

**Calendar & Assignments**  
**EDACE 863 and EDACE 864**  
**Creating a Culture of Evidence and Inquiry: From Enrollment to Outcomes**  
**Kansas State University**  
**College of Education**  
**John E. Roueche Center for Community College Leadership**  
**Spring 2023**  
**All times are Central**  
**Trudy Bers, Instructor**

Week	EDACE 863 Assignments	EDACE 864 Assignments
1	<p><b>Zoom March 9 6-9 pm Central time</b></p> <p>Introduction to the course, to me and to one another</p> <p>Discussion of Week 1 readings</p> <p>Complete and submit your Learner Profile (25 points)  <b><i>Due March 8 by 11:59 pm</i></b></p> <p>Be prepared to provide your initial thoughts related to questions asked in your discussion post.</p> <p>Discussion post: Consider your own college or another community college at which you have worked. How would you describe the institution's culture of evidence and what data and statistics are regularly (however that's defined) presented and used? In addition to posting your work, respond to the postings of two of your classmates. What did you learn from them? (50 points)</p> <p><b><i>Initial post due March 10 and responses all due by March 12 11:59 pm.</i></b></p>	<p><b>Zoom March 9 6-9 pm Central time</b></p>
2	<p><b>Zoom March 16 6-9 pm Central time</b></p> <p>Discussion of Week 2 readings</p>	<p><b>Zoom March 16 6-9 pm Central time</b></p> <p>Create a 4-paragraph discussion post in which you discuss two specific takeaways from your reading in the Phillips &amp; Horowitz book and guest speaker (first two paragraphs), your overall takeaway (third paragraph), and what you are confused by or would like to learn more about (fourth paragraph). Be as specific as possible and use examples from the readings and your class notes.</p> <p><b><i>Discussion post due by March 19 at 11:59 pm</i></b></p>

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3	<p><b>Zoom March 23 6-9 pm Central time</b></p> <p>Discussion of Week 3 readings</p> <p>Your president is new to community colleges and has heard about a number of institutional, state and national resources that provide data about student progress and success at her college. She has asked you to prepare a short oral report that explains one of the resources—its strengths and weaknesses. Your instructor will assign teams of two a resource on which to report. Reports will occur during class.</p>	<p><b>Zoom March 23 6-9 pm Central time</b></p>
4	<p><b>On-site or Zoom residency March 31-April 1</b></p>	<p><b>Zoom residency March 31-April 1</b></p> <ol style="list-style-type: none"> <li>1. Before the residency, listen to virtual guest lecture by Rick Voorhees on Analyzing Curricula and Course Delivery. In groups of 2, look at the raw data in the Excel workbook, what additional questions besides those Rick discusses might you investigate with these data? What data would you use? Are there data not in this workbook that you would find useful in your investigation? If so, what are the data and why would they be useful? Be prepared to discuss during class.</li> <li>2. Class discussion on student success data. See the tab labeled “Definitions and Questions” in both Excel workbooks assigned for this week.</li> <li>3. In teams of 2, prepare two different graphic displays of data for each of two student success metrics presented in the Excel workbooks Example CC student success metrics by metric and Example CC student success metrics by year. Note the data in both workbooks are the same; they are organized differently. You may use a software program such as Excel or Tableau, or pens or pencils to create your displays. Be ready to share your screen and discuss why you chose your formats, colors, text, etc. (50 points). <b>Graphic Display due by April 2 at 11:59 pm</b></li> <li>4. Explanation of Data Summit presentation. Begin working on Data Summit presentations.</li> </ol>

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5	<p><b>Zoom April 6 6-9 pm Central time</b></p> <p>Discussion of Week 5 readings</p> <p>The vice president for student success has asked you to prepare a logic model and evaluation process for a program or service to improve student success. He knows little about how or why to evaluate a program or service so bear this in mind. Be sure to include an explanation of why you are collecting each data element. (100 points)</p> <p><i><b>Due April 10 by 11:59 pm (note, extra day given because of Easter on April 9)</b></i></p> <p><b>Continue to work on your Data Summit presentations.</b></p>	<p><b>Zoom April 6 6-9 pm Central time</b></p>
6	<p><b>Zoom April 13 6-9 pm Central time</b></p> <p>Discussion of Week 6 readings</p> <p>Be prepared to critique one of the strategic plans provided in the Canvas Resources, using the rubric in Hinton’s article.</p> <p>We will have an in-class discussion critiquing the plans.</p> <p><b>Continue to work on your Data Summit presentations.</b></p>	<p><b>Zoom April 13 6-9 pm Central time</b></p> <p><b>Prior to class</b>, work in teams of 3-4. Go to the website of the Texas Association of Community Colleges, <a href="https://tacc.org/">https://tacc.org/</a>. Explore the website to identify and describe what data are available. How easy was it to access the data? Were the data clearly described? Were you surprised by anything you found or expected to find but did not? How do the data relate to strategic plans? Make a list of the data you found about student access, enrollments, success and support services. Share your list during class discussion.</p>

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7	<p>Work this week is primarily asynchronous.</p> <p><b>I will schedule Zoom sessions with each team preparing a data summit presentation.</b></p> <p><b>Continue to work on your Data Summit presentations.</b></p> <p>We will use discussion posts to talk about accreditation standards, economic impact reports, preparing for data summit presentations, and other topics that may arise.</p> <p>Discussion post: Look at accreditation standards and data required for reaffirmation from The Southern Association of Colleges and Schools (SACS) and one other regional accrediting commission. Which accreditation standards are pertinent to a culture of evidence and institutional effectiveness and how would an institution demonstrate it is in compliance.?</p> <p>In addition to posting your work, respond to the postings of two of your classmates; what did you learn from them? (50 points)</p> <p><b><i>Initial post due April 21 and response due by April 23 at 11:59 pm</i></b></p>	<p>Work this week is primarily asynchronous.</p> <p>We may continue the discussion of the Texas data through asynchronous discussion posts.</p>
8	<p><b>Zoom April 27 6-9 pm Central time</b></p> <p>Discussion of Weeks 7 and 8 readings</p> <p>In groups, prepare and present an agenda and materials for a data summit about either student success or a college’s strategic plan, using information and data from one of your schools. The instructor will assign groups and schools. As part of your work, be prepared to explain why you chose the materials you used and other considerations that informed the summit. (200 points)</p> <p>Also complete and submit the Group Project Peer Evaluation rubric.</p> <p><b><i>Data Summit materials and group project peer evaluation rubric to be posted to classroom by April 30 at 11:59 pm</i></b></p>	<p><b>Zoom April 27 6-9 pm Central time</b></p> <p>Prepare and submit a 2-3 page paper reflecting on what you learned in this course and in EDACE 863, the relevance to your graduate work and careers of the EDACE 863 and 864 student learning outcomes, and recommendations to improve the courses. (25 points)</p> <p><b><i>Due by April 30 at 11:59 pm</i></b></p>
April 30		