

## **CWAAC Minutes, 10/28/2020**

**In attendance:** Michael Unger, Caroline Brisson, Sarah Carberry, Christina Connor, Susan Gaulden, Tim Hasse, and Sharon Leathers. **Not in attendance:** Gilad Cohen, Stacie Taranto, Gurvinder Khaneja.

- **CWAAC discussed Unit and Program assessment updates**

- Programs that do not submit assessment plans by Nov. 1 should be reminded immediately to make sure there is enough time to review 2020/2021 assessment plans given the pandemic-related submission extension.
- Assessment will continue under remote conditions. If programs encounter problems, we will encourage them to complete an assessment by either altering their assessment methods or select outcomes that are easier to assess under current conditions. Mike will send CWAAC points from the [remote guidance assessment memo](#) to facilitate communications with groups indicating they are unable to assess due to remote conditions.
- **CWAAC discussed Curriculum Maps**
  - If necessary, remind programs that progressive curriculum maps should have one level of proficiency per outcome - course box. Programs are free to pick either progressive maps (e.g., Introduce Practice Master) or check offs ("X" in relevant boxes).
  - Programs should include required courses and learning experiences in curriculum maps, but do not need to include electives unless these electives are grouped by defined categories that all students must fulfill. The entire category can be mapped to program outcomes as opposed to listing each elective course.
- CWAAC members will upload 2019/2020 Assessment Reports and 2020/2021 Assessment Plans to [google drive](#) as these are submitted.

- **SPOL**

- Mike Unger provided a SPOL update and brief tour of the program
- The discussion led to two points resulting from shortcomings in the template
  - The template sometimes refers to percentages. When possible, please ask groups to submit the actual number of student products rather than the percentage of the class. Also, if possible, programs should be asked to include the number of students at each level of proficiency rather than just a percentage. Last, if a program is conducting a syllabus audit, it should report the number of courses in the sample rather than stating "all courses taught" in a semester.
  - Combining the prospective plan and retrospective report into one template had led to some word choice issues--particularly past and future tense. These should be resolved in the next template.

- **Assessment Website**

- CWAAC concluded that the assessment website has a low profile and is not very useful for internal audiences such as faculty or staff.
- CWAAC will consider changes to the website to better reflect our assessment progress, communicate results, and provide faculty more useful information.

- **Meeting adjourned**