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

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
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