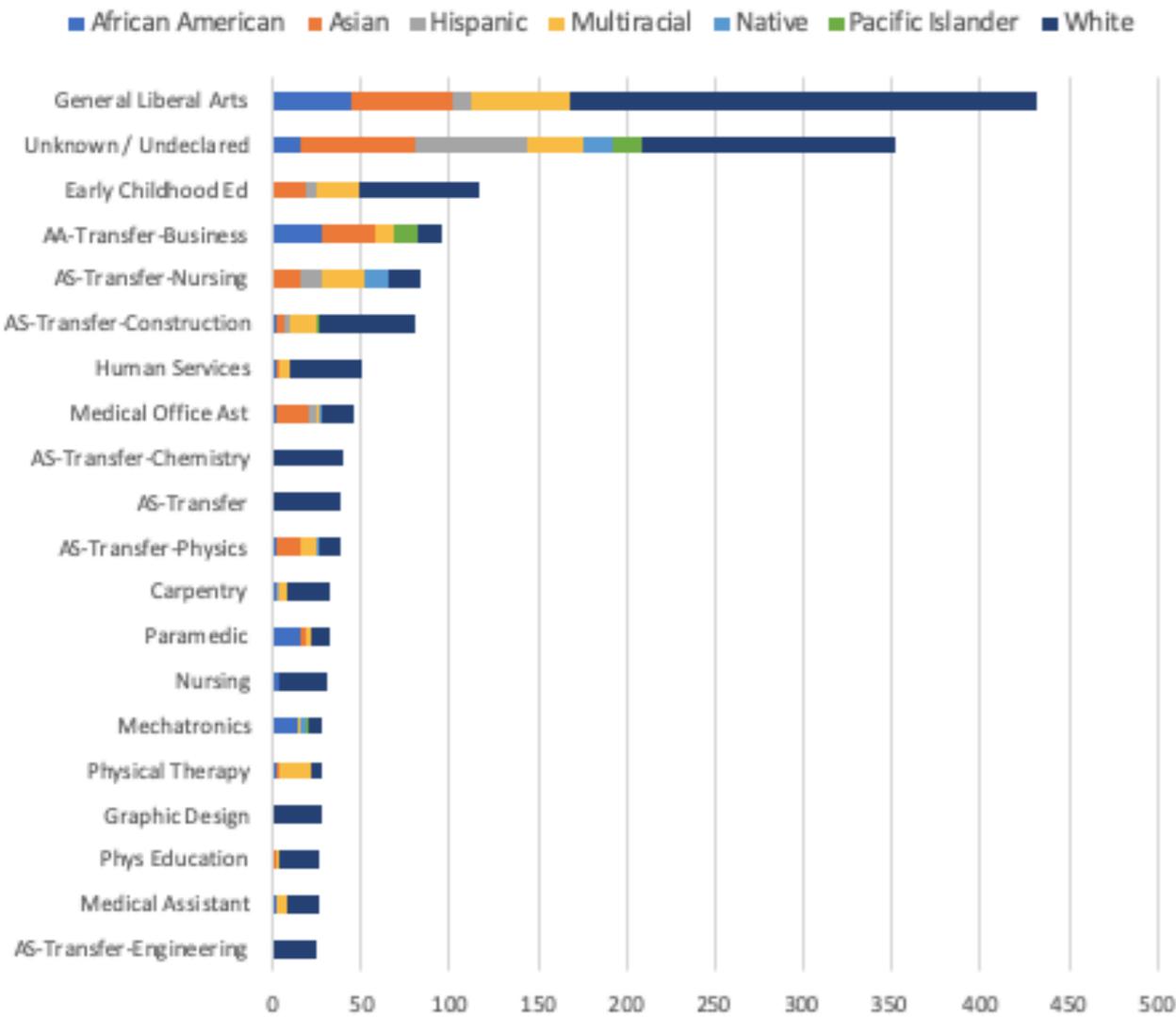
(blank)

