

Campus Council on Assessment and Learning Meeting
February 11, 2020, 9:30 – 10:30am in DH 352F

Present: Alex Musselman, Kara Adams, Rejoice Akapame, Stoerm Anderson, Kristin Gustafson, Terry Hill, Leslie Hurst, and Daniel Nyachuba

Absent: Daryl Manullang, Charity Lovitt, Andreas Brockhaus

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

- SET reported as an “adjusted mean”. What does that mean? Adjusted for what?
 - 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 growth and turnover, challenging to map to numerous guiding documents and priorities
 - Looking at next strategic plan and want to tie into ULG then
- **Budget Request Next Steps**
 - Project appointment position description written by CCAL, mutually beneficial to the goals of CCAL and VCAA goals for institutional accreditation.
 - Ask for 20-hour 9-month appointment to create systematic institutional assessment goals.
 - Ask for stipends for the body?
 - Split position with VCAA?

- Musselman will write first draft job description for VCAA, will share with CCAL before next meeting for feedback
 - Musselman requested one-page summary of SET and ULG summary report outs
 - Project appointee could potentially use Tracdat or other tools to map mission, strategic priorities, etc.
- **Timeline and action items**
 - Musselman write draft job description, share with CCAL for feedback before next meeting
 - Council members create one-page summary of SET and ULG report out to share on canvas
 - Musselman with reach out to Price (Chair, CCPT and Co-Chair of IAS Personnel Committee) and Thamilarasu (Chair, STEM Council for Equity and Inclusion) to coordinate collaboration

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