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Research and Leadership

Establishing Culturally Responsive Pedagogical Practices via ‘Storytelling	2
OCCRL Equity Academy Presentation	4

This example of how organizations have used evidence-based storytelling consists of two resources from the [Office of Community College Research and Leadership](#) (OCCRL). First, an OCCRL brief “[Establishing Culturally Responsive Pedagogical Practices via ‘Storytelling’](#)” by Colvin T. Georges Jr. offers important guidance towards the use of storytelling for assessment and recommendations for practitioners. Colvin T. Georges Jr. states:¹

Equitable Outcomes: Creating Trusted and Safe Learning Environments

Storytelling promotes learning in the classroom because it allows students to reflect on their lived experiences and connects them to the curricula, which increases their ability to understand new information. However, it is essential for faculty members to be able to create safe and open environments where the unique and diverse backgrounds of all students are recognized, valued, and appreciated. This equitable approach is critical when working with students who face language barriers or are from other countries of origin. (p. 1)

Conclusion and Recommendations

The studies and claims in this brief demonstrate that storytelling is a useful practice to promote learning, relationships with faculty, a sense of belonging, independence, and a space for self-reflection for students. Provided below are several key takeaways that higher education professionals can utilize when establishing culturally responsive pedagogical practices via storytelling:

- Higher education administrators should be intentional with the questions they ask when engaging students in storytelling. The questions asked by the instructors need to allow students opportunities to self-reflect and be a part of an environment where they feel comfortable sharing their lived experiences free of judgement and retaliation from others.
- Faculty and staff need to be mindful of their privilege, positionality, and biases. They should allow students to have the opportunity to share their stories without being interrupted. Attempts by others to discredit or reinvent students’ narratives based on dominant beliefs and assumptions should not be tolerated. This will build trust with students who have multiple minoritized identities.
- When engaging in storytelling as part of the curricular and cocurricular experiences, instructors should develop questions in a way that allows students to think critically. (p.5)

¹Georges, C. T., Jr. (2020). Establishing culturally responsive pedagogical practices via ‘storytelling’. *Feature*, 5(3), 1-7.

Second, over the next pages, this example shares presentation slides from OCCRL's 2020 Equity Academies. The Equity Academies were designed to support Illinois community college faculty and administrators with the state program review process and the comprehensive local needs assessment (CLNA) required by Perkins V.

Each of the two academies held in two different locations of the state advanced collaborative work toward closing equity gaps in programs of study. NILOA's [Evidence-Based Storytelling toolkit](#) was utilized to guide peer networking and feedback. The Academies were implemented as part of OCCRL's scope of work supported by the Illinois Community College Board (ICCB).

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Welcome

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

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Supporting Practitioners in Equity-Minded Program Improvement



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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



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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



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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



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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

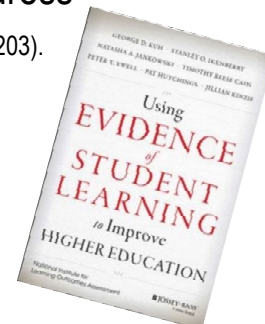


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From Compliance Reporting to Effective Communication

- “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).



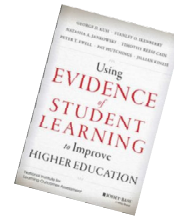
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From Compliance Reporting to Effective Communication

- 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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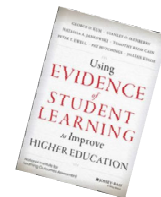
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From Compliance Reporting to Effective Communication

- 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?



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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

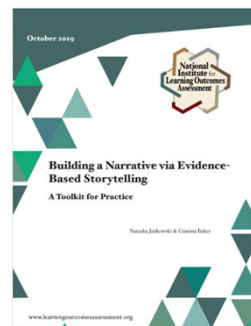


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Program Review Workshop

- Today’s workshop is guided by a toolkit from the National Institute for Learning Outcomes Assessment
- Jankowski & Baker (2019)



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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**



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Salt Lake Community College Narrative of Medical Coding Program

(Jankowski & Cain, 2015)



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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?



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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 inquiries 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.



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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)



Program Review *Illinois*



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Sharing Your Own Narrative

- **Presenters** 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).
- **Peer reviewers** will listen from the perspective of the target audience in the scenario, **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.



Program Review *Illinois*



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