Campus Council on Assessment and Learning Meeting
Oct 13, 2020, 12 – 2pm, via Zoom

Present: Alex Musselman (chair), Andrea Anthony, Sarita Shukla, Charity Lovitt, Gustafson, Kara Adams, Pen Moon, Terry Hill, Leslie Hurst, Karen Rosenberg, Daniel Nyachuba, Adrian Sinkler

Not Present: Stoerm Anderson

Approval of Minutes: Minutes Approved from Jun 2, 2020 meeting

Informational Items

- Musselman welcomed everyone and led a round of introductions
- CCAL Purpose and Bylaws
  - CCAL purpose read to council from GFO webpage
- Summary of 2019 – 2020 (documents below can be found on Canvas)
  - CCAL Chairs Summary for GFO Executive Council
    - 6th undergraduate learning goal (ULG) approved
    - Conversations with VCAA on importance of ULGs and how to assess. Not currently assessed at campus level. Accreditation coming up, need to show progress toward assessing ULGs
    - Improved visibility of ULGs – relocated to central spot on UW Bothell page
    - Gathered info from units on development and assessment of ULGs.
      a. Conversations in Spring with STEM faculty diversity council, office of academic affairs, teaching and learning center. Follow up meeting canceled due to Covid-19 restrictions. Ongoing conversations:
        - Identify units that have no system of ULGs
        - Ensure alignment of school/unit-specific ULFs to campus ULGs
        - Systematic assessment of campus and school ULGs
- CCAL Goals of 2020/21
  - Student Evaluations of Teaching and Assessment both important but CCAL will focus on Assessment piece this year in preparation for accreditation
    - ULGs not being systematically assessed. Not enough resources to assess all. Alternatives?
      a. Asses only one or two ULGs
      b. Criteria for choosing ULGs to assess:
        - Broad participation in ULG across campus
        - Prior/ongoing work in assessment of ULG
        - Ease for collection/availability of data
      c. Based on above criteria, two ULGs stood out
        - Writing & Communication (writing consultant reviews available) and Community Engagement (has inertia & data)
      d. Constant communication with schools to inform CCAL’s work.
Questions/Comments?

- In Spring, there was mention of hiring new staff to support assessment of learning goals and support CCAL. Is that still happening?
  - Position postponed but someone from Educational Studies (emeritus or on leave) may be hired to own and advise the assessment process. New hire position will be reassessed in Spring 2021.

Discussion Items

- GFO Priorities / Strategic Plan / VCAA Charge to Deans
  - GFO working with all councils to create charge letters.
    - GFO has list of priorities, CCAL will focus on priority of assessment of student learning in preparation for accreditation
    - VCAA sent charge to Deans - priority of assessing the newly added 6th ULG
      - Requested assessment be completed by June 1, 2021
      - Adams (CBLR) hopes to have CEL course designation, should help to bring infrastructure to process

- Campus-Level Assessment Planning
  - Musselman shared notes from assessment meeting with VCAA (and others) and opened to CCAL discussion/feedback:
    - Students will be doing online learning from here on out, important to develop metrics/criteria achievable and appropriate for different modalities.
    - Diversity, CEL, etc. – everything is going to look different in online modality
    - Not a great year to benchmark due to the pandemic but assessing during a “worst case scenario” also could be beneficial
  - Push from VCAA to focus on assessing Diversity ULG due to current campus initiatives and buy-in.
    - Assessment group asked, “Of all the ULGs, are any of them uniquely UW Bothell? Is there a way to focus our attention on that?”
    - Gather info from units and what does CCAL value as a group?
    - Need to clarify which Diversity ULG would be assessed, since there are two.
    - Important that confidence, support and momentum remains for ULGs if CCAL is going to work to refresh them. It will be a lot of work.

- CCAL 2020 – 2021 Priorities and Draft of Charge Letter
  - CCAL will focus on 4th GFO priority: “Develop campus-wide plan for Assessment of Student Learning, including the new 6th learning goal related to Community Engagement, in preparation for upcoming campus accreditation”. Musselman asked what CCAL would like to commit to and prioritize?
    - Rather than “recast learning goals”, might be better to make measurable outcomes from ULGs. Less political back & forth about changing ULGs.
- Recasting could be easy “UWB students should be able to…” vs. measurable outcomes could be more difficult.
- Hesitation to do a lot of work when the ULGs may not be used
  - Not the goal to come up with systematic assessment that will work across campus. Rather, how do we go from these ULGs to a place where they are assessable? Drawing that line is difficult.
  - Operationalizing – how do we make ULGs actionable, measurable, assessable? That will look different across units
    - Assessment should be base level, minimum standards, widely adopted across campus. No way to measure curriculum-specific goals across fields.
  - Revising ULGs, even just wording, could require faculty vote, might be a lot of work and a long process. Might be better to identify minimum assessment standards from current ULGs.
    - Chair will ask EC if vote would be needed to change ULGs wording since EC is charging CCAL with this work
      - If a faculty vote is not required, CCAL will move forward in revising ULGs – already some language available
      - If faculty vote is required, CCAL would focus on articulating learning outcomes as related to the ULGs as stated.
- What one or two ULGs should CCAL start work on?
  - Diversity
    - Campus-wide effort to assess and momentum in place
    - Aligns well with strategic plan
    - Can tap into “D” course designation to align with ULG
  - Writing
    - Easy data collection.
  - Community Engagement
    - Might be too new.
- Does CCAL want to commit to charge of working with units as they develop and refine their ULGs?
  - Instead of asking schools to revise or change ULGs, could ask schools to “articulate specific measurable outcomes corresponding to ULGs”. Map the outcomes to ULGs specific to their curriculum.
    - Those measurable outcomes need to be connected to programs.
  - Charge letter wording updated to: “Work with schools and other campus units to articulate specific measurable learning outcomes corresponding to the learning goals in terms appropriate to the respective academic area or program”.
    - No vocabulary in Business that addresses campus-wide ULGs. Rep will circle back with assoc. deans to ask discuss.
      - That is the case in several schools, not much explicit work to align with campus-wide ULGs.
• Work was done toward the goal of connecting units to campus-wide ULGs. Don’t necessarily have to start from scratch. Historical work has happened.

• Musselman will revise charge letter based on feedback and share with CCAL prior to submitting to EC

Adjourned

Action Items:

  o Musselman will inquire with EC as to whether faculty would need to vote on changing the wording of the ULGs? Or does the change give CCAL that authority?
  o Musselman will revise CCAL charge letter and recirculate to council for review.

Minutes submitted by Dawn Moncalieri
Meeting adjourned at 2pm
The next CCAL meeting will be Nov 3