

Project SLOPE Task Force Meeting Minutes February 28, 2018

Committee Updates

- **Communications Committee**
 - Two major goals were to develop a glossary of assessment terms and devise a communication plan. (drafts of both are attached)
 - Currently have a draft of the glossary with 70 terms; pulled some terms and definitions from other colleges that publish their glossaries online, and wrote some as well.
 - Next steps: complete draft of glossary, start circulating to get feedback, start working towards a website that the glossary can be published on.
 - Website: decision to start by updating the current assessment page so all information is in one place. Connect with Joe Florkowski on this. Currently this page is buried on the website; suggestion to have a direct link from the “about CCA” part of the website.
 - **Emily Silvola with work with IT to create a central email address for all Project SLOPE communications.** Emily will receive emails sent to this address and triage them to the appropriate committee.
 - Updates from this committee will include the following:
 - Add all task force meeting minutes to assessment website.
 - Include an update in *Campus Connection*, the CCA Campus Newsletter.
 - Use meeting minutes to draft a brief update that will be sent out campus-wide from assessment email address.
- **Assessment Skill Development Committee**
 - Looking at the following areas in an attempt to provide a reverse design on this process
 - Lifelong skills training for everyone across the board (keep consistent with CCA institutional outcomes if these change)
 - Base building – going through basic terms, ideas behind using assessment to inform programs and instruction
 - Further down the road: designing assessments, using authentic assessments, writing measurable goals and outcomes, report writing/closing the loop.
 - Offer these in two modalities: Face to face components (workshops/trainings) and online options for some of the more basic skills (i.e. base building).
 - Next step: create the training plan for launch with dates beginning in summer 2018. Most of what is outlined to date are things that will come up further down the road. Base building is the first training to focus on.
 - Request that the fully developed report writing training be offered a few months before chairs and others will be writing reports on their work. Want this in place early enough that people can use this information when developing their plans for the 18-19 AY.
- **Data Repository Committee**
 - See handout from Bani. (attached to minutes)
 - Four assessment committees

- Four questions to each of the committees
- Student affairs assessment committee does not yet exist. Tamara is working on getting a group together.
- Each group is doing something unique, but there are some common threads. The committee will work towards making recommendations for consistency campus-wide.
- **External Stakeholders**
 - See handout with questions. (attached to minutes)
 - Planning to host four focus groups in March using the questions shared today.
 - The questions are for a variety of groups (business, industry, faith groups, etc.)
 - Used institutional outcomes and lifelong skills to build the questions.
 - Goal is to determine if the things we are going to assess are really the things that are important to these stakeholders.
 - Hope to have 4-5 people in each focus group meeting.
 - **Please send feedback on the questions to LeeDel by the end of the day on Thursday, 3/1.**
- **Internal Stakeholders**
 - See handout with questions. (attached to minutes)
 - These questions are intentionally different than the questions for external stakeholders. The investment that internal folks have in the institution is different than that of external stakeholders.
 - Ann Petti, John Young, Kyle Hirsch, Kathleen Martin, and Tamara Conley are all on this committee and helped develop the questions.
 - Brainstormed a list of who the stakeholders are, then concepts for questions.
 - Imagine three groups of internal stakeholders to invite to focus groups: current students, alumni, employees.
 - Emphasis on students sharing what is working well, and also what is lacking from their perspective.
 - Plan to take the feedback from focus groups and compare it with the feedback from the external stakeholders focus groups in order to identify the discrepancies and respond accordingly.
 - Will work to ensure that focus groups are diverse and represent all areas of campus, as well as all levels of employees. Will include staff who are engaging with students in different capacities. For students/alumni, will be intentional to get representation from all cross sections of our students.
 - **Please send feedback on the questions to Tricia or Tamara by the end of the day on Thursday, 3/1.**

Broke out into committees for the remainder of the meeting.