



Open Pathway Quality Initiative Proposal

Institutional Template

The enclosed Quality Initiative Proposal represents the work that the institution will undertake to fulfill the quality improvement requirements of the Open Pathway.

June 24, 2021

Signature of Institution's President or Chancellor

Date

Dr. David Sam, President

Printed/Typed Name and Title

Elgin Community College

Name of Institution

Elgin, IL

City and State

The institution completes the Quality Initiative Proposal by responding to the questions in each category of the template. Proposals should be no more than 4,500 words. The institution may choose to submit a brief implementation plan or supplemental charts or graphs as appendices to the template. The Quality Initiative Proposal will be accepted beginning September 1 of Year 5. It is due no later than June 1 of Year 7.

Submit the proposal as a PDF file to hlcommission.org/upload. Select "Pathways/Quality Initiative" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. Submission file names should utilize the following format:

QIProposal[InstitutionName][State].pdf (e.g., QIProposalNoNameUniversityMN.pdf). The file name must include the institution's name (or an identifiable portion thereof) and state.

Overview of the Quality Initiative

1. Provide a title and brief description of the Quality Initiative. Explain whether the initiative will begin and be completed during the Quality Initiative period or if it is part of work already in progress or will achieve a key milestone in the work of a longer initiative.

Advancing Equity through the Assessment of Student Learning

The Advancing Equity through the Assessment of Student Learning Quality Initiative is a critical component of Elgin Community College's (ECC's) ongoing institutional commitment to creating an environment that is equitable and inclusive for all. The College strives to cultivate an equitable teaching and learning environment as a member institution of Achieving the Dream (AtD), the Illinois Equity Attainment Initiative (ILEA), and various institutional strategies. Assessment of student learning is a key aspect to advancing teaching and learning at ECC. The purpose of this 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 identify opportunities to improve and renew assessment processes and policies at a systemic level.

Designed to take place between 2021 and 2025, the Advancing Equity through the Assessment of Student Learning Quality Initiative has already begun on our campus. As a result of feedback received on Criterion 4B of the College's 2019 Comprehensive Evaluation, an Assessment Strategy Team (AST), composed of ECC administrators and faculty, was convened in 2020. The purpose of this team is to identify strategies for renewing the College's assessment practices and policies. Specifically, the goals of the AST are to stimulate broad faculty engagement in equity-minded assessment of student learning outcomes and to develop an effective system that leverages evidence of student learning to identify opportunities to improve student learning. The further refinement and implementation of these strategies will form the basis of the Advancing Equity through the Assessment of Student Learning quality initiative. Equity and learning is a central theme in the ECC Strategic Plan FY2018 - FY2022 and this equity-minded assessment initiative aligns well with our institutional priorities.

Sufficiency of the Initiative's Scope and Significance

2. Explain why the proposed initiative is relevant and significant for the institution.

Elgin Community College's (ECC's) commitment to advancing equity permeates the institution's culture. Equity and Learning is Goal 1 of the College's current strategic plan (FY2018 - FY2022). Under this plan, the college successfully completed the following equity initiatives during the last five years :

- Hosted several Men of Color Summits with nearby community colleges, inspired by the work of Dr. J. Luke Wood and the Community College Equity Assessment Lab (San Diego State University)
- Redesigned early alert processes and implemented a new comprehensive technological system that identifies students at risk of falling behind so that additional supports can be provided
- Embraced and implemented student choice of name, gender identity, and preferred pronouns
- Created a faculty-led professional development series built upon best practices of the National Alliance for Partnerships in Equity (NAPE) and launched a standing committee to oversee teaching and learning for equity (Teaching for Inclusion, Diversity, and Equity)
- Joined the Illinois Equity in Attainment (ILEA) initiative sponsored by the Partnership for College Completion and created a college-wide Equity Plan to align to the FY2017 - FY2022 ECC Strategic Plan

While much work has been done to foster equity through various initiatives and committees, the College has an opportunity to advance this work by infusing equitable practices and policies into institutional systems. Specifically, the scope of this quality initiative will center on advancing equity through the assessment of course and co-curricular student learning outcomes. The primary areas of

focus include infusing strategy into the assessment of course and co-curricular student learning outcomes processes, consistent planning and accountability, professional development, and enhanced assessment and data collection tools.

