

**Campus Council on Assessment and Learning Meeting  
Nov 4, 2021, 9:30 – 11:30am via Zoom**

**Present:** Alex Musselman (chair), Stoerm Anderson, Leslie Hurst, Daniel Nyachuba, Linda Watts, Amy Stutesman, Gina Christian, Jose Rodriguez, Sarita Shukla, Braxton Goss

**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

**Informational Items:**

**Summary of Conversation with GFO Executive Council and CCAL 2021-2022 Charge Letter**

- Musselman met with GFO Chair and VC to discuss VCAA charges to schools and GFO priorities
  - Some lack of alignment between VCAA and GFO priorities but reasonable for CCAL to continue ongoing work instead of trying to align
  - GFO chair stressed that coming year should be focused on faculty healing and being thoughtful about not taking on too much. Do a few things well.

**Approval of Minutes**

- Oct 7 minutes approved as amended

**Discussion Items**

- Review CCAL 2021-22 Charge Letter
  - Ideally, Musselman would've brought draft to CCAL before EC review but timing didn't allow. Musselman willing to bring letter back to GFO EC if changes/adjustments needed
  - Rodriguez noted that timeline of assessment work included in letter might change slightly

**DISCUSSION:**

- Do we expect to review one ULG per cycle?
  - Concurrent assessment will happen. *Ex:* In Fall 2021, working on initial school assessment of DIV ULG but also initiating work on next ULG and will identify 3<sup>rd</sup> ULG in Fall 2023
  - How long for one cycle for assessing one ULG?
    - Goal is to have at least 2 ULGs complete cycle before 7-year NW visit
  - Rodriguez (Assessment Specialist) will solicit faculty feedback
    - Will meet frequently with Diversity ULG faculty and learn from the process so that when the 2<sup>nd</sup> ULG goes through phase 2, we'll be better ready
    - Initially, Rodriguez will meet with lead assessment individuals for each school
    - Goal is frequent meetings and a collaborative effort to alleviate stress
      - Assessment leads may change from ULG to ULG. Those details will be worked out each time.
    - Need to be thoughtful about who is doing this work at the schools (especially in small schools). Reach out to faculty when needed but don't abuse that generosity.
  - Amount and type of work CCAL will do this year is on par with last year, providing critical feedback and collaboration rather than leading effort
    - Assessment work is on VCAA's charge to schools, hope is that Dean's recognize the importance and find ways to support work

### **Determine Next Focal ULG for 2021-2022**

- CCAL needs to decide which ULG to assess next. In Spring, the Writing ULG was the frontrunner but, since then, info has come to light that makes the CEL ULG the frontrunner.

### **DISCUSSION:**

- Pros and Cons to both options
  - Advantage of CEL ULG is that it will help provide roadmaps for schools, so they won't have to do that work later. Downside is that there isn't a lot of data since it is a new ULG
  - Advantage of Writing ULG is that all schools are already doing it. Downside is that we may not have data at the assignment level
- Writing has a more established set of practices around assessing at the student level
- In keeping with GFO message to not take on too much this year, may want to pick the Writing ULG since there is lattice in place, whereas there is none for CEL ULG
- CEL ULG would require CCAL to define what it is and take that to schools. Writing ULG will also require a lot of CCAL involvement to define parameters around writing that faculty can wrap their minds around. Not sure there is data on specific metrics we will be defining?
- 2 of the 3 people who worked to move CEL ULG forward at UWB are currently serving on CCAL (Adams and Lovitt). CCAL should take advantage of having that expertise.
  - CCAL no longer has Karen Rosenberg's Writing ULG expertise but does Adams' and Lovitt's CEL ULG expertise so focusing on CEL makes more sense
- Depending on metrics and directive, IR can figure out the needed CEL ULG data if given time
- Because CEL ULG is so new, it could be a low hanging fruit, easy to show progress. Developing the metrics and collecting the data as we go might be more feasible than it initially seems
- CCAL has been informally tasked to provide feedback on CEL rubrics being developed. We can give feedback on the process or chose to be part of the process by focusing on CEL ULG next

Musselman called for an informal vote on the council's preference. Majority indicated a preference to focus on the CEL ULG next. Council moved on to a formal vote.

