

Campus Council on Assessment and Learning Meeting
Feb 3, 2021, 11:30am-1:30pm via Zoom

Present: Alex Musselman (chair), Kristin Gustafson, Sarita Shuka, Pen Moon, Karen Rosenberg, Daniel Nyachuba, Keita Shimizu, Andrea Anthony, Kara Adams, Stoerm Anderson, Leslie Hurst, Terry Hill, Natalia Dyba, Charity Lovitt, Adrian Sinkler

Welcome and Check-in

Approval of Minutes: minutes approved.

Introduction of Student Representative Keita Shimizu

Musselman welcomed Shimizu (ASUWB Pres. - Senior, Health Studies) and lead a round of introductions.

Discussion Items:

- **Review [Future Plans Survey](#) in order to provide feedback to Institutional Research**
Sinkler asked CCAL to review survey to determine if current questions can be revised or new questions added in order to gather info on ULGs. He explained that questions about career outcomes will removed and questions about experiential learning and other experiences added. Sinkler then opened discussion to the council, asking how survey might be used as an opportunity to assess if ULG are begin met:

Discussion:

- Survey is currently very long but several questions will be removed before being finalized.
- Pandemic will affect some answers (i.e. extracurricular activity) but survey needs to be written for beyond Covid-19. Some questions can be deleted for this year and added back later
- Should consider adding actionable-item language to front of each statement.
- Survey is not necessary for career services so can be opened to CCAL for assessing ULGs
- To what extent do these questions need to be aligned with the NACE competencies?
 - Questions can be updated/changed
- CCAL needs to assess how/if survey prompts align with ULGs and make suggestions if there are better ways to tie ULGs in
- Goal of CCAL is to determine if current survey can be used to gather ULG info or if questions need to be changed or new questions added
- Current wording of survey is more career focused, whereas the language in the ULGs is more inclusive of different disciplinary ways to approach communication, better at reaching across
 - Subsets can be added to assess ULGs, can be both career and ULG focused
 - Multi-item approaches are ideal if we can keep the overall survey relatively short.
- Council broke off into small groups to determine how ULGs are represented in survey questions.
 - What is represented? Is something missing? What complementary questions could CCAL add to help make it suite ULG assessment?

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

Breakout Room Results

- **Group 1**

ULG 1: Knowledge of academic and professional theories, practices, and identities within disciplinary and interdisciplinary fields of study)

- ULG 1 is not represented in survey. Too broad, vague, tries to hit on too many things. Universities tend to imbed those goals in other, more specific learning goals.
 - CCAL needs to decide if assessing ULG 1 in this survey is valuable
 - There is value in the ability to think beyond one's own perspective, should considering keeping that piece.

- **Group 2:**

ULG 2: Understanding of diversity in cultures, identities, backgrounds, and experiences among individuals and groups

- Suggest adding "from multiple perspectives" to first question to include idea that multiple perspectives are important in decision making.
 - Employers may be measuring from a different standard

Ran out of time to hear reports from the rest of the breakout rooms, will be continued in next meeting.

- **Assessment of Diversity ULG Progress Update**

Dyba shared the timeline and key target dates now established for the ULG assessment work

- Jan - requests to schools for ULG assessment info with Mar 1st deadline.
- Apr 7 - Dyba will present compiled school submissions, share findings, gather feedback at CCAL meeting in preparation for creating summary report
- May 5 - Dyba will present summary report to CCAL
 - Tracking document will go to GFO, VCAA, CAD, schools
- Jun - Dyba will provide report (updated based on feedback) to VCAA
 - Report will be helpful to future Assessment Coordinator (hiring in June)
- CCAL reps need to provide additional points of contacts to Dyba - some are not responding
- Dyba recommended a video produced by San Diego University that illustrates their process of evaluating student work.

Meeting Adjourned

Minutes submitted by Dawn Moncalieri

Meeting adjourned 1:30pm

The next CCAL meeting will be Mar 3, 11:30am