Discussion Items:

- Winter Term Data Collection - Representative shared unit SET and ULG goals:
  - Business: Not present
  - Educational Studies: Nothing to report yet
  - FYPP: Not present
  - IAS: Spoke with associate dean and members of curriculum committee
    - Robust engagement with IAS ULG - introduced in first course, reinforced in last
    - Portfolio based, students write to IAS ULG
    - Less mapping of IAS ULG to UW Bothell ULG
    - No IAS policies/practices around SET other than commitment statement from personnel committee
    - Created robust resources for faculty around peer review
      - 2018 evaluation of effectiveness of assessing via capstone projects found that it is difficult to gather student portfolio data consistently
  - CBLR:
    - Post survey goes out last 2 weeks of known CBLR courses: “Due to CBLR, I gained greater critical awareness in the readings of this course” (Scale 1-5)
      - Created in 2010 without backbone of campus-wide ULG. Have since determined 2 of 30 questions could be mapped to ULG
      - Schools would like to have aggregated data, useful to see what competencies students are gaining through CBLR
  - STEM: Spoke with interim dean
    - Currently no ULG for entire school of STEM
    - Prior to STEM, Science & Technology (S&T), had programmatic learning goals
    - Common view of ULG in STEM is that they should be viewed across campus not in each school or class
    - Biological sciences only group within STEM with clearly articulated ULG
      - Faculty expected to tie to ULG in annual reviews, goals and objectives, P&T, etc.
    - Suggest mapping ULG to areas of knowledge course codes
      - Useful to determine breadth of ULG being met with current curriculum
      - Common language needed across school/campus, ULG, and areas of knowledge
      - Need to consider transfer students – how much is a UWB experience?
      - Not all courses have an area of knowledge
    - Encourage units to tie annual reviews, P&T, etc. to campus ULG
    - Suggested SETs weighted more heavily than is appropriate in tenure and promotion
    - SET quantitative data seen as valid but evaluating the numbers is difficult
    - SET used as proxy/measure for teaching effectiveness
      - Not required to evaluate every course every term but most do, leading to those who don’t being called out
STEM Council for Equity and Inclusion currently leading work on SETs. Musselman will reach out to Geetha Thamilarasu (Chair) about possible collaboration

Musselman contacted Becca Price (Chair, CCPT and Co-Chair of IAS Personnel Committee) about unit culture statements around SETs. Suggest inviting Price to CCAL to share expertise and data

NHS: Spoke with program directors, associate dean, and dean

- Health Studies using ULG as hoped, considered important, mapping program to them
- Nursing programs have regulatory and accrediting standards and bodies at state and national levels, do not have bandwidth to include another set of statements
- SETs reviewed regularly, recognized as student satisfaction not teaching assessment
  - Faculty with difficult courses tend to trend lower in SETs
  - Peer learning reviews considered even less useful than SETs
  - Assume if class is passed, ULG met
  - Currently have no specific or meaningful ways to address and assess learning prior to and after curriculum.
  - If evaluations viewed as a formative process, better information could be gathered

Library:
- Goal is to improve practice and inquiry into student learning.
  - Do not teach credit-bearing classes, collaborate with faculty to integrate instruction
  - Do not have faculty status, promotion process mirrored off of faculty code
    - Teaching evals not required but, if teaching is core tenant, it will matter
  - Do not do SETs. Instead, students self-report, more formative
  - Peer teaching evals not required, a rich culture of teaching and learning exists
  - Group self-mobilized 3 years ago, formed peer teaching observation group
    - Cohort of 3-5, semi structured, based on philosophy of critical friendship
    - Critical, constructive, and positive observations
  - Information Literacy Learning Outcomes predate ULG. Established 2011, revised 2015. Ability and potential to map to campus ULG is definitely there
    - Select a class every few years, collaborate with faculty member to identify what outcomes already teaching to, collect work students are already producing in order to display evidence of those outcomes
    - Rubric developed, all librarians and faculty member debrief, rate student work, develop reports and summaries, etc.
    - Generative qualitative and quantitative observations. Helpful in modifying

Student Affairs
- Learning goals within functional areas/departments but not mapped to campus ULG
  - Division has had enormous grown and turnover, challenging to map to numerous guiding documents and priorities
  - Looking at next strategic plan and want to tie into ULG then

- SET reported as an “adjusted mean”. What does that mean? Adjusted for what?
  - Adjusted for what?
• Timeline and action items
  o Musselman will write first draft job description for VCAA, will share with CCAL before next meeting for feedback
  o Musselman requested one-page summary of SET and ULG summary report outs
  o Project appointee could potentially use Tracdat or other tools to map mission, strategic priorities, etc.

Minutes submitted by Dawn Moncalieri
Meeting adjourned at 10:35am
The next CCAL meeting will be March 10