**A-Team Committee Meeting April 21, 2020**

Attendees: Jennifer Mersman, Jacob Chacko, Mike Wong, Natalie Cleary, Jesse Juarez, Amanda Ferguson, Andrew Mongomery, Tanika Gardner, Jessica Madrigal, Francisco, Gennie, Tanner Carollo, Jasmine Bustillos, Shelby White, Conrad Valdez, Jon Paul Hernandez, Veronica Guzman, Albert Angelo, Jackie Valera, Avi Rodiriquez, Maria Maldonado, Lisa Root, Judy Sylva

Goals

How can we support you in assessment work right now

Highlight learnings from the webinar

Pick up thread on Engagement Pathways

Plug these pathways into Impact Model

Next steps: map activities across pathways

Map measures across pathways

Evaluate measures against impact

1. Check-ins (Mike)
   1. How is everyone doing
   2. Where does assessment sit on your priority list?
   3. Thoughts/feedback on webinar we watched
2. Re-introduce Engagement Pathways Project (Natalie)
   1. Genesis and people involved
   2. Method of collaboration and how these themes were identified
3. Describe the PDC pilot project with IR (Francisco)
   1. Present PDC working table and infographic
   2. What does this tell us?
      1. Where the bulk of our activities are on the themes
      2. Demographics of students attending the activities
      3. Comparison with non-attendees on institutional outcomes of interest, e.g., persistence
      4. So this is a great way to get a snapshot of your programming as long as you’re tracking the info. (refer to template Andrew will give)
4. Using these pathways to map Impact (Jennifer)
   1. Impact steps from webinar: Step 1 impact Step 2 activities Step 3 Measures Step 4 Tell story
   2. Example activity map for residential life
   3. Color coded pathways table. Studied the pathways, and grouped them into logical impact areas…
   4. Impact + Pathways color slide into impact areas. I’ve drafted 3 “Impact Areas” to capture the pathways. Do these sit well? This is a working framework, and we might find through our work that there are more buckets for activity areas, and other Impact areas, but for now, can we use this as the framework?
   5. Let’s take a stab at mapping some activities. Volunteer?:
      1. Next steps would be to go through this exercise for each program area/office. I think it might be helpful to do this at our next meeting so that you all can gather the information you need to populate this table. Or take a stab and present it at the next committee meeting and we can talk through the alignments and factors.
      2. Once you have this organized at the conceptual level, the next step would be to get the student ID tracking template. Can work with me and IR to capture and organize this data, and translate it into that infographic to describe your events by thematic area. Like Francisco mentioned, this can really be informative to where the bulk of efforts are going.
      3. Doing this descriptive analysis can really highlights alignment. It might point out areas of over/under representation that may or may not align with your programming purposes. It can also highlight where it makes sense to focus assessment efforts.
   6. The next step outlined in our training was to plan and take stock of your measures. How will we show progress in these impact areas? T
      1. We can work through this as a group to do this across units. One way is to do like the example in the webinar. Take it by impact area for your unit. What are you currently assessing? Does that indicator relate to impact? If not, what measure would?
   7. The last step in the process of measuring impact is to share the story. This ties into annual reporting, the DSA strategic plan, all of which is in development. But ultimately, what we’re after to align with all of that is the division level assessment plan. There will be things that your area does that might not be represented here, and that doesn’t mean that it’s not important. It means that the assessment plan might need to include operational aspects/outcomes. We’re starting with our key impact areas to offer prioritization
      1. Once we’ve done the impact and experience mapping across the units, this can be compiled into a division level snapshot. This kind of view is the structure needed to guide the division level assessment plan.
      2. We can work on refinement toward comprehensiveness as we go – because continuous improvement is never “done”
5. Baseline Assessment <https://baseline.campuslabs.com/csu-sb/dsacultureofevidence>