

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

February 8, 2016

12:00 - 1:30 p.m.

Adobe Connect and in Page Conference Room

Members present: v Charla Griffy-Brown, Chair; Graziadio School of Business and Management  
Brad Griffin, Seaver College  
Katie Dodds, School of Law  
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  
Lee Kats, Vice Provost for Research and Strategic Initiatives, ex officio  
Ross Canning, Recorder  
v = attendance via Adobe Connect

Members Absent:

I. Welcome, Review of the January 11, 2016 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 members' assessment successes and challenges updates

Amy Tuttle Guerrero shared that a LiveText workshop would be offered during the next faculty meeting at the Graduate School of Education and Psychology (GSEP) which will result in high turnout. Additionally, the School is discussing core competency rollout and identifying assessment opportunities. Amy is working with both the Education and Psychology divisions regarding the upcoming five-year review preparation. The Psychology Division program review has been rolled back one year to coincide with their professional school accreditation reaffirmation. These reviews will utilize LiveText, as the School is moving toward 100% adoption of LiveText by 2017.

Katie reported that the School of Law (SOL) now has a culture of assessment which has been growing over the last few years. The School is preparing for the American Bar Association re-accreditation visit this next year. SOL has identified classes for the LiveText core competencies and is identifying rubrics and augmenting them to match best practice.

Brad G. shared that Seaver College held a **General Education Learning Innovators (GELI)** team meeting and a Seaver Assessment of Learning Team (SALT) meeting last week. The teams are discussing who is responsible for writing the General Education (GE) reports since there are areas of GE that are in multiple divisions and it is not clear who owns the report. One of the faculty chairs noted that a committee could be formed but some divisions feel ownership over certain aspects of GE but don't necessarily volunteer to write the report.

Brad G. reported that Seaver College is collecting artifacts in preparation for future assessment reports. This is challenging because there are 18 components to GE that are shared across divisions and it is difficult to know how best to assess 20+ pieces of evidence. Brad G. mentioned that the last time GE was revised at Seaver College it was contentious so the division deans will need to become involved at some point for reform to occur. The GE requirements are tied to one of five core competencies and Lisa Bortman is looking at how best to manage the outlier GE courses that don't fit into these categories. Brad G. suggested that having an associate dean on the GELI and SALT councils would help give direction and clout to their deliberations and the necessary GE reformation. The councils are also working to establish how best to assess GE without it being a burden to faculty: tying assessment to the annual review will help.

Brad D. reported that the Campus Recreation external reviewer is here today as the office prepares for its five-year review. Brad D. is working with the associate deans and division directors to simplify assessment for the co-curricular programs in Student Affairs. There are ten different measurements of diversity with over 20 ways of looking at diversity in multiple departments. Simplifying and unifying their list will help get everyone on the same page and make analysis much easier as well as help close the loop on assessment.

Colleen was pleased to share that the internal assessment has been taking off for the Pepperdine Libraries. Their work on the Jr. portfolio analysis project has been completed and the reports will soon be returned to the faculty for its review. An assessment of the Library's place at the University will begin with the analysis of data collected last year. The Library will assess work space for student learning with regard to the Library renovation and is analyzing the best way to do an information literacy core competency assessment in a year when the Library is offline during the renovation.

Mike Shires shared that he's planning to meet with Atlas Yu in the Office of Institutional Effectiveness to get LiveText access to upload the core competency data collected this term. The dean search for SPP is consuming most of his time presently. When the new dean is in place a lengthy discussion will be held to determine the priorities going forward for assessment and program review.

- B. Brad Griffin showed a 7-minute video introduction for a plenary session by Pepperdine University at an upcoming Information Literacy conference that will showcase student representation on college committees. <https://youtu.be/bfSroPSXrHA>

The ASLC reviewed and critiqued the introduction and wished Brad well on the presentation. The Council discussed student involvement with assessment strategy planning and corroboration of survey findings through focus groups, etc. Students reported that they were more likely to respond to surveys if they came from well-known faculty members, if there was a monetary incentive involved, and if surveys took ten minutes or less to complete. The Council suggested that the students approach this presentation with an answer to the question, “what have the students gotten out of the assessment process at Pepperdine?” The Council also suggested polling the introduction session attendees about their fears pertaining to student involvement in assessment in order to address some of these concerns from the Seaver College experience during the plenary session.

C. Core Competency meeting on March 9 (Lisa Bortman)

Lisa outlined the Institutional Learning Outcomes that have been developed, which include the partnership with a few other universities to pilot a diversity study. The study will be expanded across the University this year. Twenty students participated in fall and an additional 30 students are needed this spring from across the institution. OIE will send information on how to registrar.

The Core Competency of Oral Communication will have a hands-on assessment training session on March 9, 2016, at which video samples of the Seaver College class, Communication 180, will be shown and scored with the rubric by the attendees. Then, the faculty will discuss rubric calibration and have the opportunity to apply their new knowledge against a second oral communication video sample. Lisa solicited graduate school participation for this training. The Council asked about the advisability of using the value rubric vs. locally accepted rubrics and Lisa noted that the value rubric is a nationally normed tool which can be used in addition to an existing rubric at a school; “it doesn’t take that much more time to use both,” she said.

Lisa discussed increasing the number of faculty and students to adopt LiveText to make better use of the two thousand licenses that we have, of which only 20 are in use at present. In discussions with the schools and divisions, Lisa has requested that adopters identify one assignment scored by at least one rubric that is designed to assess more than one learning outcome. This will complete over 50% of the assessment work at one time and accomplish the goal of making assessment easier.

Lisa and Charla discussed the Graziadio School’s faculty trend of using general accounts instead of student accounts because they are thinking in terms of only one assignment instead of a

longer range assessment on multiple learning outcomes by student. Colleen voiced concern about the length of capstone assignments and how to streamline longer assignment scoring. Lisa said that fewer long assignments or a larger sample of shorter assignments may be used. Mike said some of the capstones at SPP are grouped and some are individual. Lisa said that since SPP already uses a capstone the assessment process will be easy since the rubrics are already in place. Sampling capstone assignments becomes important when the individual capstone assignment is lengthy. Care should be taken to choose a representative sample. GSEP plans on having all of the program directors involved in LiveText by fall 2016 with the plan to have all classes on board by 2017.

OIE is preparing to set LiveText accounts up for faculty and students in fall 2016. OIE can create a random sample of artifacts for multiple faculty and librarians through LiveText to read and assess without repeating multiple sets of eyes on the same artifacts. The reviewers or director of the area needing assessment would need to communicate with OIE to establish the parameters for the sampling work to be done. Each reviewer would have his or her assigned assessment articles delivered into his/her queue.

#### D. Rank, Tenure, and Promotion (RTP) Data sheet (Lee Kats)

Ross shared on Lee's behalf that the Rank, Tenure, and Promotion committee has met and he will email Charla shortly with the results of their discussion.

### III. Adjournment

The meeting adjourned at about 1:50 p.m. The next meeting of the ASLC is scheduled for March 14, 2016, at noon in the Page Conference Room, TAC 316.