Strategic Approach to Assessment of Student Learning

The integration of strategy, consistent planning and accountability, and professional development is at the heart of the college's approach to renewing its assessment efforts with an equity lens. Particular attention will be paid to course and co-curricular student learning outcomes to ensure they are equitable, measurable, and aligned with program and general education student learning outcomes.

General education assessment at ECC falls under the purview of the faculty-led Student Learning Assessment Advisory Committee (SLAAC). While this committee has existed for many years, its work remains more insular than intended. Course assessment has fallen under the purview of academic departments and also is more insular than intended. Under this initiative, assessment of general education and assessment of course student learning outcomes will be integrated to map them holistically to the entire student experience. Through the program review process, courses and programs already map onto one or more general education outcomes, as do quite a few co-curricular and experiential activities. Because of SLAAC's expertise in overseeing general education, and because natural synergies between general education and programs already exist, the SLAAC will be a key partner in scaling this effort. This initiative will allow us to leverage the SLAAC, faculty professional development, new technologies, Institutional Research, Distance Learning, and Information Technology to assist all faculty within their respective disciplines to advance opportunities to improve student learning.

While an infrastructure exists for the assessment of course, program, and general education student learning outcomes, a parallel institutional structure for the assessment of co-curricular learning outcomes is yet to be developed. Development of a structure that complements the course assessment process is another part of the scope of this initiative. However, because co-curriculars are multifaceted at ECC (e.g., some align tightly to courses or course artifacts, whereas others less so), we need time to figure out an approach to co-curricular assessment apart from the defined and structured work of the SLAAC.

Consistent Planning and Accountability

The College acknowledges that course and co-curricular assessments occur inconsistently across divisions and programs. It is in this context that the deans and associate deans will engage with faculty to ensure that equity-focused student learning outcome assessment is prioritized college-wide in programs and services.

Additionally, faculty feedback indicates that the frequency of the current course assessment cycle is not sufficient for all courses. At ECC, courses are assessed at least once during a five-year program review cycle. This cycle, while admittedly long, does ensure that all curricular content is evaluated within a typical cycle of review. Included in this quality initiative is the prioritization of course assessments based on equity gaps in student success. High-enrolled courses where students exhibit gaps will be prioritized and reviewed annually, so that we can be assured that our work steadily closes them. Specifically we will compute, for each class, the number of students receiving grades of C or higher divided by the number of enrollees. We will disaggregate these proportions by known gaps, such as gaps by race/ethnicity, age, socioeconomic status, etc. If our assessment work is successful as we hope it will be, we should see these gaps close over time as a way to gauge the initiative's success.

In the longer term, better articulating assessment expectations in the collective bargaining agreement between the faculty and the college will be explored. Faculty evaluation policies will also be reviewed

and updated to include equity-minded assessment as a standard for faculty reflection and performance.

Professional Development

The effective use of professional development for faculty and staff to enable improvement of student learning through equity-focused assessment is a key component of the quality initiative. As such, the Center for Enhancement of Teaching and Learning (CETL) is a primary collaborator in this effort and its director sits on the Assessment Strategy Team. The CETL is the name we give to the office overseen by this director as well as the name of a professional development advisory committee that makes recommendations for CETL programming. The CETL will build upon key existing professional development curricula as well as develop new curricula to strengthen a tight learning system of student learning outcomes, high-impact teaching strategies, and assessment of student learning. Professional development topics may include the following: design of equitable and measurable student learning outcomes, instructional design, equitable assessment strategies, data analysis through an equity lens, and collaborative meaning-making.

Assessment and Data Collection Tools

Removing barriers to faculty participation in the assessment of student learning outcomes to increase participation is also a goal of the quality initiative. Excel spreadsheets are used to track assessment compliance, currently. This approach is cumbersome and time-consuming. As the college refines its assessment practices, an assessment management software application may be warranted. Expanding use of functionality within the college's learning management system to link assessments to course and general education outcomes will ease collection of artifacts for faculty. With this functionality, data visualization will be available to digest and analyze data for their sections. Additionally, the assessment office will have the ability to download data for different outcomes across courses and divisions for analysis.

