

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

Campus Council on Assessment and Learning Meeting Dec 8, 2020, 9-11am, via Zoom

Present:

Welcome and Check-in

Approval of Minutes: Nov 3 Minutes Approved

Informational Items:

- VCAA Jones has tapped Natalia Dyba to do assessment work.
 - 4-5 hours per week starting in January. Chair will invite her to attend CCAL meetings
 - Chair will learn more about what position will look like & how CCAL will help define
- Academic Affairs, FYPP, and IAS circulated video focused student evaluations
 - Explains how evaluations are used and helps students think about things like bias
 - Link to video should be included in emails asking students to complete evaluation.

Discussion/Questions:

- Now that evaluations are online, students receive email with link to evaluation, allowing them to complete it outside of classroom time. This doesn't allow for context or community. Doesn't seem right to have evaluation come from an outside source.

Discussion Items:

Review and Provide Feedback on [Draft Data Collection Tool](#)

Musselman opened discussion explaining that VCAA Jones and Assoc. VC of Student Success, Cinnamon Hillyard, determined that Academic Affairs will reach out to schools/Dean with Data Collection Tool, with the goal of learning what ULG assessment currently looks like in each school/unit. Natalia Dyba will be the face of this work and CCAL reps will be kept in loop.

Discussion/Questions:

- This is a tool to conduct performance assessment for each of the UWB ULGs
- Who sets metrics goals?
 - This is a “what is currently happening” tool, so the schools determine that
 - What's current performance level at which a school considers a student has met an ULG?
- Assessment work done 5 years ago could be useful to those trying to identifying metrics.
 - Provide Deans/schools with information and contacts for that work.
- Would be helpful to provide a sample of a completed performance metrics to schools.
- CCAL was focuses on assessing only one ULG? Has that changed? More manageable for schools to complete tool for just one ULG. Could result in more responses and more thoughtful responses.
 - CCAL chair has and will continue to suggest focusing on just one ULG
- Will schools be asked to do this work as part of accreditation anyway?
 - Unsure
- Will units outside of schools be asked to complete this?
 - CCAL chair has made that request to VCAA
- Some courses are not offered every term yet are listed as courses that meet ULG. Schools need to rethink that.
- Could be useful to add a column to the tool asking for minimum threshold and explain how they know it's been met.

Musselman will ask VCAA about timeline for work and revisit idea of focusing on assessing one ULG. She stressed that what is most important is that UWB is planning for and making progress toward creating a narrative around assessment. If schools are asked to complete tool for all ULGs in a short timeframe, CCAL will need to help in making that happen.

Review and Provide Feedback on [Draft Assessment Process](#)

Musselman explained that VCAA Jones is requesting feedback from CCAL on the Assessment Process draft and she will then share it with Deans for feedback in terms of assessment process for entire campus. VCAA Jones recently attended assessment conference and a particular session on campus-wide assessment of ULG. Do CCAL goals and role make sense?

Discussion/Questions?

- Number 1 Feedback:
 - Does “faculty-driven assessment process” mean all faculty will be involved?
 - Unknown
 - Collecting data specimen at faculty level will take a lot of coordination. Enormous operational/organizational lift.
 - From which levels do we want data? (University? School? Unit?, Individual Faculty?) Broad or granular? The more complicated, the less sustainable
 - Goal is to develop formal language to establish processes.
 - How does data collection tool tie into this ULG assessment process?
 - Assessment tool with help inform this process.
 - What units can CCAL connect with to help with work?
 - FYPP, AOC, STEM curriculum group, etc.
 - What is CCAL’s role?
 - CCAL developed as usher of ULGs. Seems out of scope for CCAL to define and assess goals.
 - CCAL has trouble defining what it needs to do. Expected to be advisory about assessment so we reach out to people who are assessment experts.
 - What is realistic for CCAL to do in the timeline?
 - “Organize data for CCAL evaluation?”
 - What does that look like? CCAL leading that? Or reviewing that work?
 - Need to keep asking questions and defining CCAL. Campus is changing. CCAL projects lack scope and definition.
- Number 2 Feedback
 - Do school’s develop performance indicators? Or does CCAL?
 - How you would assess outcomes in STEM vs IAS is going to be different. Seems difficult for CCAL to “define ULGs”.
- Number 3 Feedback
 - Rubric is for assessment but not for performance level, that cannot be determined by CCAL. Performance level should be determined at program level.
 - CCAL provide common framework in which program level data can go and standard language.
 - Mastery determination should not be CCAL
 - What is considered innovative with vary from school to school. Different norms.
- Number 4 Feedback
 - Ideal scenario since coordinator position doesn’t currently exist.
 - Faculty committee in each school/unit to collect data

- The larger the number of points of contact, the harder it is for coordinator to manage
- How do we centralize data? Should CCAL recommend software?
 - Coordinator would have familiarity and could organize that
- Number 5 Feedback
 - Learning Community focusing on this could provide methods and info. Sinkler and Adams are part of that learning community.
 - Equity Across Curriculum Initiative could also have resources
 - Reasonable lift for CCAL? If not, what would CCAL need in order to accomplish this?
 - Something to discuss with VCAA
 - Assessment is typically not done by committee, usually has an owner.
 - CCAL can provide guidance and direction for assessment but actual assessment needs to happen at the various levels.
 - CCAL can provide structure, framework, common language
 - Eventually, everyone needs to own part of the process. CCAL will share responsibility with units, providing strategic direction and guidance.
- Number 6 Feedback
 - Who owns and is responsible for sharing the data and conclusions for units to use?
 - CCAL contact Karen Rosenberg about Learning Communities to be stake holders.
- Student voices need to be in the conversation as well.
 - Chair can ask to have student rep on CCAL. Are there other ways students can be involved in process?
- Caution against tool overload. A tool added increases faculty work, decreasing chances they will participate
- Best Practices Section:
 - Not much about assessing if goals are met, language unclear.
 - Assessment should reflect evidence-based processes/practices and we should take advantage of the work already done at other institutions (while also recognizing the unique needs/nature of UWB)?
- Chair hopes to have timeline for work in Winter. Will reach out via email to get that established.
- Discuss [Final Report from the Diversity Assessment Working Group](#)
 - Council ran out of time and was unable to discuss this agenda item.

Meeting Adjourned

Minutes submitted by Dawn Moncalieri
 Meeting adjourned
 The next CCAL meeting will be Jan 6, 11:30am