

**Campus Council on Assessment and Learning Meeting
May 5, 2021, 1:30am-3:30pm via Zoom:**

Present: Alex Musselman (chair), Natalia Dyba, Gina Christian, Daniel Nyacuba, Leslie Hurst, Charity Lovitt, Stoerm Anderson, Sarita Shukla, Kara Adams

Welcome and Check-in

Approval of Minutes: Minutes approved

Discussion Items:

Review CCAL 2020-2021 Goals and Purpose

- Two primary focuses of 2020/21 charge letter: 1) Create summary of current performance metrics, assessment tools or methods, and data on one or two Undergraduate Learning Goals (ULGs) and 2) What did we learn? How will it shape accreditation and assessment policy work?
 - CCAL opted to focus on Diversity ULG (DIV)
 - Goal is to determine ULGs all UWB graduates should achieve, then establish rubric
 - Dyba's work looking at what school assessment initiatives currently look like and how that can help point to what campus-wide level should look like.
 - VCAA developed assessment process based on feedback from CCAL
 - What the assessment process would look like on campus and what role CCAL would play
 - Focus should be on improving student learning and initiating intentional campus-wide assessment efforts.
 - Prior to this year, no assessment efforts campus-wide.
 - Recent accreditation feedback indicated that assessment work needs to be done at UWB
 - No formal feedback on recent accreditation being shared yet
 - Tri-campus accreditation but recognized that UWB should be doing its own accreditation
 - Accreditation body most interested in general education requirements, not UWB requirements
 - Expectation is that UWB is doing campus and system side assessment of student learning as a whole.
 - NWCCU rubric helpful to show what assessment plan looks like

Discussion:

- Any further guidance on what "validity" might look like?
 - Standard for construct validity hard to establish, don't have resources. Mixture of methods will help bolster validity of some of the measures.
 - What other data sources or assessment methods could be used to triangulate the assessments that would be going on in schools based on student work?
 - Future Plans Survey
 - NESSE survey

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
Gina Christian – Std 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

Discuss Wording of Proposed Themes Emphasized in School/Unit ULGs

- In previous CCAL meeting, reps asked to review how Dyba had mapped out school goals as they relate to DIV ULG.
 - Themes resonated as being appropriate under DIV ULG. Now, need to ensure descriptions make sense.
 - CCAL also needs to decided minimum performance level expected of UWB graduates
 - For campus-wide assessment, more appropriate to have “met or not met”, further assessment detail more appropriate at school level?
 - CCAL agreed to move forward with “met or not met” standard
- What is the minimum threshold we can expect from UWB graduates in the 4 different themes?

Discussion:

- Not all schools found the theme of structural understanding useful. So, do we leave it off? Or make the minimum threshold 3 out of the 4 themes?
 - These minimum competencies are at an attainable level, all students can and should be expected to meet minimum standards of all 4 themes
 - Want to make sure we aren't over assessing and creating a more difficult assessment process later.
 - There is general consensus that Structural Understanding is important, especially as campus emphasizes equity and diversity. Including structural understanding could foster discussion around how schools can build that out more
 - Help schools see what their targets should be
 - Structural Awareness piece shows UWB assessing where we are & what we value
 - Could include all themes but let schools know that they don't have to assess them all at once. Could asses 2 one year and 2 others the next.
 - Take little steps rather than throwing all themes at schools at once.
 - Keeping structural understanding piece is important and build toward it in small steps
- What is the 5th theme, “dialogue” about?
 - Theme created by 2015 working group that doesn't include “collaboration” piece. Included because of the good wording, could help in developing other themes.
- CCAL needs to articulate minimal threshold levels for each theme. Proposed language will be provided to schools and schools decide what they will use to asses.
 - CCAL will propose draft language but not make decision for campus. Will gather feedback from faculty who teach diversity courses and sit on diversity committees
 - Nuanced rubrics helpful at school level but for CCAL purpose of assessing ULG, “met and not met” is appropriate.
 - Each school will develop their own process, CCAL would not do the assessment
- CCAL determined which levels they consider a minimum threshold for each theme:
 - **Self-Awareness:** “Identifies own preferences and biases and articulates new insights gained through interaction with others.
 - **Structural Understanding:** “Articulates how power and privilege are culturally and structurally derived.”
 - **Multiple Perspectives:** “Applies multiple perspectives representing diverse views and voices in order to deepen understanding.”

- **Collaboration and Dialogue:** “Demonstrates, through practice and reflection, skills for effective dialogue and collaboration with others from varied background and experiences.”
 - CCAL agreed that sharing assessment rubric outside of CCAL is appropriate
- Next meeting, CCAL will be asked to provide feedback on how courses will be determined CEL
- Next meeting, CCAL will vote on 2021/22 chair

Action Items:

- Musselman and Dyba draft message to accompany assessment rubric to send out for feedback:
 - CCAL reps share out to schools/units for feedback.
 - Musselman and Dyba share with faculty who teach DIV courses and sit on DEI committees for feedback.
 - Open for feedback May 10 - May 17.
- If CCAL reps haven't done so already, go back to rubric and look at your school/unit and evaluate your school's current assessment progress.

Meeting Adjourned

Minutes submitted by Dawn Moncalieri
Meeting adjourned 1:30pm
The next CCAL meeting will be Jun 2, 1:30 – 3:30pm