3. Explain the intended impact of the initiative on the institution and its academic quality

The college shifted its priorities in 2020 to address the impact of the COVID-19 pandemic and to identify strategies to continue instruction with as little impact to student progress towards their goals as possible. Unfortunately, many longer-term practices, which we had been diligently growing, were halted. The Assessment of Student Learning initiative will act as a signal that college-wide efforts to close the equity gap continue to be the top priority for the college.

Through its membership with the Achieving the Dream organization and the Illinois Equity Attainment Initiative, the College joins other institutions committed to closing equity gaps with a goal of eliminating them over time. Toward this end, a task force was created within the Student Success Infrastructure (SSI) in Spring 2021 to focus specifically on identifying strategies to reduce textbook costs for students via Open Education Resources (OER) and other strategies.. Additionally, faculty instituted the Teaching/Learning Inclusivity, Diversity, and Equity (TIDE) task force to inspire culturally responsive teaching practices and foster professional learning about equitable and inclusive teaching. The taskforce, which is housed under CETL, also created a partnership with the National Alliance for Partnership in Equity (NAPE) to deliver a five-part series of faculty workshops and a professional pathway to becoming Certified Equity Coaches.

The Advancing Equity Through the Assessment of Student Learning initiative represents a systems-thinking approach to advancing the college's work toward equity and aligns with the College's student success priority goals. Similar to TIDE, this initiative will leverage faculty leadership to renew and

refresh its student learning outcomes assessment infrastructure. Because this initiative involves intentional alignment of student learning outcomes across levels (i.e. course, program, general education, and co-curricular) and substantial professional development in assessment planning, data analysis, and high impact practices to address equity gaps, it will lead to increased academic quality. Additionally, assessment documentation will be addressed as part of this effort and will improve communication and increase transparency.

Clarity of the Initiative's Purpose

4. Describe the purposes and goals for the initiative.

The main goal of the Advancing Equity Through the Assessment of Student Learning Initiative is to cultivate a culture in which assessment is used to enhance student learning and close equity gaps. Equity as a concept has already been defined in the College's Equity Plan (per ILEA) as incorporating a need to dismantle the societal barriers that create learning gaps in the first place as well as a need to review and redesign practices that ensure access to opportunity. To accomplish this goal, long-term strategies will expand faculty engagement and strengthen learning outcomes. Courses will be prioritized for assessment based on equity gaps, student success rates and enrollment volume. Additionally, a new accountability framework will be defined to hold academic divisions accountable. 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. Finally, expanding utilization of the college's learning management system to link assessment results across different levels of student learning outcomes (e.g., program, course, general education, and co-curricular) will make the process of data collection and analysis more accessible and meaningful.

Work towards this goal will begin by inviting faculty who teach courses with the largest equity gaps to form an initial cohort. It is the college's intention to provide faculty with the professional development, time, space, and support needed to move this work from being just another compliance activity to an essential improvement function. The first cohort is planned for fall 2021. Then, every subsequent spring and fall semester for the duration of this quality initiative, an additional cohort will be established.

Throughout the initiative faculty feedback and progress made towards improving student learning will inform additional professional development needs and adjustments to the overall process. At the conclusion of this initiative, the college is confident that its student learning outcomes assessment practices will be robust and effective in providing a means to identify improvements to close equity gaps and improve student learning overall.

