

**Advancement of Student Learning Committee  
(ASLC) Minutes**

November 11, 2013

12 noon to 1:30 PM

Thornton Executive Conference Room, TAC 417

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

The ASLC meeting was called to order at 12:03 PM. Herb Cihak opened the meeting with prayer and business was conducted over lunch.

- I. Call to Order, Welcome, Announcements, Review of [October 14, 2013 Minutes](#)
  - A. The chair asked the Council to review the minutes and suggest any changes. There being none, the minutes stand as written and will be posted to the PepWikis ASLC page.
  - B. The Council will begin to upload final documents into the Google Drive [Documents of Record folder](#) as PDF files with the term Version of Record in the front of the title, e.g.: <VOR\_Title\_yyyy-mm-dd.pdf>. This will establish the document as the final draft. Documents should be uploaded as a PDF to both avoid losing graphics in Word documents when displayed in Google Docs and to make the documents more permanent.
- II. Business
  - A. Status of Datasheet change for the Rank, Tenure, and Promotion (RTP) document. Charla Griffy-Brown met with the University Faculty Council to discuss the ASLC suggestions for additional questions in the scholarship and service areas. The UFC suggested instead that work and scholarship and assessment be added to the existing questions 8 and 12.

Feedback from the UAC included a request to put assessment under Teaching as well as Student Learning. The next step is for the RTP committees of each school to review the

changes and then pass them up to the University RTP committee. Final implementation will take about a year.

B. Review Deadlines for Status Reports.

1. The Assessment Report Card and the State of Assessment Report have been aligned to aid in their completion.
2. The first State of Assessment report is due December 13, 2013. Submit both the State of Assessment and Assessment Scorecard into the ASLC Google Drive folder. The reports will be due every six months.
3. The next State of Assessment due date is June 13, 2014.

C. Emphasis on “Closing the Loop” on five-year (seven years for the School of Law) reviews.

1. The ASLC discussed the various ways the schools “Close the Loop” to ensure that curriculum is taken into account by each school’s assessment and review process and that there are budgetary and curricular inputs from our Program Reviews. The Council members felt it would be helpful to share annual assessment report and five-year reviews across schools so that formats can be better aligned, as well as the process of implementing the recommended curricular changes vs. having the reviews gather dust on a shelf after their submission.

What academic and curriculum changes need to go to the UAC vs a school curriculum committee? Focus on obtaining data-driven decision making vs "closing the loop."

- a. Process: Annual assessments of student learning or function of programs help feed the five or seven year program reviews. The deans of the schools write a Memorandum of Understanding (MOU) and a Quality of Improvement Plan (QIP) to the reviewers and present these to the University Planning Committee.
- b. The question is how the QIP and MOU changes get implemented at the granular level. What is the reverse workflow following a program review?
  - a. The ASLC would like to see a document that shows:
    - i. X changes should be made at the program level
    - ii. Y changes should be made at the school level
    - iii. Z changes should be made at the University level.

D. Mini-Grants and follow-up

1. Charla Griffy-Brown suggested these move onto a two-year cycle, which the

Committee supported. It will help with the process of publication as well.

E. WASC Interim Report

1. The Council discussed what “meaning, quality, and integrity” mean and how they all relate back to the Institutional Learning Outcomes (ILOs).
  - a. Institutions may define their meaning through their planned outcomes; and each program is supposed to align its program points and assessments to that of the University strategic plan.
  - b. Lisa further explained that WASC teaches that institution define their own alignment.

F. Status of Guidebook

1. The Guidebook subcommittee (Connie Fulmer, Connie Horton, and Lisa Bortman) has been working to write the guidebook and are exchanging copies and drafts. The plan is to have it completed before the holidays.

G. Status of Diversity Report - OIE

1. Lisa Bortman described her process to unite a group of faith-based institutions through the ALA who are also working on diversity.

III. Adjournment

The meeting was adjourned at 1:39 PM.