

2020-21 CCAL Membership:
Alex Musselman (Chair) – STEM rep
Andrea Anthony – Business rep
Sarita Shukla – Education rep
Charity Lovitt – FYPP rep
Kristin Gustafson – IAS rep
Stoerm Anderson – NHS rep
Kara Adams – CBLR ex-officio
Penelope Moon – DLE ex-officio
Terry Hill - Student Affairs ex-officio
Leslie Hurst – T&L/Library ex-officio
Karen Rosenberg – WCC ex-officio
Daniel Nyachuba – IR ex-officio
Adrian Sinkler – IR ex-officio
Natalia Dyba – Connected Learning
Keita Shimizu - ASUWB

**Campus Council on Assessment and Learning Meeting
Apr 7, 2021, 1:30p - 3:30pm via Zoom**

Present: Alex Musselman (chair), Natalia Dyba, Stoerm Anderson, Karen Rosenberg, Leslie Hurst, Daniel Nyachuba, Andrea Anthony, Charity Lovitt, Pen Moon, Terry Hill

Welcome and Check-in

Approve Minutes: March 3 minutes approved

Discussion Items:

Assessment of Diversity ULG Progress Update, Natalia Dyba

Dyba shared spreadsheet with council and provided update on Diversity ULG Assessment work.

- First tab of spreadsheet maps diversity-related LOs reported on inventory forms and in supplemental documentation to multiculturalism vs. critical theory frameworks. As expected, most align with the multiculturalism approach. Green shading indicates school or unit-specific LGs/LOs; blue shading names outcomes from external accreditation bodies, where unit-specific LGs/LOs are lacking.
- Dyba's report
 - 3 schools take cultural pluralism/multicultural approach to diversity (FYPP, BUS, STEM)
 - 2 schools have an emphasis that align with critical theory approach to diversity (SES, IAS)
 - SNHS occupies space in between, approach is less action oriented than other schools that embrace critical theory approach
- Analysis #1: Themes/trends that emerged from feedback from schools (Started with learning outcomes and critical perspectives from 2015 report, as well as observations)
 - Self-awareness
 - Structural understanding
 - Multiple perspectives
 - Collaboration/dialogue
 - Prepping to understand diverse needs
 - Acting to create inclusive environments
- Analysis #2: Themes emphasized in exemplar courses
 - Courses listed in descending order of enrollment (high to low)
 - Depth of gold correlates to course level (lightest = 100-level courses)
 - Themes manifested slightly differently
 - Perceived difference in levels of expectations across courses - suggesting need for more clarity about minimum expectations
- Comparison

- No schools emphasized self-awareness, but the theme was prevalent at course level
- First three themes (self-awareness, structural understanding, multiple perspectives) are emphasized most heavily across courses
- Feedback from CCAL March Meeting guiding this initial work
 - What should be the baseline level of understanding of diversity for *all* UWB students?
 - What are the common themes many units see as important?
 - Map current diversity-related LOs to multiculturalism vs. critical theory
 - Use critical perspectives framework (from 2015 working group report)
 - Map commonalities across DIV courses

Questions/Concerns/Feedback

- Syllabi did not state performance criteria/metrics – might be too much in the weeds to pursue this data
- How did the various theoretical frameworks used by the schools impact assessment?
 - Unsure of the immediate impact on assessment, but does surface a potential challenge of aligning campus to a particular framework
- Data reveals a potential misalignment between perceived and actual strengths - exposes gaps that we can address
- Milestone model helps tease out where and how learners are encountering this content/information
- Looking forward to different data visualizations
- Would units find value in checking in to see if Dyba's interpretation of learning goals, etc. are accurate?
 - Could be helpful to let instructors of exemplar courses dig into the document; or curriculum committees, divisional councils
- How do we balance where we're at (multicultural focus) and where we might want to go? What do students and faculty care about and what future do they envision?
- Collaboration/Dialogue line of rubric is under construction :)
- Does the group feel comfortable with the themes to move forward with further analysis?
 - Fact that the themes are grounded in previous work (2015 report) seem to suggest that they are useful for moving forward.
 - Sense that SNHS faculty might need to weigh in
- Would it be helpful to get folks who worked on the 2015 report to vet the current analysis?
 - Not many left. Sam al-Khoury, Alka Kurian
 - Is there value in simply looking forward?
 - Previous work is now a bit dated. We're always going to feel a bit uncomfortable moving forward, but that's ok.
- **PRIMARY FOCUS MOVING FORWARD: What is the minimum threshold for students across campus? What's the baseline understanding of diversity that we're looking to meet?**

- What should happen before next meeting?
 - Dyba can conduct analysis through May
 - Dyba will finish adding content for additional exemplars
 - Committee will dig in and add feedback, ideally within a week, via Google doc that Musselman will share
 - Focus of feedback would be how the process and analysis aligns with their understanding of course/school goals

Adjourn Meeting

Minutes submitted by Pen Moon

Meeting adjourned 3:30pm

The next CCAL meeting will be May 5, 1:30 – 3:30pm