5. Select up to three main topics that will be addressed by the initiative.

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| <input type="checkbox"/> Advising | <input type="checkbox"/> Engagement | <input type="checkbox"/> Learning Environment |
| X <input type="checkbox"/> Assessment | <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Online Learning |
| <input type="checkbox"/> Civic Engagement | <input type="checkbox"/> First-Year Programs | <input type="checkbox"/> Persistence and Completion |
| <input type="checkbox"/> Curriculum | X <input type="checkbox"/> General Education | X <input type="checkbox"/> Professional Development |
| <input type="checkbox"/> Diversity | <input type="checkbox"/> Leadership | |

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| <input type="checkbox"/> Program Development | <input type="checkbox"/> Strategic Planning | <input type="checkbox"/> Underserved Populations |
| <input type="checkbox"/> Program Evaluation | <input type="checkbox"/> Student Learning | <input type="checkbox"/> Workforce |
| <input type="checkbox"/> Quality Improvement | <input type="checkbox"/> Student Success | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Retention | <input type="checkbox"/> Teaching/Pedagogy | |

6. Describe how the institution will evaluate progress, make adjustments and determine what has been accomplished.

The Advancing Equity Through the Assessment of Student Learning will rely on the following methods to evaluate progress:

- a. **Assessment Activity Indicators.** Data measuring the number of faculty engaged in student learning outcomes assessment will be collected at each phase of the initiative to ensure faculty increasingly participate. Additionally, the number of student learning outcomes assessed across different levels (i.e., course, program, general education outcomes, and co-curricular activities) and the number of student artifacts collected will be documented to ensure adequate progress.
- b. **Student Success Data.** Student success data will be used to determine if equity gaps are closing as a result of the changes made to the curriculum or instruction, based on evidence of student learning. The ECC Strategic Plan and annual Performance Report contain metrics which include course success, as described in this proposal, as well as persistence, retention, completion, and post-completion transfer and job attainment.
- c. **Professional Development Surveys.** A critical element of this initiative is ongoing professional development for faculty and faculty cohort leads, as well as deans and associate deans. In order to orient faculty to the new processes, a type of summer workshop may be warranted as a launching point. Minutes and exit surveys from these events will be used to assess if learning objectives were met. Professional Development will also be informed by institutional strategies outlined by the office of the Executive Director of Equity, Diversity, and Inclusion.
- d. **Listening Sessions.** Informal listening sessions with faculty from across the college were instrumental in shaping the purpose of this initiative. To keep a pulse of attitudes and perceptions of progress made periodic listening sessions will be held with faculty and deans/associate deans.
- e. **Review and evaluation of goals and accomplishments by Assessment Strategy Team.** The Assessment Strategy Team will continue to meet regularly throughout the duration of this initiative to discuss progress and identify any necessary changes or adjustments to the plan, in collaboration with the Executive Director of Equity, Diversity, and Inclusion.

Evidence of Commitment to and Capacity for Accomplishing the Initiative

7. Describe the level of support for the initiative by internal or external stakeholders.

Phases of this initiative are now underway, having commenced shortly after our HLC Assurance Filing in 2019. As previously described, efforts are driven primarily by ECC faculty and administrators on three teams -- the Assessment Strategy Team, Student Learning Assessment Advisory Committee, and the Center for Excellence in Teaching and Learning. Other internal stakeholders

include faculty who are not members of these teams but whose rubrics, tools, and data gathering practices sustain momentum. The College is excited to welcome its first Executive Director of Equity, Diversity, and Inclusion in July 2021. This position will be a critical thought partner for this initiative as progress is monitored and opportunities for improvements are identified. A third internal group includes ECC deans and other senior administrators whose leadership in departments and related committees helps us meet the initiative's main goals. Finally, all ECC staff, whether participating directly in this initiative or not, are key internal stakeholders providing ideas, talent and skills, and materials. Lastly, because ECC faculty and staff collectively bargain their work, actions in our timeline may evolve as new work is defined and negotiated. Other yet-to-be-determined internal groups or new employees may also be called upon.

Another key internal group, ECC students, is essential to the success of this initiative. Indeed, students provide the data that underlies the entire project. Apart from being just an initiative *about* students, we also try to involve students *themselves* as direct stakeholders. We increasingly seek student input in campus data summits and internal focus groups. Additionally, we solicit student participation on surveys of classroom and experiential learning, as well as on surveys of engagement and satisfaction with programs and services. Finally, the ECC Board of Trustees, as another internal group, has coalesced in full support of the initiative, driven by the leadership of our President and Chief Academic Officer/Vice President of Teaching, Learning, and Student Development.

