

**Campus Council on Assessment and Learning Meeting
Dec 2, 2021, 9:30 – 11:30am via Zoom**

Present: Alex Musselman (chair), Braxton Goss, Daniel Nyachuba, Leslie Hurst, Gina Christian, Jose Rodriguez, Charity Lovitt, Sarita Shukla, Kara Adams

Informational Items:

- Musselman welcomed Adams and Lovitt back to CCAL
- Approval of Nov 4 minutes deferred due to lack of quorum

Discussion Items:

Diversity ULG Work Update

Jose Rodriguez, Assessment & Education Innovation Specialist

- Phase 1 of Diversity ULG assessment completed
- Moving into phase 2:
 - Operationalizing next steps written in assessment delivered to CCAL in Fall 202
 - Drafting syllabi language
 - Will be using metric designed by CCAL (with faculty input) to assess if student assignments align with metrics
- Draft Language for specific course syllabi: *The University of Washington-Bothell is an institution of continuous improvement. Student assignments are randomly reviewed after the course ends to assess alignment to one of its six institutional undergraduate learning goals. No student names or grades will be identified. If you decide to opt out, please email Dr. Jose A. Rodriguez, Assessment & Education Specialist, at JAR25@uw.edu.*
 - Completed IRB to ensure processes are legit. IRB determined this is not human subject work, it is institutional work
 - Met with registrar, provided syllabi language and worked out logistics and implications around security and delivery of student work.
 - Ran language past other registrars who also determined that this work is for “legitimate institutional purposes” and not research
 - Met with IT to discuss processes and explained that student work will not be delivered manually, not electronically.
 - Next, will meet with assessment leads to discuss language, process, phases of 1st ULG.

DISCUSSION:

- Since there is some lack of alignment between the Diversity ULG and courses with DIV designation, is there a mechanism to ensure this language will be on syllabi?
 - Courses identified in inventory form were used.
 - Future conversation may include more courses but, before that, there needs to be more education around what we are doing.
- Does it make sense to make the language part of all syllabi across UWB?
 - Stick with diversity courses because people outside of CCAL haven't seen the language and faculty might push back on this.
 - It is difficult to get language added to all syllabi

2021-22 CCAL Membership:
Alex Musselman (Chair) – STEM rep
Andrea Anthony – Business rep
Sarita Shukla – Education rep
Charity Lovitt (Linda Watts sub for Oct/Nov) – FYPP rep
Sara Maxwell – IAS rep
Stoerm Anderson – NHS rep
Kara Adams – CBLR ex-officio
Amy Stutesman – DLE ex-officio
Gina Christian – Std Affairs ex-officio
Leslie Hurst – T&L/Library ex-officio
TBD – WCC ex-officio
Daniel Nyachuba – IR ex-officio
Adrian Sinkler – IR ex-officio
Braxton Goss – ASUWB

- In order to share work from classes, will Jose be added to classes or will faculty have to download work and share? Could be a big lift.
 - In order to secure student privacy, faculty will not be asked to download or store assignment
 - Faculty will identify assignments and then Jose will randomly choose some of those assignments, which will have no identifying information.
 - In order to ensure ethical process, the faculty committee involved in the assessment process will not contain faculty who taught the specific courses from which student work was pulled
- Good idea to reach out to the faculty who teach the courses identified in initial inventory work to gather feedback
- **ULG-Community Engagement**
 - A lot has already been inventoried which gives CCAL time to complete the work
 - Next, conversations around rubric and implementation.
 - Inventory is only for courses, doesn't include other departments (student affairs, library). Need to strategize a way to engage those other departments to see how we can assess CEL there. May need another metric or may be outside of realm of CCAL
 - Conversations last year with VCAA and other interested parties determined that CCAL is faculty-focused and should focus on what is happening within schools.
 - Work being done outside classroom is important and may be included in the future but, for now, can't assume students are having these experiences outside the classroom so scope is limited to courses
 - What is the plan for bringing the faculty who taught classes identified in the original inventory back into the fold? Wondering how much got filtered back to those faculty teaching those courses.
 - Rodriguez will identify and meet with them soon (along with assessment leads and faculty who will be teaching the courses)
 - Context and rubric need to be to faculty before finals week, early January will be too late
 - Rodriguez will provide rubric to CCAL in January, address it in February and share process update and what is being learned from first ULG assessment that may lead to modifying the second ULG assessment
 - Rodriguez asked CCAL to continue to share info with him and together can identify the pain points and continue to learn
 - Rodriguez continues to work on identifying assessment points of contact. Some have changed since the work in the Spring but continuing to identify and firm up that info

Community Engaged Learning (CEL) Work

Kara Adams, Director of Community Engagement

- 3 years ago, work started to add CEL learning goal
 - Why a CEL course designation?
 - Student visibility
 - Supports assessment of community engaged learning campus-wide learning goals
 - Enhances quality
 - Addresses gap in Carnegie work

- Two processes happening at once:
 - Tri-campus wide CEL definition and registrant tagging happening
 - This is not a general education requirement which impacts which letters we can use.
 - UWB internal process for designation CEL courses
 - Creation and Feedback loops
 - Criteria. Started with 8, narrowed down to 5. 3 theoretical frameworks linking work to
- Next Steps:
 - CCAL review, finalizes, and approve CE rubric
 - CCAL present rubric to GFO EC for feedback and approval
 - Question: Does there need to be another rubric for student work?
- Discussion around CEL Draft Form and CEL Draft Rubric
 - Draft CEL Course Designation Form
 - Includes proposed UW-wide community engaged course definition that has not gone through official vote or process, still a conversation at tri-campus. Unsure if a campus-wide definition will even be needed/wanted.
 - Includes Demographic info about the school, complexity around if course is new or existing
 - How can a tag belong to a course no matter which faculty is teaching it vs. a course section? Trying to model two decision trees for those course processes
 - Unsure if these options exist for other designations like W.
 - Still not determined how these course designations will be approved and by what body. Not sure how fast or if there can be a rolling review body?
 - General criteria questions have gotten the most refinement but there is still room for further feedback
 - These criteria were developed internally at UWB to map onto the CE ULG and mission
 - Are there multiple exit points, if the CEL components are no longer working?
 - Still thinking through how to toggle that off. Haven't thought about that mechanism
 - Courses designated permanently, it would be school decision to determine how to exit
 - CEL Draft Rubric
 - Proposed tri-campus definition should be taken out
 - Conversations around what IS evidence were had
 - Examples of all areas would be helpful for reviewers to understand what they are looking for
 - Review body would use this rubric while reading faculty course designation form
 - Still need to develop rubric to measure student learning when it came to what is actually happening in courses.
 - Gauging 20% CEL component. Is that course content? Or actual content?
 - Adams explained that the following statement was decided upon after robust discussion: "Assignment & activities related to the CEL component

should comprise 20% or more of course contact hours.” “Contact” includes student effort in or out of class.

- Could benefit from adding clarity of engagement in rubric. Could be helpful if there were further description/examples

Musselman asked council to review and provide individual feedback directly on both of the documents before the January CCAL meeting. Adams will incorporate all feedback and provide CCAL with an updated doc to review in January.

Other Discussion Items and Upcoming Action Items

- Musselman asked CCAL members to consider the CCAL chair position as she will be going on maternity leave in Spring
- Council discussed Winter meeting schedule
- **Action Items:** CCAL provide feedback on the CEL Course Designation Form and Rubric before January CCAL meeting

Meeting Adjourned

Minutes submitted by Dawn Moncalieri
Meeting adjourned 11:30
The next CCAL meeting is Jan 18, 9:15-11:15am