

Assessment Committee Meeting  
Notes  
10/3/18

Attendees: Patti, Dan, Meg, Janell, Yuliya, Rhonda, Jeffrey, David, Kelly, Jallisa, Reyna, Lauren, Ana, Brandon, Arthur, Jennee, Jennifer, Quill, Bobby, Chris

### **Background and Context**

Assessment committee's role in SLOPE (Student Learning Objectives Persistence and Engagement) and HLC Academy

- Create guidelines, review, create reports, host trainings, look ahead, plan for the future
- Focused on looking at the different levels of student outcomes
  - Institutional outcomes 4 C's (Communication, Critical Thinking, Career and transfer readiness, Cultural Competency) have replaced lifelong skills
  - (No longer using lifelong skills, will now be using IHE outcomes)

### **Project SLOPE Phase 2**

- From here on this committee will look different because of our participation on HLC
- Committee is going to be a longer term commitment
- Once we complete the HLC academy, participation on this committee may change
- For now, a large amount of the work will be divided up amongst the committee
  - In November we will split up and divide the work up
- We are now college-wide and one large committee
  - HLC requires that all aspects of the college are measuring that we are making a difference for all students as they leave CCA.
  - Goal is to make sure we are all communicating on a regular basis. One of the reasons it's important for all of us to be in the same room is we all need to be using the same language. (Performance indicator v. measurement)
  - Have a streamlined approach for plans and reports, a standardized process across the college. It's about the iterative process. To see if what we are doing is effective. The goal is not to show how perfect we are.

### **Goal of this committee**

- Assess student learning, from our individual department around the 4 C's.
- Looking at where we are and our goals and being able to trace and map to 4Cs, skills, how students are learning, and how we are building to the 4C's from our individual department goals.
- Goal is to just make improvements. If we try something, measure it and it doesn't work, that's fine, we can then do something else. This should be a slow and steady process.

### **Past accomplishment**

- One specific project of the assessment was updating lifelong skills, and creating performance indicators (measurable things showing that the performance is being met). We want to take some of the work already being done, see what we can apply, and see what applies to other aspects of the college.
- Creating a model for how to effectively assess these goals/outcomes within each program we want to create something that will encompass everyone. That's why this group is so big, it

makes sure that all voices are here in the creation of something so this is not just a checklist activity.

- This group will look similar to project SLOPE. The large group will meet and have an update time at the beginning of the meeting and then break up for work group time so sub committees have time to work on very specific tasks.

### Questions

- What method are you using to get students involved? We have a student rep.
- What does SLOPE stand for? Student Learning Objective Persistence and Engagement
- Is there going to be a separate task force? No
- I understand that this committee is asking us to measure the student learning happening as it relates to our areas. Are the 4 C's asking for something different? Backward design, looking at the 4 C's first and where do I fit into these? We are not going to force a fit from everybody in all 4 areas. It will be very contextualized, communication will look different in each area. We asked the focus groups during Phase I, what should a CCA student have when they leave CCA, consistently these four things came through, 4 C's. Realize also it's about all of us together making that happen.
- What is Student Affairs doing? Student Affairs has been tasked with developing three student learning outcomes for the year and will be asked to measure one this year.

### Terms

Assessment - are our students learning what we say they are learning and are we testing to make sure they are getting better?  
Assessing student learning will always go back to the 4 C's  
Assessment should be going on at all times, but the goals of this committee is to look at competencies in these 4 areas.

Formative assessment, looking at it before the end of the students' time at CCA. Having the option to make changes before they complete. We can monitor the process and make improvements.

Measureable- Blooms taxonomy can give us terms that help us measure.

Can't measure "appreciate". Students will have "knowledge of"... we can measure.

### What do you need to help prepare you for next time?

- Visual of the overview of what's happened (CCA website, About, Assessment)
- A document outlining lessons learned, what we want and what we don't want

### Expectations for the next meeting

- Academy team will set up tasks lists for each of the goals into sub-committees and we will send this out to the group, think about what group you want to serve on,