Project SLOPE: Phase 1

Data Repository Committee Final Report

The Data Repository Committee was charged with completing the following tasks during Phase 1 of Project SLOPE:

- Survey the different assessment committees (including Academic Affairs, Student Affairs, Inclusive Excellence, and Guided Pathways) to understand what assessment data is currently being collected
- Identify what assessment data should be made available externally versus internally
- Recommend a more consistent and institution-wide approach to assessment

The committee was chaired by Lynette Jachowicz, Chair of Art and Communications Department, and HyeKyung Lee, Interim Director of Institutional Research. In addition to the chairs, membership in the committee was comprised of the following CCA employees:

- Meg Beck – Academic Affairs, staff
- Alicia Vasquez – Advanced Academic Achievement, adjunct instructor

Our committee included representation of faculty/instructor and staff members. However, to gain a more global perspective, we talked with people from across the college including Chris Tombari (Dean of Instruction), Kelly O'Dell (Faculty and Chair of the Academic Affairs Assessment Committee), Quill Phillips (Special Assistant to the President: Diversity, Equity, and Inclusive Excellence), and Tamara White (Associate Vice President of Student Affairs) who queried LeeDel Cohenour (Director of Career Services), Michele Hosaka (Testing Center Director), and Janell Lindsey (Director of Student Success).

Overview of Work Completed

We learned that the approach to assessment across the committees—and within different divisions—varied greatly. Some were still in the early stages of development, coming up with questions that will drive their next steps (e.g., Guided Pathways Assessment Committee) while others provide support, through training and recommendations, to help subgroups meet the individual needs/interests (as with the Academic Affairs Assessment Committee and the different academic departments/programs). What was consistent was a genuine interest in efficient assessment practice resulting in data that can be used to inform future practice; several people on different committees referenced the importance of being able to "close the loop."

A first step towards a more consistent and institution-wide approach to assessment is to standardize committee assessment reports (to include the same types of information). A basic framework will support more organized and efficient data collection efforts. Additionally, this consistency will help with understanding/evaluating and reporting results from the different committees across the college.