# Program Explorer Excel Tool

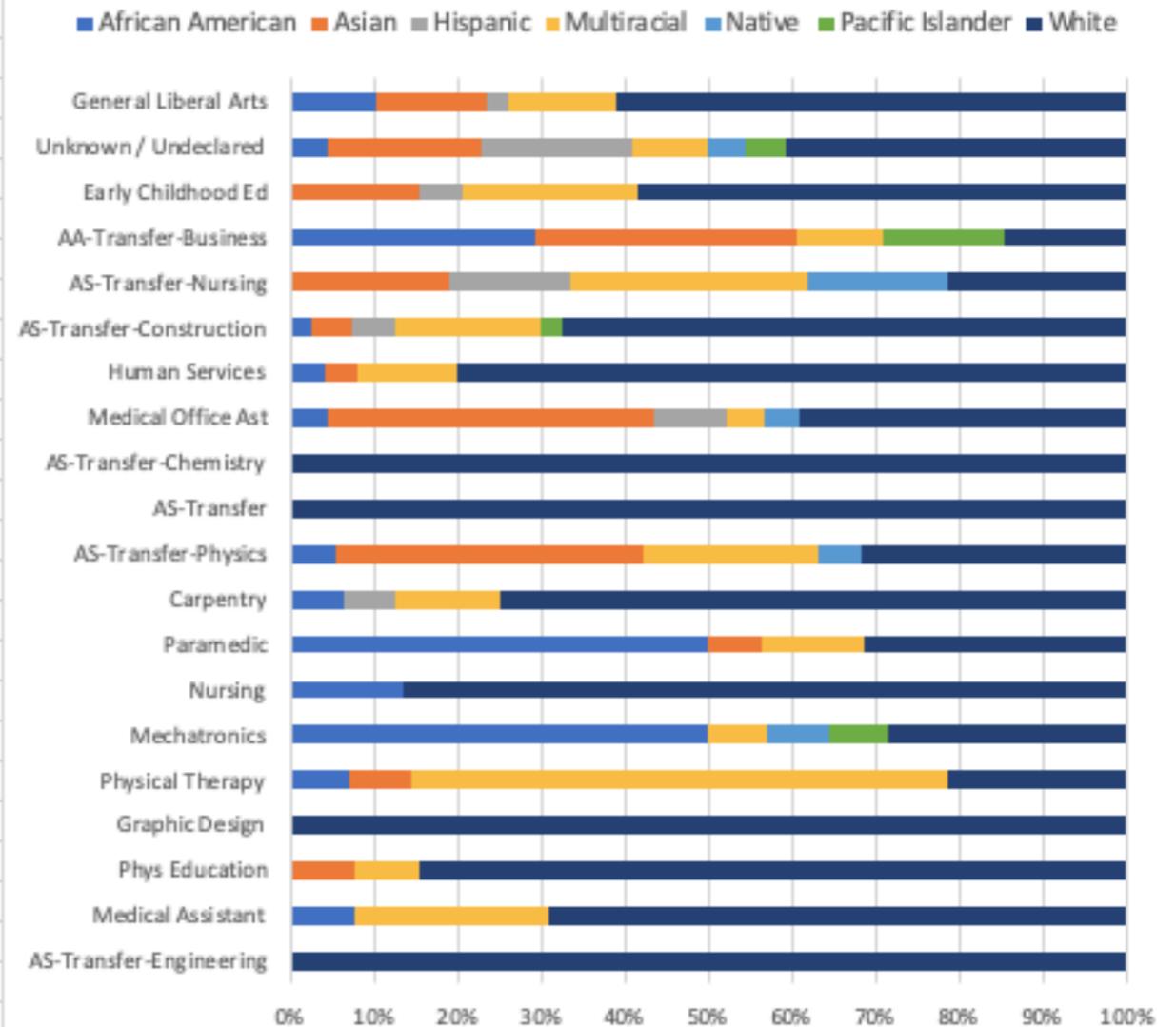
## Disaggregate and Compare Program Enrollments by Student Characteristics

For questions or more information on this form, contact John Fink, CCRC Senior Research Associate, [John.Fink@tc.edu](mailto:John.Fink@tc.edu)

