UNIVERSITY of WASHINGTON | BOTHELL

General Faculty Organization

To: Sarita Shukla, Chair, Campus Council on Assessment & Learning (CCAL)

From: Nora Kenworthy, GFO Chair & Robin Angotti, EC Chair

Date: Apr 8, 2024

Re: CCAL 2023-24 Annual Report

Dear Professor Shukla,
Thank you for all of your hard work this year serving as the chair of CCAL. In order to track the progress made by CCAL this year and plan for next academic year, we ask that you please provide a written summary of activities based on CCAL's 2023-24 Charge Letter. You'll find CCAL's 2023-24 charges listed on the proceeding pages along with space for you to briefly describe what work was **completed** this year and what work remains **in progress** for each charge. There is also space at the end for any additional comments.

Please work with your council to finalize this report and have it submitted to the GFO Program Coordinator, Dawn Moncalieri (dawn3@uw.edu) by **Thurs, May 16**. The final report will be shared with the Executive Council, posted on the GFO webpage, and should be a helpful tool in informing next year's CCAL charge letter.

Please let us know if you have any questions. If there are any issues or questions you would like to speak about directly, let Dawn know and she will coordinate a time for us to meet.

Thank you,



Nora Kenworthy
Associate Professor, Chair, GFO



Robin Angotti
Professor, Chair, Executive Council

2023-24 Campus Council on Assessment & Learning (CCAL) Annual Report

CCAL's 2023-24 Charges:
Progress on charges follow in red

As set out by the Campus Assessment Plan developed in Spring 2021, the primary charge of CCAL will be to continue advancing campus-wide assessment of our Undergraduate Learning Goals (ULGs):

I. For ULG #2 - 'Understanding of diversity in cultures, identities, backgrounds, and experiences among individuals and groups,' assessment cycle will move forward as we enter phase III. In phase III workflow:
   A. Fall 2023: CCAL and OSAS to present recommendations to stakeholders (i.e., (GFO), (EC), (VCAA), (EFCs), and the VCAA Leadership Council in continuous improvement effort.
   B. Winter-Spring 2024: Assessment CCAL and OSAS work on feedback from stakeholders.
   C.

COMPLETED: The Council reviewed the diversity report and created a letter of recommendations for future work that was presented to GFO EC.

IN PROGRESS: Spend next two years implementing recommendations that came from the assessment of the diversity report. OSAS works with stakeholders to implement recommendations.

II. For ULG #6 - 'Application of theory and skills that contribute to public good through mutually beneficial engagement with community,' assessment is currently in phase I.
   A. Fall 2023: Complete the curriculum mapping and use course grades for the identified courses.
   B. Winter-Spring 2024: Assessment specialist conducts assessment of student learning and initial school assessment. OSAS and CCAL will be in continuous communication about the progress of this work.

COMPLETED: Data from Canvas LMS collected from winter and spring 2024 for assessing CEL ULG. Assessment committee will be formed (consisting of faculty members who may or may not be CCAL members) to assess student work from Community Engaged Learning (CEL) courses summer of 2024. Faculty will assess student work using the performance metric documents.
Dr. Shauna Carlisle, PI of the CBLIS longitudinal project created a CEL survey and agreed to share the data from the student survey for winter and spring 2024 quarters so that this survey data can be used in tandem with the assessment results from the data collected via Canvas CEL courses for measuring CEL ULG.

IN PROGRESS: The next step will be to move into phase II of the assessment of this ULG.

III. For ULG #1 - 'Knowledge of academic and professional theories, practices, and identities within disciplinary and interdisciplinary fields of study,' assessment is currently in phase 1.
   A. CCAL agreed this past academic year to extend phase I to this academic year to further work on rubric development by adding an additional theme for assessment of ULG #1.

COMPLETED: Council reviewed the ULG #1 rubric. CCAL recommended not adding additional themes to the ULG #1 rubric

IN PROGRESS: The next step will be to move to initial school assessment for this ULG.

IV. Additionally, as per GFO suggestions, CCAL will become involved in the new tri-campus committees related to Undergraduate Education and Academic Standards led by Ann Huppert and Lynn Dietricht, and the tri-campus Future of Teaching and Learning work. This work may intersect and overlap with the work that CCAL does and therefore consultation on the tri-campus committees' work as needed is warranted.

COMPLETED: CCAL in frequent communication with Grace Lasker who is serving as the UWB campus representative for the tri-campus work.

IN PROGRESS: CCAL will continue to work with colleagues engaging in this work since this work may intersect and overlap with the work of CCAL.

V. Further, as per GFO suggestions, CCAL will become more involved in tri-campus Community Engagement planning work in 2023-2024.

COMPLETED: There were shifts in the tri-campus work and much of CCAL's work did not directly address this charge.

IN PROGRESS: Work we do in CCAL for assessment of CEL ULG may inform the work for 'E' designation.

ADDITIONAL COMMENTS:

Role and Scope of CCAL: CCAL engaged in discussions around the role and future scope of CCAL, and how this aligns with the needs of UWB around accreditation. We discussed how we

can streamline processes around assessment of undergraduate learning while also expanding the role of CCAL to overlap with the expertise and interests within the council membership.

These discussions also surfaced the need for clear channels of communication from bodies conducting the assessment for CCAL to deliver best-quality feedback. Further the need for clarity around the role of CCAL in relation to other entities was discussed.

The council also identified the need to revise the by-laws and update them.