External stakeholders for this initiative include prospective students, local employers, baccalaureate-granting colleges and universities, and residents of our service district. These groups guide our efforts by holding us accountable, reminding us to connect assessment of student learning to employment and civic responsibility. In ECC advisory committees, for example, participating employers stress urgency in mapping course learning to career experiences. Similarly, colleges and universities underscore the importance of defining competencies that lead to baccalaureate success. Finally, area residents and prospective students call upon us to graduate informed citizens who are engaged and community-minded. With this initiative we are afforded a platform to build external public support. In project deliverables, reports, and in media stories about this project, we intend to showcase the myriad connections between learning at ECC and general knowledge, advanced learning, and employment.

8. Identify the groups and individuals that will lead or be directly involved in implementing the initiative.

Direction for the Advancing Equity through Student Learning Outcomes Assessment quality initiative will be informed by the strategic decisions made by the Assessment Strategy Team. Overall management of the implementation of these tactics will be overseen by the Assistant Vice President of Teaching, Learning, and Student Development. Successful implementation of this initiative will rely on the involvement of several key areas of the college including the Elgin Community College Faculty Association (ECCFA), faculty instructional coordinators, the assessment office, the Center for Excellence in Teaching and Learning (CETL), the Student Learning Assessment and Advisory Committee, and Institutional Research.

9. List the human, financial, technological and other resources that the institution has committed to this initiative.

The purpose of this initiative is to create a sustainable system to leverage the assessment of student learning outcomes to close achievement gaps. The college is taking a phased approach to this work starting with a small group of faculty as a proof of concept to test renewed assessment practices. At this stage, the college is committing financial resources to work with the learning management system vendor (Brightspace) to adjust how information is organized so that faculty can take

advantage of the ‘Standards’ functionality. This functionality will provide a means for faculty to link their own assessments to course student learning outcomes and general education student learning outcomes. As a result, data can be easily pulled from the system to analyze student development across sections, courses, and general education outcomes. This professional services engagement will also inform how the college can establish a data feed to the institution's data warehouse under development, currently. The College is also poised to commit funds to faculty support and resources. The Vice President of Teaching, Learning, and Student Development/Chief Academic Officer will provide oversight for funding and communicate to the President’s Cabinet and as well as the Strategic Planning and Budgeting Committee, a cross-functional committee, created during the College’s prior Quality Initiative, that ensures a connection between the College’s strategic priorities and budgets.

As this project scales, there is likely to be a need for additional human and technological resources. Robust faculty professional development and data collection and analysis support will reduce faculty barriers to assessment and increase broader participation. Consequently, over the course of the initiative, the College may consider adding positions to support this work. Under consideration are positions related to data analysis, faculty development, technical support..

Finally, the college recognizes that assessment management software, in place of the system of Excel spreadsheets currently used, may be necessary to sustain accountability measures and to foster transparency. The College will make a determination regarding assessment management software in a later phase of the initiative so that the most appropriate tool can be identified that enables our renewed assessment practices.

Appropriateness of the Timeline for the Initiative

(The institution may include a brief implementation or action plan.)

10. Describe the primary activities of the initiative and timeline for implementing them.

Term	Key Activities	Area of Focus	Deliverable
Fall 2020	Establish cross-functional Assessment Strategy Team (AST)	Strategy	<ul style="list-style-type: none"> Google site to act as communication vehicle and AST team documentation repository Assessment Strategy Team Quarterly Status Reports
Spring 2021	Define strategy to increase faculty participation in the assessment of student learning outcomes at the course, co-curricular, program, and general education levels.	Strategy	<ul style="list-style-type: none"> Advancing Equity Through Assessment of Student Learning Outcomes Strategy Summary document Equity Gap Report by Courses Held between FY2017 to FY2019
Spring 2021	Identify opportunities to eliminate barriers to faculty participation in assessment of course student learning	Strategy Tools & Technology	<ul style="list-style-type: none"> Ability to leverage the college’s learning management system to