Top 20 Programs by Student Characteristic

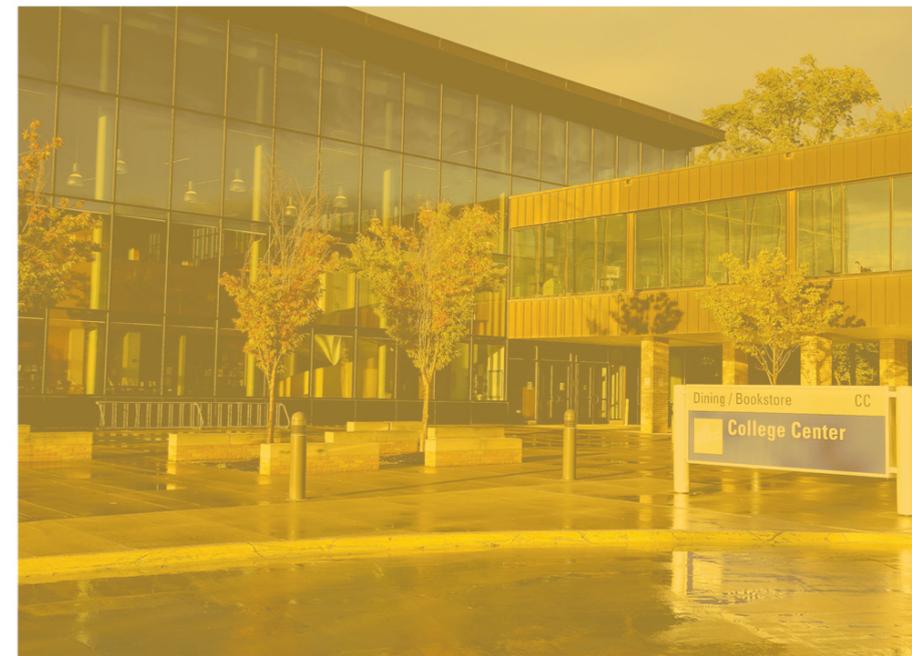
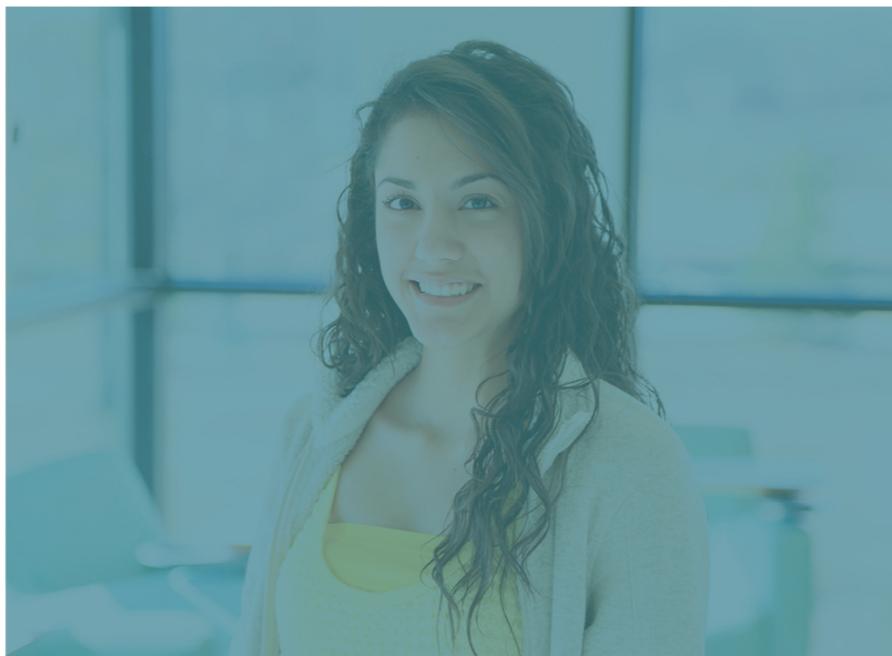
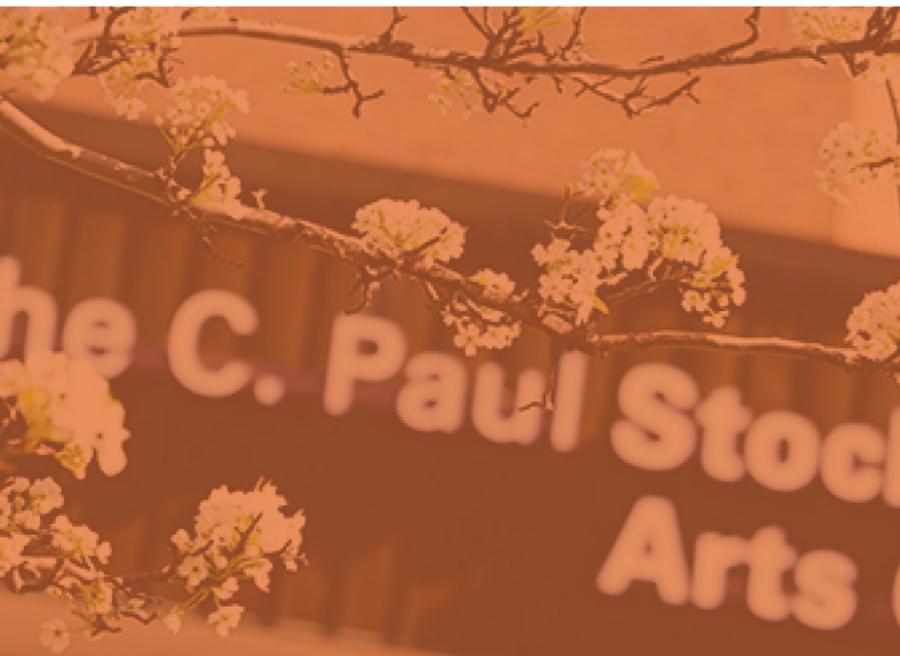


