Advancing Equity Through the Assessment of Student Learning: Course Lead Syllabus

Fall 2021 through Spring 2023 Cohort

Part 1: Cohort Information

Item	Details
Cohort Start Date	November 19, 2021 (Fall 2021 Semester)
Cohort End Date	May 2023 (Spring 2023 Semester)
Cohort Lead	Erin Vobornik, ESL Unit Adjunct Faculty evobornik@elgin.edu
Cohort Members (Course Leads)	Ranae Ziwiski, Professor I of Accounting (ACC 100: Introductory Accounting) Janet Whitsitt, Professor I of Biology (BIO 110: Principles of Biology) Eric Long, Associate Professor II of Speech (CMS 101: Fundamentals of Speech) Amanda Smothers, English Unit Adjunct Faculty (ENG 101/ENG 102: English Composition I & II) David Zacker, Professor II of Humanities (HUM 116: Logic)
Additional Cohort Support	Lisa Wiehle, Manager of Outcomes Assessment Tyler Roeger, Associate Dean of the Center for the Enhancement of Teaching, Assessment, & Learning Annamarie Schopen, Assistant Vice President of TLSD Dave Rudden, Managing Director of Institutional Research

Part 2: About the Initiative

Initiative Description

The purpose of the Advancing Equity Through the Assessment of Student Learning initiative is to make equity a lens through which we approach assessment, from prioritizing courses and programs to determining measurement instruments and intervention strategies, and to identifying opportunities to improve and renew assessment processes and policies at a systemic level. To accomplish this goal and support faculty in collaboratively engaging in assessment, faculty are invited to take part in four-semester assessment cohorts. These faculty, serving as course leads, are invited to lead the outcomes assessment of courses that were prioritized based on equity gaps, student success rates, and enrollment volume.

The course leads for the courses prioritized participate in a faculty cohort, facilitated and coordinated by a faculty cohort lead. Professional development is an important component of this initiative and will focus on equitable student learning outcomes, assessment and analysis methods, and high-impact teaching practices. The four-semester cycle of the initiative will involve you, as course leads, collaborating with your department colleagues to

- choose an outcome or outcomes you'd like to assess
- determine the best method for assessing the outcome
- carry out the assessment
- interpret results
- identify any needed interventions to close noted equity gaps or other needs, and implement the intervention.

For choosing what to assess, you are encouraged to have a research-style question in mind so that the process can help the department learn about something you're interested in. That question could simply be confirming a suspicion that you all have with some tangible data: "anecdotally, we're pretty sure students always struggle with this topic in the course. Is that accurate to the outcomes data in this major assignment?" An equity lens might be used by disaggregating the outcomes data gathered: "it turns out that students *do* struggle much more with this particular topic on the major assignment, and X student group receives lower scores at a *disproportionally* higher level. Let's now analyze that as a department."

Initiative Goals

- Identify an area of inquiry for the chosen course, and create a plan for an outcomes assessment that can provide data that informs that inquiry, with particular attention to any equity gaps.
- Ensure alignment of course outcomes with course assessment methods and topics.
- Apply an asset mindset and approaches to collaborative meaning making to department conversations to interpret assessment data.
- Determine interventions that can reduce any noted equity barriers in student outcomes data.

What Success Will Look Like

Some benchmarks for success in this initiative include

- ✔ Being able to articulate the rationale for the course's inclusion in the initiative.
- ✔ With department colleagues, determining a research-style question that can be informed by outcomes assessment and choosing an outcome or outcomes for assessment.
- ✔ Aligning the outcome(s) chosen for assessment with the applicable ECC general education outcomes.
- ✔ Collaborating with department colleagues to choose a method for assessment, administering the assessment in as many applicable sections as possible (including dual credit), and analyzing data received.
- ✔ Administering an assessment that is authentic to the course (part of existing course curriculum or naturally weaved in) rather than additional, unnecessary work.
- ✔ With department faculty and appropriate admin, analyzing data received.
- ✔ Identifying any necessary responses to remove learning barriers determined in the analysis of data, including but not limited to revised approaches to teaching and curriculum.

Policies & Expectations

Participation in Cohort Meetings and Professional Development

Course leads will meet regularly, at least twice a semester, for cohort meetings. These meetings are an opportunity for the cohort to ask questions and share suggestions with one another about assessment plans and their collaboration with department colleagues. The professional development sessions are designed to provide the chance to consider elements that are crucial to the success of your assessment plans and your collaboration with your department colleagues, such as ensuring that assignments or other assessment methods align with the outcomes chosen and prioritizing an asset mindset when interpreting data with colleagues.

Course leads are expected to attend all cohort meetings and professional development sessions that they can. If unable to join a meeting or session, please notify the cohort lead.

To support your work with the cohort and with your department colleagues, you are encouraged to take notes (of successes and challenges) throughout the initiative.

Completing Tasks and Activities Between Meetings

In the time between cohort meetings and between professional development sessions, there will be tasks to complete (such as choosing what to assess) with your department colleagues. To help support you in this work, please be in contact with your cohort if an alternative pacing is needed, such as needing more time for one of the parts or if you and your department are moving far ahead.