**MOTION by Shukla: Motion for CCAL to focus on the Community Engaged Learning Undergraduate Learning Goal to assess next**

**SECONDED by Anderson**

**PASSED by a vote of 3 yes, 1 abstain**

### **Assessment Specialist Report – Jose Rodriguez**

- Northwest Commission on Colleges and Universities will return in 3 years for mid-cycle review. If we stay on track, should have good data and processes to report out. Imperative we work together to be united front
- Met with Deans and assessment leads to describe work ahead. Will have follow up meetings with leads to discuss 2<sup>nd</sup> ULG assessment as well as phase 2 of DIV ULG assessment
- Need to navigate how to secure student permission to use assignments
  - Students submit assignments in canvas, can we use those assignments initially since those are staying within institutions and won't be published?
  - Will meet with registrar to discuss possibly adding disclaimer language to syllabi. Ethical to inform students that we use student data to work for continued improvement at institution
- Winter 2022, Phase 2 of Diversity ULG

- Will meet with teams, establish initial targets and ensure forward movement
- Jan-Mar, will work with faculty to determine best way to gather student work, ensuring enough samples are gathered to have a meaningful data point.
- Will work to map student work to themes in Diversity ULG
- Spring 2022
  - Continue to collect and map student work
  - Part of assessment plan disseminated in June was to have a minimum of 2 faculty evaluate each student assignment, using the metrics that CCAL helped create
    - Will be asking for volunteers to be part of that assessment team
      - Considering incentivizing the work, bringing faculty in during summer just before the school year begins so it won't infringe on their regular work. CCAL's feedback on this idea is needed.

### **DISCUSSION:**

- 2 faculty from each school to do assessment work?
  - 2 faculty from each school or 2 faculty from different schools. Using metrics created by CCAL
- Where would funding coming from for incentivization?
  - VCAA has favorably recognized the idea but no decisions have been made yet
- When will standardized disclaimer language be added to syllabi?
  - Goal is Winter quarter. Need to discuss if this should be standardized across all courses or just included on courses being assessed
  - UW privacy office would be good a good connection for this. Should collaborate on how student work is collected and stored
  - Important to distinguish difference between student permission and student notification.
  - Heavy lift to mandate syllabus language, will require a wide window of time
- Is there a way to de-identify assignments before data is used?
  - All identifiable info on assignments will be removed before they are graded
  - Will continue to work through the legal and procedural parts
    - IR can provide guidance. Proper, ethical, legal process will be identified moving forward into 2022
- Rodriguez recognized challenges that come with operationalizing this assessment process (biggest hurdle being collecting student work and how to use that data) and noted that there is time to work these issues through
  - Will report back to CCAL in early 2022
  - Fall 2022, will identify 3<sup>rd</sup> ULG and move forward with initial school assessment
    - Cycle of layers of work, may have to make modifications moving forward
- Important to factor in time for faculty training and develop models for training
- Are school assessment leads faculty members or professional staff?
  - Combination. Tracking down assessment leads has been a challenge but it is crucial to moving forward
  - When recruiting faculty for assessment work, would be good to have faculty who are assessment leads. Good to keep leads in the loop, if not leading that work
    - Assessment leads will be heavily involved in the work and may be involved in actual assessment, depending on size of school

- Rodriguez stated that there is enough info to start the process and some buffer in the timeline in case something unforeseen arises. Next steps:
  - Report back in next CCAL meeting with feedback from initial contact with faculty and assessment leads.
  - Meet with Deans monthly
  - Bring different feedback from different angles that CCAL can leverage
  - Will rely on CCAL feedback moving forward on collecting work ethically and able to get meaningful metrics/data out of it
- Musselman acknowledged the importance of providing funding to support faculty doing assessment work

### **Other Discussion Items**

- Stutesman shared that UW is still in negotiations with Google and encouraged everyone to not move anything out of their Google drive.
- Musselman announced that her work on CCAL will be wrapping up in March due to pregnancy. CCAL will need to vote for new Chair. Musselman encouraged voting members to start thinking about that. Hope is that that person who would take over role in Spring would also serve next year.

### **Meeting Adjourned**

Minutes submitted by Dawn Moncalieri  
Meeting adjourned 11:30  
The next CCAL meeting is Dec, 2021 @9:30am