

**2020-21 CCAL Membership:**

Alex Musselman (Chair) – STEM rep  
 Andrea Anthony – Business rep  
 Sarita Shukla – Education rep  
 Charity Lovitt – FYPP rep  
 Kristin Gustafson – IAS rep  
 Stoerm Anderson – NHS rep  
 Kara Adams – CBLR ex-officio  
 Penelope Moon – DLE ex-officio  
 Terry Hill – Student Affairs ex-officio  
 Leslie Hurst – T&L/Library ex-officio  
 Karen Rosenberg – WCC ex-officio  
 Daniel Nyachuba – IR ex-officio  
 Adrian Sinkler – IR ex-officio

**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
    - 6<sup>th</sup> 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?
    - a. 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 6<sup>th</sup> 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 4<sup>th</sup> GFO priority: “Develop campus-wide plan for Assessment of Student Learning, including the new 6<sup>th</sup> 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 asses 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:**

- 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?
- 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