

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

November 9, 2015

12:00 - 1:30 p.m.

Adobe Connect Video Conference

Members present: (v) 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
(v) 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
Ross Canning, Recorder
(v = video conference)

Members Absent Lee Kats, Vice Provost for Research and Strategic Initiatives, ex officio

I. Welcome, Review of the [October 12, 2015](#) Minutes

Charla Griffy-Brown called the meeting to order at 12:03 PM. The minutes were considered and approved pending any changes made by 5 PM.

II. Business

A. ASLC member assessment successes and challenges updates

Charla Griffy-Brown shared that the definitions and policy for the directive instruction project (regarding credit hours and credit hour accounting) is going well at the Graziadio School to standardize the assessment needs and coordinate teaching and instructional design.

Mike Shires reported that the School of Public Policy will begin its assessment discussions for the academic year presently.

Amy Tuttle Guerrero noted that the Graduate School of Education and Psychology is looking at a few new programs in psychology and education and is currently working with consultants on each. The School is also investigating ways to

share and utilize accreditation data stored on Sakai.

Colleen Mullally informed the ASLC that University Libraries is working on evaluating the Junior writing portfolio for Natural Sciences and Humanities. They are writing up the findings and sharing with the before meeting with the Provost. Additionally, the library renovations are a major focus at the moment.

Katy Dodds reported that the School of Law assessment committee has met and identified the classes from which to collect Oral Communication Learning Outcome rubrics to dovetail with the American Bar Association accreditation which happens next year.

Brad Griffin reported that SALT (which discusses program reviews) and GELI (which discusses general education) committees have each met twice. A timeline has been developed to align the five-year program review schedule with the general education assessment reporting timeline (for which a report is written every 5 years). This will be combined with the core competency data collected for WASCUC assessment. Seaver College general education has over 60 units of credit split among 13 subject areas spread across multiple disciplines. The College is working with the divisions to formulate a shared rubric across all of these disparate areas and disciplines to collect core assessment learning outcomes. Lisa acknowledged that there are examples of other universities that use general rubrics that assess GE across multiple disciplines.

Doug Hurley in Student Affairs is working on a Campus Recreation program review this year. He has a good pool of artifacts from which to draw for the report. The Board of Regents is reportedly anticipating the report with interest. Brad and Lisa are working together to identify how Student Affairs supports the Institutional Learning Outcomes and that discussion is moving ahead fruitfully.

The 2014 Program Reviews have been passed on to the new division chairs who took over in August. They are looking at curriculum changes per direction of the dean and the ASLC will hear back from the schools as the deans follow up on their assessment memoranda of understanding.

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B. LiveText Update (Lisa)

Lisa Bortman provided an update regarding the University-wide assessment required by WASCUS. Lisa noted that the University needs to look at general education, core competencies, program reviews, and Institutional Learning Outcomes (ILOs).

The Office of Institutional Effectiveness plans to repeat the Diversity Project to look at the ILO pertaining to diversity using LiveText. Students will be solicited from all of the schools to volunteer. Pepperdine will work again with the University of San Diego and Westmont College in Santa Barbara on this Diversity Project's second round.

For assessment, the Core Competency under investigation this year is Oral Communication. For Seaver College general education, Communication 180 is the course chosen from which to collect data. The LiveText rubric and comments collection are both working well, but planning for the graduate programs needs to catch up.

There are five programs looking at LiveText across the University which include:

1. Five programs at Graziadio School of Business and Management,
2. EDOL program at the Graduate School of Education and Psychology,
3. Natural Sciences - Sports Medicine project,
4. Fine Arts' Capstone experiences, and
5. Journalism's capstone project

A conference will be held in July in Chicago that the ASLC might send faculty to attend for more training opportunities. Additional in-house training from Pepperdine will also be made available for faculty. The core competencies schedule is being ironed out between Lisa and Brad G. that will show the multi-year projected timeline. Natural Science will be using LiveText for their upcoming five-year review. Additionally, ePortfolios are being created for each program to replace Sakai warehousing. Information Literacy is planned to be the next core competency for which the University will collect data. Quantitative Reasoning and Critical Thinking will be toward the end of the core competency cycle.

C. RTP Datasheet

Charla reiterated that the RTP topic will be discussed at the next UTC meeting in

February, according to Lee Kats' report in October, so the updates are working through the process and should be completed by next September 2016.

D. Assessment Status reports from the Schools

The ASLC members will write their annual assessment status reports and submit them in LiveText by December 11, 2015. Amy Tuttle Guerrero noted that Question 9 in the template should change the language to say the Graduate schools should address their own approach to core competencies, which is a change from the first year's report template. There will be no December 2015 meeting so members can work on their State of Assessment report. Members should let Charla know if they are unable to meet the December 11 due date.

III. Adjournment

The meeting adjourned at about 1:00 p.m. The next meeting of the ASLC is scheduled for January 11, 2016, at noon in the Page Conference Room, TAC 316.