Advancement of Student Learning Committee
(ASLC) Minutes

September 9, 2013
12:00 noon to 1:30 p.m.
Page Conference Room, TAC 316, Malibu, CA

Members present: Charla Griffy-Brown, Chair; Graziadio School of Business and
Management
Herb Cihak, School of Law
Connie Fulmer, Seaver College
Connie Horton, Student Affairs
Mike Shires, School of Public Policy
Amy Tuttle Guererro, Graduate School of Education and Psychology
Lee Kats, Vice Provost for Research and Strategic Initiatives, ex officio
Lisa Bortman, Assistant Provost for Institutional Effectiveness, ex officio
Ross Canning, recorder

Visitors: James Berneking (Graziadio School); Ellen Caldwell (Office of Institutional
Effectiveness); Katie Kerr (Law Library); Jodi Kruger (Law Library
Reference Services); and Lory Selby (GSEP Education Division)

I. Introductions
    A. Chair Griffy-Brown welcomed everyone and the members and guests introduced
        themselves.

II. Old Business and Updates
    A. Rank tenure and promotion language update: Griffy-Brown met with the provost and
        vice provost prior to the meeting to discuss the language proposed by the ASLC for
        the service and scholarship data sheet. The provost approved. Members are free to
        share the changes in assessment requirements for tenure and promotion with faculty
        now; however, the change will take place in the next academic year. Best practices
        language will be changed immediately to the respective form since the provost owns
        the document. The University Faculty Council will take this up at their fall meeting to
        offer their input on the language to use to update the Service and Scholarship sections
        of the Faculty Data Sheet.
    B. WASC interim report - Lisa Bortman
        A. In November 2015 a progress or status report is due.
            1. The WASC interim report has many parts.
                a) The Educational Effectiveness Review Committee will be
                    reconstituted and each member below will write one of the
                    sections for the 2015 interim report.
                    (1) Faculty governance (University Faculty Council)

       (2) Assessment (Advancement of Student Learning
          Council)
       (3) Diversity (University Diversity Council)
       (4) Strategic planning (University Planning Committee)

III. Mapping out the calendar and workflow and agenda items for the fall and spring meetings

    A. 2014 Program review timelines: from [Program Review Schedule](#) on the OIE Website

       1. Teacher Education at GSEP and Seaver College
       2. Volunteer Center
          a) March 2014 due date
          b) ASLC review in April 2014
          c) MOU from deans in May 2014
       3. Have a presentation for the reviewers

    B. Mini-grants
       1. January-February

    C. Finalize Guidebook
       1. Non-academic parts - Connie Horton
       2. Meaning, integrity, and quality of the degree
       3. The book is due on 7 December 2013
          a) Charla, Lisa, Connie H., and Connie F. formed a guidebook subcommittee.

IV. Status reports

    A. Reports are due every six months from all of the schools.
    B. Review the [State of Assessment Report](#) draft document with new language (in Google Drive) and comment/augment.
       1. The State of Assessment Report document is being updated with the new questions that incorporate the new things that WASC has requested from our EER.
    C. Reports are done in fall and spring
    D. Discussion:
       1. Benchmarking may be the most challenging area of change, depending on the unit since it is time consuming and contacts need to be established (student affairs does it all the time; Seaver is trying to make it a regular practice).
       2. ePortfolio, rubrics, and capstone classes are all great ways to keep track of the state of assessment and learning outcomes; but there is no one right way of doing it.
       3. How do you assess terminal standards of performance?
          a) These standards may or may not include capstone or ePortfolios

4. The Interim Report is due November 1, 2015.
   a) The vice provost will call a meeting to kick this off a year in advance.
5. Lisa is trained on the WASC redesign -- all schools are welcome to call her for help.

E. The five core competencies ("Big Five") from WASC will need to be addressed in the interim report. These include the following.
   a) Information literacy
   b) Writing
   c) Critical thinking
   d) Scientific inquiry
   e) Public speaking

2. Strategies to incorporate the core competencies include:
   a) Integrating program competencies as new program learning outcomes, and
   b) Reconciling core competencies with our learning outcomes.

3. Student Affairs and other non-academic areas of the University support the schools with the core competencies but are not responsible for every core competencies above. Non-academic programs must show how they contribute to education by supporting the academic endeavor in indirect ways.

V. Timeline with milestones (What are our roles ?)

A. The Council developed or called for development of action plans, roles, responsibilities, Institutional Level Coordination and Status

1. Formalize the process of ASLC members in the handbook for the schools to draft the MOU for the deans and provost.
2. The Interim Report Working Group (formerly the EER Working Group) will meet to begin discussing the structure and timeline of the report due in 2015.
3. All program reviews are presented to the UPC early in the academic year so they can be taken into consideration in the budget process.