	outcomes		<p>collect assessment data and link to the general education student learning outcomes</p> <ul style="list-style-type: none"> Regular feedback from faculty cohort groups via listening sessions and surveys
Spring 2021	Establish baseline metrics to measure progress and effectiveness of assessment strategy	Strategy Accountability Tools & Technology	<ul style="list-style-type: none"> Course Student Learning Outcome Assessment 'Heat Map' Assessment Activity Indicators report
Spring 2021	Identify courses with the largest equity gaps to prioritize course assessment of student learning outcomes	Strategy	<ul style="list-style-type: none"> Equity Gap Report by Courses Held between FY2017 to FY2019 Course Assessment Schedule
Spring 2021	Leverage the Equity Gap Report to identify largest equity gaps to establish the first cohort of faculty to leverage new course assessment processes to improve student learning and close equity gaps.	Strategy Accountability	<ul style="list-style-type: none"> Faculty Cohort 1 identified (5-7 courses) Role and expectations documented
Spring 2021	Audit co-curricular programming to establish baseline for assessment of student learning outcomes	Strategy	<ul style="list-style-type: none"> Assessment of Co-curricular Activities Report
Summer 2021	Revise course assessment report template to align with new student learning outcome assessment strategy	Strategy Accountability Tools & Technology	<ul style="list-style-type: none"> Updated course assessment documentation templates Updated data usage policy
Summer 2021	Define and develop Advancing Equity Through Assessment of Student Learning Outcomes professional development modules	Professional Development	<ul style="list-style-type: none"> Advancing Equity Through Assessment of Student Learning Outcomes workshop/course master course outlines, workshop facilitators, schedule, First draft of Advancing Equity Through Course Assessment Faculty Handbook (digital)
Summer 2021	Identify necessary supports for faculty equity assessment cohort	Strategy Professional Development	
Spring 2021/Summer 2021	Identify and implement key communication vehicles for ongoing communication with the institution	Strategy Professional Development	<p>Fall 21 Opening Day</p> <ul style="list-style-type: none"> Keynote speaker TLSD Division workshop with case study Academic Division department workshops <p>Digital Communication</p> <ul style="list-style-type: none"> Update and expansion of

			<p>SLO Assessment Google site</p> <ul style="list-style-type: none"> • Update elgin.edu
Spring 2021/Summer 2021	Identify opportunities to leverage functionality of the college's learning management system to make data collection and analysis more manageable for faculty	Strategy Assessment and Data Collection Tools	<ul style="list-style-type: none"> • D2L Standards Proof of Concept • General Education Student Learning Outcomes coded in D2L • Faculty documentation created
Fall 2021	Kick-off and celebration of Quality Initiative Launch Faculty Equity Assessment Cohort 1	Process/Strategy Implementation	<ul style="list-style-type: none"> • Faculty complete the Advancing Equity Through Assessment of Student Learning professional development modules • Assessment plans completed for the 5-7 courses identified
Fall 2021	Identify opportunities for the Student Learning Assessment Advisory Committee (SLAAC) to inform equity-minded assessment practices and act as a resource for all faculty.	Strategy Process/Strategy Implementation	<ul style="list-style-type: none"> • Updated Student Learning Assessment Advisory Committee (SLAAC) bylaws • Potential adjustments to SLAAC organizational structure • Potential for targeted General Education assessment projects
Fall 2021	Identify process to leverage the course assessments of student learning outcomes that are highly aligned with general education student learning outcomes to document student learning and identify opportunities to improve.	Strategy Process/Strategy Implementation	<ul style="list-style-type: none"> • Updated Student Learning Assessment Advisory Committee (SLAAC) bylaws • Potential adjustments to SLAAC organizational structure
Fall 2021	Identify courses with the largest equity gaps to prioritize course assessment of student learning outcomes for Faculty Cohort 2	Strategy	<ul style="list-style-type: none"> • Equity Gap Report by Course (FY17 - FY19) • Course Assessment Schedule
Spring 2022	Launch Faculty Equity Assessment Cohort 2	Process/Strategy Implementation	<ul style="list-style-type: none"> • Faculty complete the Advancing Equity Through Assessment of Student Learning Outcomes professional development modules • Assessment plans completed for the 5-7 courses identified
Spring 2022	Provide ongoing Faculty Equity Assessment Cohort Support	Process/Strategy	<ul style="list-style-type: none"> • Notes from cohort meetings • Survey of cohort

