

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

April 14, 2014
12 noon to 1:30 PM
Google+ Hangout Meeting

Members present: Charla Griffy-Brown, Chair; Graziadio School of Business and Management
Connie Fulmer, Seaver College
Connie Horton, Student Affairs
Katie Kerr, School of Law
Mike Shires, School of Public Policy
Amy Tuttle Guerrero, 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 12:00 PM via Google+ Hangout.

I. Call to Order, Welcome, Announcements, and Review of [March 10, 2014 minutes](#). [minutes](#).

The meeting was opened with prayer by Connie Horton. The March minutes were approved by common consent with changes to be made by 5 PM the same day.

II. Business

A. Review Report Template for WASC Report and Timeline.

Lisa Bortman reiterated the necessary content of the WASC Interim Report., which is intended to answer only the Commission findings from the 2012-13 WASC Educational Effectiveness Review.

Each ASLC representative will write rough drafts to bring to the summer retreat for the assessment part so each knows what he or she is going to write. We can always add to the document later after it is combined. The members may review sections A-G in the WASC Interim Report Outline to prepare for that portion at the retreat. The Program Review Guidelines have a template of the rubrics to use that will assist in drafting the sections from each ASLC member.

B. Master of Science in Organizational Development (MSOD) - Meaning, Quality and Integrity Discussion and Tutorial

Lisa Bortman discussed key points on the Master of Science in Organizational Development (MSOD) Annual assessment to show areas of strength

and areas for improvement. See [Master of Science in Organizational Development Report](#). The report has a good layout. The introduction shows the stated outcomes, a curriculum map, and that outcomes are integrated with institutional outcomes. A lot of assessment was included--more than necessary for an annual review.

Some key things to keep in mind when writing an annual review:

- Numeric thresholds or goals need to be explained: how and why was the threshold chosen and what is its significance?
- Include the data behind measured results. How are the questions or goals scored and what does it mean?
- Integrate indirect and direct evidence to validate or explain findings and provide examples or more information on why the outcome was successful or unsuccessful.
 - Why was a student successful at some parameter?
- Explanations of Meaning, Quality, and Integrity
 - Meaning - alignment with the mission
 - Quality - meeting the standard
 - Integrity - what will show that there is consistency across all the programs?

Lisa asked whether the example assessment was too much for an annual report and indicated that for the purposes of an annual review, it was perhaps heavy on assessment. The different parts that were included in the example might be done in parts over a few years in preparation for the five-year program review. The program review can have Meaning, Quality, and Integrity explicitly outlined but the annual assessments may imbed these parameters more subtly. Collecting good data every year will help in the five-year review report.

Lisa urged the ASLC members to utilize the quality of this MSOD assessment as a high example as more programs prepare their annual reviews. Furthermore, benchmarking is a skill that needs to continue to be developed; as well as the rationale for the standards that are set.

- C. June 16 Retreat at Catch in Casa del Mar, Santa Monica, CA., 9 AM - noon with lunch until 2 PM.

The ASLC will meet at Catch restaurant in Casa del Mar hotel in Santa Monica for the summer retreat. The agenda will include final discussion of the Program Reviews, as needed; the WASC Interim Report's process to integrate each school's materials; a follow-up process for program reviews to ensure that we have a clear understanding of how to close the loop on this important assessment cycle; and a discussion on and selection of the Mini-Grants for 2014-2015.

- D. UAC Document Explains What You Need for a Program or Curriculum Change.

Lisa clarified the documents from the University Academic Council (UAC)

regarding program and curriculum change application forms. The UAC is getting very good at policing the changes that come in to ensure that they have supporting data to justify the change and document how and why it will be done; as well as the inclusion of assessment planning.

Lisa is working to provide better resources for the UAC change forms. A New Program Proposal Guidelines document has been prepared and is pretty useful. However, no such document exists to spell out the change process. Lisa developed a single sheet reference for the UAC Program Change Guidelines. It looks largely the same. The ASLC should review this document and provide feedback to the UAC. The ASLC should also provide examples of the form scenarios for each of their schools (send to Lisa Bortman).

E. Student involvement in the program reviews for 2014?

The ASLC Charter requires student representatives to be included in the program reviews. One student has been identified from GSEP and another will be sought from another school.

F. Provost Transition Planning

Vice Provost Lee Kats recommended inviting Provost select Rick Marrs to an ASLC meeting in September or October so the new provost will know the work and function of this standing committee of the University. Charla Griffy-Brown will select a good date.

II. Adjournment

- A. The meeting was adjourned at 12:48 PM. The next meeting of the ASLC will be at noon on Monday, May 12, 2014, in the Page Conference Room, TAC 316.