B. Items for WASC Report (things to consider for the future e.g., 5 competencies, Degree Meaning, Quality and Integrity, etc.)

1. WASC needs bench marching, changes that occurred in programs Interim report working group (chairs of the four committees and the director of OIE)

C. Give public announcement to the faculty showing the process and to inform them that accreditation work is ongoing between WASC visits to campus. Some methods of communication to the campus community include:

1. President's Briefing,
2. via an announcement on the Community News online, and

       3. In faculty meetings.

   D. Program Review Follow-up Process - Shared Governance Model; Shared information model (e.g. sharing well-written reports, success stories, etc.)

       1. The process will be formalized and integrating into the handbook.

VI. The needs for each school including EEI Reports

   A. When and how often do the schools want the reports?

       1. Every grad school is doing surveys on student attitudes now with the help of OIE.

       2. OIE will run through a template at next meeting for survey options.

       3. OIE can run specialized reports on an ad hoc basis. Contact Lisa to discuss theme needs and completion timelines.

       4. Student success data reports are required by WASC every two years for graduate and undergraduate schools.

         a) OIE can run reports more often and tailor them to the school or program's specifications.

   B. Seaver College

       1. OIE conducts the UCLA surveys in 5 areas : faculty/student relationships; academic engagement; social integration diversity; and institutional affiliation.

       2. The survey is a snapshot of what the data looks like on student attitude.

       3. The student success report is used to see what student retention looks like.

       4. These reports are now collected on an annual basis.

   C. Graziadio School

       1. Graziadio requests the OIE report to come at the same time as their program review report preparation commences.

   D. School of Law

       1. OIE is working with SOL to tailor the reports and hone the questions.

   E. Graduate School of Education and Psychology

       1. GSEP will have a report based on Noel-Levitz data.

   F. School of Public Policy

       1. Olap cubes enable the schools to pull their own data. OIE can train the school in January after their busy admission recruiting season.

VII. Action Items

   A. finalized language for Best Practices Guide.

       1. ASLC members please take a look at it before the UFC meeting and add comments.

   B. Look at the status report document to finalize the language

       1. Deadline for status reports is before the winter holidays

   C. The Program Review Guidebook draft will be reviewed at the next meeting

Charla Griffy-Brown thanked the guests for coming and for their important work on assessment at the University.

The meeting adjourned at about 1:35 pm. The next meeting of the ASLC will be at noon on October 14, 2013, on Google+ Hangout.

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Memo read at 9 September 2013 ASLC meeting

From: Griffy-Brown, Charla
Sent: Tuesday, July 02, 2013 8:40 AM
To: Kats, Lee
Cc: Fulmer, Constance; Horton, Connie; Shires, Michael; Cihak, Herb; Bortman, Lisa E; Tuttle Guerrero, Amy R
Subject: Advancing assessment as a part of the faculty evaluation process

Dear Lee,

I hope your summer is going well and you are not too stressed with all the work that is before you. Thank you again for your ongoing support of the ASLC and the essential undertaking of learning assurances and quality improvement at Pepperdine University. We are confident that our work together will continue to enable Pepperdine to meet the challenges of higher education in the 21st century.

During the ASLC retreat on June 10, we discussed the importance of elevating student learning in the context of faculty evaluation. The goal of our discussion was to not only encourage faculty participation but also to acknowledge the great work that is already being done by faculty across our schools. In view of the university's commitment to achieving its mission and the importance of creating a culture of assessment in order to do so, we hope that faculty are encouraged to explain how they have advanced and contributed to the assessment of student learning.

We, as faculty representatives on the ASLC, suggest that assessment of learning is highlighted in the following ways:

1)   Through some suggested language to reflect the work faculty are doing on assessment in the data sheet provided by the Provost's office.
a.   This is already addressed in teaching. However we would like to suggest the following language in the service and scholarship areas:

University Service
Describe your participation in the assessment process?

University Scholarship
Please also list any publications or presentations related to the area of student learning and assessment?

2)   Add the following language to the "Best Practices to Tenure Promotion and Review" provided by the Provost's office:

In view of the university's commitment to achieving its mission and the culture of assessment, faculty are encouraged to explain how they have advanced and contributed to the assessment of student learning.

We were grateful that in the context of this conversation you mentioned that the Board of Regents had inquired about assessment and were pleased that the ASLC (as faculty representatives) was advancing this mission critical process. We feel that the ASLC is a great example of shared governance and look forward to the tasks that are before us. We hope you will consider this request for the AY 2014-2015 Data Sheet and the "Best Practices" guide. I am more than happy to meet with you and the Provost to discuss how we might advance this small change that could have a very large impact. Please let me know what our next steps should be at your earliest convenience.

All the best,

Charla

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