		Implementation	participants
Spring 2022	Identify courses with the largest equity gaps to prioritize course assessment of student learning outcomes	Strategy	<ul style="list-style-type: none"> Equity Gap Report by Course (FY18 - FY20) Course Assessment Schedule
Spring 2022	Document Course Student Learning Outcome Assessment Results	Process/Strategy Implementation Assessment and Data Collection Tools	<ul style="list-style-type: none"> Course Assessment documentation Course Assessment documentation repository
Spring 2022/Summer 2022	Reflect on and analyze effectiveness of strategy to identify improvements to the process	Process/Strategy Implementation	<ul style="list-style-type: none"> Summary of process improvements Updated Faculty Assessment Handbook
Spring 2022/Summer 2022	Determine if additional staff needed to support assessment processes	Process/Strategy Implementation	
Spring 2022/Summer 2022	Determine what additional tools are needed to support assessment (i.e. assessment management system, data visualization tools, etc.)	Assessment and Data Collection Tools	
Fall 2022	Launch Faculty Equity Assessment Cohort 3	Process/Strategy Implementation	<ul style="list-style-type: none"> Faculty complete the Advancing Equity Through Assessment of Student Learning Outcomes professional development modules Assessment plans completed for the 5-7 courses identified
Fall 2022	Provide ongoing Faculty Cohort Support	Process/Strategy Implementation	<ul style="list-style-type: none"> Notes from cohort meetings Survey of cohort participants
Fall 2022	Negotiate updates to institutional processes included in the CBA to advance equity through the assessment of student learning outcomes [NOTE: the CBA is renewed in Fall 2022.]	Process/Strategy Implementation	<ul style="list-style-type: none"> Updated Collective Bargaining Agreement between -ECC Board of Trustees and the ECC Faculty Association (i.e. well defined assessment responsibilities)
Spring 2023	Launch Faculty Equity Assessment Cohorts - scale	Process/Strategy Implementation	<ul style="list-style-type: none"> Faculty complete the Advancing Equity Through Assessment of Student Learning professional

			development modules
Spring 2023	Provide ongoing Faculty Equity Assessment Cohort Support	Process/Strategy Implementation	<ul style="list-style-type: none"> Notes from cohort meetings Survey of cohort participants
Spring 2023	Implement changes to assessment processes as a result of new Collective Bargaining Agreement between -the ECC Board of Trustees and the ECC Faculty Association	Process/Strategy Implementation	
Spring 2023	Negotiate updates to institutional processes included in the CBA to advance equity through the assessment of student learning outcomes	Process/Strategy Implementation	<ul style="list-style-type: none"> Updated faculty evaluation handbook (i.e. faculty self-evaluation, faculty tenure process updates)
Fall 2023	Launch Faculty Equity Assessment Cohorts - scale	Process/Strategy Implementation	<ul style="list-style-type: none"> Faculty complete the Advancing Equity Through Assessment of Student Learning Outcomes professional development modules
Fall 2023	Provide ongoing Faculty Equity Assessment Cohort Support	Process/Strategy Implementation	<ul style="list-style-type: none"> Notes from cohort meetings Survey of cohort participants
Fall 2023	Draft monitoring report documenting progress made toward increasing faculty engagement with assessment of student learning outcomes and increased number of student artifacts	Accountability	<ul style="list-style-type: none"> HLC Monitoring Report Course Assessment Documentation Assessment Activity Indicator Report Equity Gap Report
Spring 2024	Exercise practices for continuous quality improvement of assessment practices	Accountability	
Fall 2025	Draft ECC Assurance Filing for 2025-26 Reaffirmation of Accreditation	Accountability	<ul style="list-style-type: none"> HLC Reaffirmation Report

Institutional Contact for Quality Initiative Proposal

Include the name(s) of the primary contact(s) for the Quality Initiative.

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