Engaging with Department Colleagues

The most impactful parts of the assessment process are often the conversations that faculty have about why a course is taught in a particular way and opportunities for change, if needed. Thus, a primary responsibility is engaging with your department colleagues throughout the process. That may involve routinely becoming part of the agenda of department meetings that are held and/or communicating separately with others teaching the course via email or other meetings. If challenges emerge in gaining momentum in this area, whether they come from scheduling challenges or keeping the group focused, please rely on your cohort and those supporting this initiative.

Compensation and Timesheets

It was agreed that Faculty Course Leads will receive compensation equivalent to the L2S2 hourly rate, not to exceed 18 hours per semester unless approval is given by the Assistant VP of TLSD to exceed the maximum.
Timesheets will be processed on the first of every month and be forwarded to Payroll. Faculty Course Leads may choose to submit their time throughout the term, or submit at the end of the semester. The timesheet includes a space to make notes about the hours claimed. This detail is optional, but helpful. Link: Cohort Time Sheet
For any questions concerning the form, accrued time or payment, please contact Lisa at lwiehle@elgin.edu

Part 3: Outline and Schedule

Date (Tentative; Exact Times Will be Confirmed)	Topic	Pre-Work to Complete
Friday, December 19, 2021 8:30- 11:00am	Cohort Kickoff and PD1: Asset Thinking & Equity Gaps	
Monday, January 31, 2022 9:00- 11:00am	PD 2: Alignment and Assessment Planning	With department colleagues, choose course outcome(s) for assessment.

		Review ECC's General Education Outcomes
	Cohort Meeting	
Tuesday, March 14, 2022 2:30- 4:30pm	PD 3: Honing Your Assessment Plan	Determine how your department plans to assess the outcome(s) chosen: what tool/assignment will you use? Complete remaining work on aligning course outcomes with ECC gen ed outcomes.
	Cohort Meeting	
May , 2022	Submit Assessment Plans	With department input, complete Part 1: Plan of the Learning Improvement Report and finalize General Education mapping
October 2022	Cohort Meeting	
Friday, November 11, 2022 10:00am- 12:00pm Monday, November 14, 2022 11:00am- 1:00pm	PD4: Interpreting Data/Collective Meaning Making	Inventory available data from department assessment project
	Cohort Meeting	Discuss and analyze assessment data with department colleagues
Monday, February 6, 2023 1:00- 3:00pm	PD5: Reviewing Your Data	
	Cohort Meeting	Identify any possible interventions to respond to assessment data
Monday, April 10, 2023 1:00-3:00pm	PD6: Determining Interventions and Next Steps	Reflect on pre-circulated reflection questions and prepare answers for 2-3 questions.
	Cohort Meeting	
	Cohort Meeting	

Monday, May 1, 2023 1:00-3:00pm	PD 7: Plans for Re-Assessing and Cohort Conclusion	Complete Assessment Plan for assessing any changes made.
Friday, June 2, 2023		With department input, complete Part 2: Report of the Learning Improvement Report

Part 4: Resources

Cohort Google Pages

Fall 2021 Cohort Google Page

The Fall 2021 Cohort Google Page, housed on the TLSD Operations Google Site, is used to provide cohort members with information such as

- Resource documents; like recent Program Reviews and Course Outlines
- Exercises and activities used to support assessment
- Recordings and resources from professional development sessions
- Course Lead Timesheets

Tableau

Tableau

Tableau is an interactive data visualization tool that can be used to view aggregated and disaggregated course and section data. Outcomes data can be imported, with the support of ECC's Institutional Research office, to allow faculty to view and engage with outcomes data through disaggregating numerous variables.

Tableau can be accessed via the ECC Portal by clicking the Institutional Dashboards icon in the Employee Apps section.

As part of an assessment cohort, course leads will receive access to Tableau and instructions from Institutional Research. Support will be provided by Dave Rudden, Managing Director of Institutional Research, at drudden@elgin.edu or Kayla Palmisano, Institutional Research Data Specialist, at kpalmisano@elgin.edu.

D2L Standards Tool

The D2L Standards Tool allows faculty to tag rubric criteria, discussion questions, quiz questions, and assignments as in alignment with course and general education outcomes that are put into

D2L. This alignment with the D2L Standards Tool makes it possible, in conjunction with Tableau, to view student data in relation to learning outcomes.

Course leads will receive training, including modules created in individual sandbox courses, in using the D2L Standards Tool from the Instructional Improvement & Distance Learning Office. Support will be provided by Tammy Ray, Instructional Technology & Distance Learning Coordinator IV.

The D2L Standards Tool is one option to simplify data collection. Using the tool is not a requirement or expectation. For those departments not using D2L for their assessment, the Office of Outcomes Assessment and Institutional Research will provide support to figure out the best options for collecting and visualizing data.

Learning Improvement Report

Workbook of Cohort's LIRs
Learning Improvement Report Template (blank)

The Learning Improvement Report (LIR) is an assessment planning template that will help you to document course-level assessment activities, analysis, and actions. The form functions through Google Sheets to allow you to enter information that is then automatically saved in the document. A copy of your course's Learning Improvement Report will be shared with you by Lisa Wiehle. The Outline and Schedule section provides due dates for different sections.