Top 20 Programs by Student Characteristic



# Lorain County Community College

Insights on Tracking Equity in Program Enrollments



# Insights on tracking program enrollment

OACC SSLI Sept. 13 2019

# Welcome to LCCC!

Students are required to take the College Student Inventory (CSI) at intake

- Collects information about the student's life and plans
- Tool for the advisor to start conversations around supports and goals

## Assigned Advisors from the start

- Required to meet with advisor to register
- Assigned advisor is from the team associated with the program pathway
- Teams include advisors, career services, financial aid, and faculty representatives with expertise in the pathway area

# Understanding the long term impact

Embedded upfront career coaching to:

- help students consider possibilities
- understand the job opportunities
- know the earning potential
- transfer opportunities

The screenshot displays the 'Career Coach' interface for Lorain County Community College. At the top, the college logo and name are on the left, and search, login, and sign-up options are on the right. A navigation bar includes 'Assessment', 'Careers', 'Programs', and 'Résumé Builder'. The main heading is 'Welcome to Career Coach' with the subtext 'Discover majors and in-demand careers and education based on your interests!'. Below this are four main sections: 'Take Career Assessment' with a 'Take the Assessment' button; 'Browse Careers' with a search box and 'Or Browse all Careers' link; 'Browse Programs' with a search box and 'Or Browse all Programs' link; 'Are You a Veteran?' with an American flag icon and a 'Get Started with Military Search' link; and 'Build Your Résumé' with a document icon and a 'Sign Up and Build Your Résumé' link.

# Support for Program Selection

Not sure where to begin? Start with an Exploratory Major.



9 Program and Career Pathways

Advisors on specialized pathway teams meet with students

Up to 24 credits in pathway before selecting specific major

# Tracking student programs

## On Plan

- System to notify students if courses are 'off' or outside of the curriculum for their declared program

## Degree Map

- Student friendly interface that allows students and advisors to see the progress a student has made towards a degree and what other degrees the student is accumulating credits towards

## System Data is used for analysis

- Program concentration was used as a validation check for course enrollment and program alignment
- Multiple majors may be difficult for analysis but worth the time

# Equity by Design

LCCC had been looking and processing disaggregated data widely since 2011 through ATD, CBD, and Frontier Set

Using the loss/momentum framework to look and being to understand points along the student experience

LCCC reviewed policy, created programs, and ramped up services based on the data

# Student Equity Statement



## Student Equity

Lorain County Community College is committed to equity, the idea that students from marginalized and underrepresented populations have access to resources that empower student success and close completion achievement gaps. Equity is based upon the principle of fairness and is distinct from equality. While equality involves treating everyone the same way, equity provides each individual or group what they need to have an equal opportunity to succeed. A commitment to equity also includes identifying and removing structural barriers faced by underserved students. As a campus community, we will adopt practices that promote equity, grow the culture of inclusion, demand social justice and use that power to ensure success for all students.

