

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

October 12, 2015

12:00 - 1:30 p.m.

Page Conference Room, TAC 316

Members present: Charla Griffy-Brown, Chair; Graziadio School of Business and Management  
Katie Dodds, School of Law  
Brad Griffin, Seaver College  
Brad Dudley, Student Affairs  
Colleen Mullally, University Libraries  
Michael Shires, School of Public Policy  
(v) Amy Tuttle Guerrero, Graduate School of Education and Psychology  
Lisa Bortman, Assistant Provost for Institutional Effectiveness, ex officio  
Lee Kats, Vice Provost for Research and Strategic Initiatives, ex officio  
Ross Canning, Recorder  
(v = video conference)

I. Welcome, Review of the September 9, 2015 Minutes

Lisa Bortman called the meeting to order at 12:06 PM. Mike Shires opened with prayer and the Council enjoyed lunch as Lisa started to review the LiveText implementation. Charla Griffy-Brown joined the meeting in progress and assumed the chair.

II. Business

A. Lisa Bortman outlined the implementation plan for LiveText rollout showing the LiveText program review template. The Program Review has been divided into 14 sections in LiveText and is exactly like it is in the Guide Book. Users can reference documents going back a number of years after the former annual assessment reports are uploaded into LiveText.

The Guidebook has been turned into a rubric and facilitates the addition and recording of comments that will be compiled and formatted into the program review reports. The format of the rubrics and of the final reports are versatile and users may contact OIE to discuss their formatting/layout needs. The ASLC discussed the need to modify the current template to include linking data or graphs or reference links from prior program reviews and annual reports to the program review template. Lisa Bortman said that this would be possible in about three months when LiveText has been updated with the historic data currently housed on the OIE website.

The ASLC discussed the value of LiveText program review template being online and whether it

would be difficult to input data and comments and how the reports would look when printed. The consensus is to do a pilot in 2015-2016 and provide examples of good program reviews for the five-year program review writers. Lisa assured the council that the LiveText database can reproduce the review guides and reports pretty much as they are currently formatted.

In the coming year, Lisa noted that staff writing program reviews are not required to utilize LiveText. But the final reports will either be uploaded to or may be composed in LiveText. The ASLC discussed the value of using LiveText to perform the reviews vs. printing and reading program reviews online. Lisa assured the Council that the template or process can be changed every year as needed because this document is the ASLC's and LiveText is not responsible for creating the templates, although they are a resource to help troubleshoot these templates when OIE staff need assistance.

Charla Griffy-Brown acknowledged that the writers should have an executive summary area as well as the checklist that was Appendix D for the ASLC reviewers to utilize when assessing the program reviews. Michael Shires recommended adding a fourth column to the value rubric to note when a program review failed to include a required item: the column would be entitled, "Absent."

The program review writers should also have access to the ASLC Appendix D so that they know on what they will be reviewed. Lisa suggested that two versions of the program review template can be created from which the review writers may choose; one will be the comments boxes version based on the model shown to the ASLC and the other could have fewer dialogue boxes following the three sections of the program review guide book for a more prose treatment to be included. Both can be formatted to print a narrative report in PDF when the reviews are ready to be submitted.

Amy Tuttle Guerrero asked about the graduate school engagement regarding the core competency evaluation. The Undergraduate programs have to show that the students have attained the level of competency at the point of graduation for the core competencies. The graduate schools have to address the five core competencies either at the program level or the school level (and explain their rationale for choosing whichever level) in their own way. The rating scale is 1-4 where a 1 is the level of the typical person on the street and a 2 is by Sophomore level and a 3 is the level attained by an undergraduate by the time of graduation. A graduate student should attain a 4 level of mastery by the time of their master's or doctoral degree. Lisa Bortman and Katy Dodds expressed their opinion that a single competency like writing could be assessed across the whole University where each school and program would set the levels of competency on the four-point scale interpreted within their own programs and disciplines for a given assignment using the value rubric. This year the programs will be using oral communication as the core competency to evaluate. Seaver College has five core competencies and three overarching general education requirements (consisting of 14 categories) to coordinate on a five-year and three-year timeline respectively. The ASLC will work

toward a unified assessment timeline so that the whole University will be assessing the same thing each year. When the assessment process is finely tuned a few assignments can assess all of the competencies at key points, like capstone courses, that will build up data in LiveText in an ongoing process that builds a database to quarry when reports are due.

#### B. Introductions

The ASLC members introduced themselves as a few new members joined the Council at this meeting. Present were: Ross Canning, executive assistant to the Vice Provost for Research and Strategic Initiatives and ASLC recorder (*ex officio*); Charla Griffy-Brown, Graziadio School of Business and Management and ASLC chairperson; Lisa Bortman, Assistant Provost and Director of the Office of Institutional Effectiveness (*ex officio*); Lisa Dodds, School of Law; Michael Shires, School of Public Policy; Colleen Mullally, University Libraries (has been on the committee for one year); Brad Griffin, Seaver College (joined the ASLC this year); Brad Dudley, Planning, Operations, and Assessment in the Student Affairs Office (joined the Council this year); Amy Tuttle, Graduate School of Education and Psychology; [and Lee Kats, Vice Provost for Research and Strategic Initiatives (*ex officio*)].

#### C. Career Center Student Services from the Graduate School of Education and Psychology review.

Charla Griffy-Brown asked for volunteers to review the Career Center Student Services at GSEP, which came in late. Brad D., Colleen M. and Michael S. will assess the report by the January meeting. The reviewers will use the traditional method of review as this report is not in LiveText yet.

#### D. The Provost Data Sheet Update

The Provost Data Sheet will be discussed in February at the University Tenure Committee (UTC) for the Rank, Tenure, and Promotion (RTP) meeting with Greg Ogden, chair of the UTC.

Lisa confirmed that LiveText will integrate RTP after this year to build portfolios. As the program review is also an ePortfolio container. Other schools are using Digication or an all-paper process. The trend is moving toward an ePortfolio/digital options.

#### E. ASLC Member updates

Colleen spoke about the Junior writing portfolio assessment that the Libraries have been working on to help prepare the Humanities and Natural Sciences divisions for their upcoming program review.

Charla spoke about it being MOU-writing season and that we are going to invite the chairs of the UAC and UPC to a future ASLC meeting so that the reviews can close the loop. We will discuss how the MOUs, the Strategic Plan, and the curricular plan tie together in a unified program especially when changes to

curriculum or programs are reviewed by the UAC. The last round of Program Reviews will be discussed at the UPC meeting next week which is timely regarding the fiscal planning for which the UPC is responsible and to which programs and schools must submit strategic funding requests that were highlighted in the five-year reviews.

Lisa Bortman discussed the University Diversity Project which addressed one of the University Institutional Learning Outcomes (ILOs) and completed a diversity project with Seaver Student Life and three other schools in Southern California. Lisa and Brad Dudley will ascertain which departments will participate in the 2016 rerun. Lisa would like to expand the Diversity Project to the graduate schools and will be seeking volunteer departments to join. Additionally, another rubric and assignment on Leadership and Service are also being developed by two other departments so the ILOs will be complete by the time of the 2020 WASC review.

Brad G. submitted a proposal to AAC&U on General Education assessment and student involvement in the College and was given an hour workshop and then an hour panel discussion at the February 2016 meeting.

### III. Adjournment

The meeting adjourned at about 1:43 p.m. The next meeting of the ASLC is scheduled for November 12, 2015, at noon via Adobe Connect. Members on the Malibu Campus may gather in the Page Conference Room.