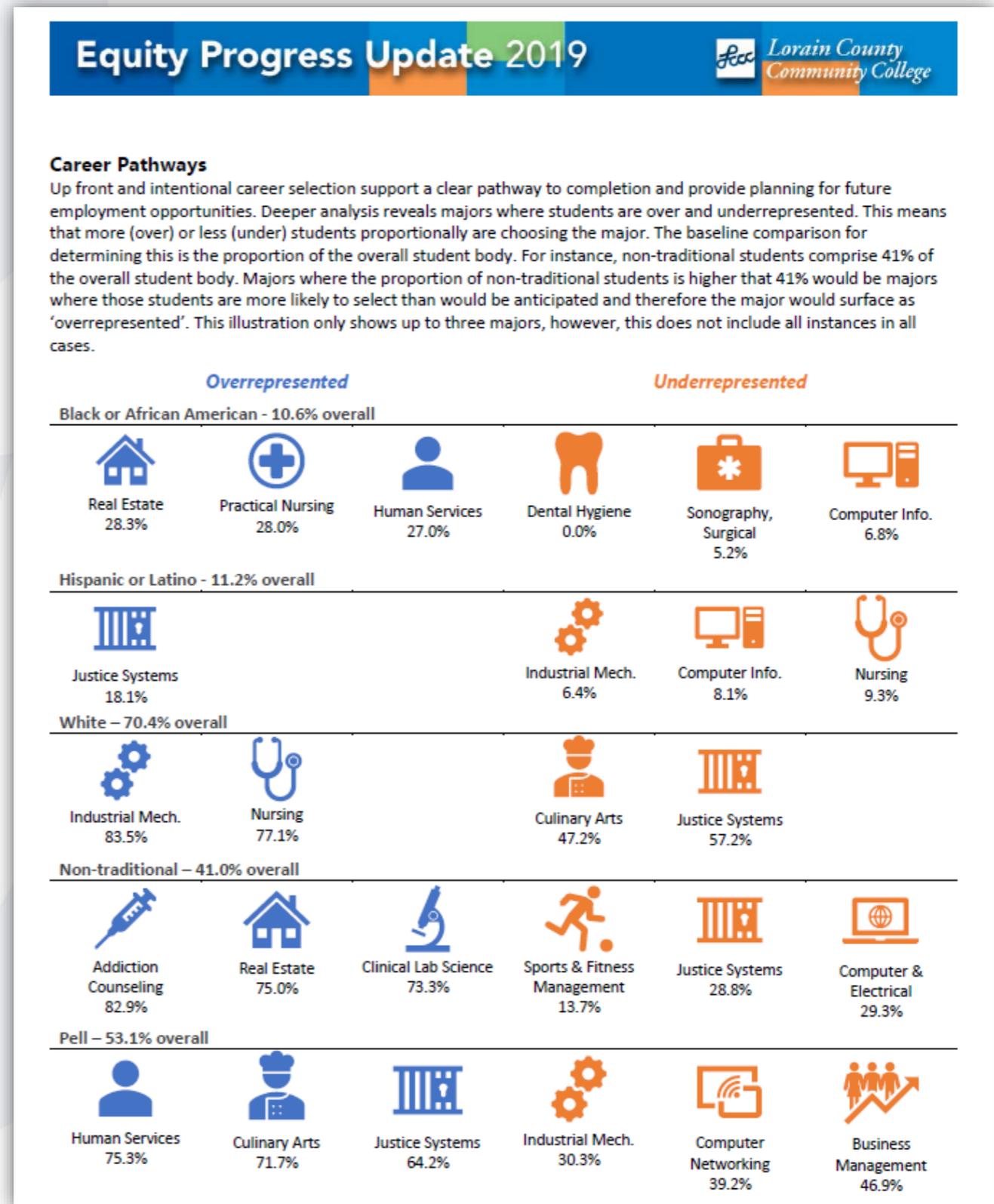
[Achieving the Dream](#) provides some examples of historically underrepresented students. These include but are not limited to: first-generation and low-income students; students of color; adult students; marginalized orientations, gender identities, and intersex students; students with second-language backgrounds; undocumented students; veterans; students with disabilities; students with dependents; foster care youth; and formerly and currently incarcerated students.

# Program enrollment equity

National studies released about the impact of program selection

Disaggregated completion rates started to prompt pipeline discussions

Data & Information Group (DIG) shared creation of new report



# Courageous Conversations

Processed with Student Completion Council, Equity for Students Team, Administrative Leadership Team

More plans to share across the institution (faculty brown bags, staff updates, etc)

## Questions discussed

- Why is this occurring? Is it structural? Is it access?
- What other information do we need?
- How do you equip students with the tools to make the most informed decisions?
- Where do opportunities exist for redesign?

# Lessons Learned

Understanding the 'why' is extremely important

- Uncover what it is that is attracting students to the program

Must look at the whole picture

- What else is impacting the numbers?

Creating a culture of care across the institution helps students at all points along the experience

Broad access to a variety of equity training

- Equipping individuals with the knowledge of resources, tools, and a deeper understanding of how to support students

# What's next

Targeted effort to collect more direct feedback from students

- Begin to understand the why behind the numbers and experiences students are having

Additional trainings offered

# Thank You!

