

Advancement of Student Learning Committee

Minutes

September 12, 2016

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 Dudley, Student Affairs
Brad Griffin, Seaver College
Mary Ann Naumann, University Libraries
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

Absent: Michael Shires, School of Public Policy

I. Welcome and Call to Order.

Lisa Bortman opened the meeting at 12:03 PM with introductions of the ASLC members and welcomed new member, Mary Ann Naumann, from Pepperdine Libraries. The members present are listed above. Lunch was served following a blessing by Brad Griffin.

II. Business

A. WASC Mid-Cycle report and Inventory of Educational Effectiveness Indicators (IEEI) form (Lisa)

Lisa discussed the upcoming WASC Senior College and University Commission (WSCUC) mid-cycle report that is due in 2019. The University is in good shape with no findings to address. All of the retention and student success data must be publically available, which OIE has been working to publish on the Web over the last three years.

The University has to submit an updated IEEI form, which will include one page for each program, including undergraduate, graduate, ILOs and core competencies, that have been updated since 2012. The deadline will be February 1, 2017, to OIE for the final submission in March 2017.

B. Assessment Annual reports on Livetext -- updates and rubric (Lisa)

The program annual status reports may be completed in Livetext and are due December 12, 2016.

C. Program Review Schedule for 2016-2017 (Lisa Bortman)

Lisa Bortman noted that Academic Year 2017 (AY17) is a big year for program reviews.

The list includes.

2016 — 2017	
GRADUATE SCHOOL OF EDUCATION AND PSYCHOLOGY (GSEP)	Education
GSEP	Psychology with American Psychological Association (Center for the Family)
LAW SCHOOL	School of Law and American Bar Association
SEAVER	Communication (postponed to fall 2017)
SEAVER General Education (GE)	American Experience World Civilization Western Culture
CORE COMPETENCY & SEAVER GE	Information Literacy, Research Methods
STUDENT AFFAIRS	Community Standards Housing and Residence Life Student Health Center
SEAVER STUDENT SERVICES	Enrollment Management
INSTITUTIONAL LEARNING OUTCOME	Leadership

The Council discussed whether the schedule should be realigned so that some of the programs reviews are due in spring and others in summer. Complications occur when program offices submit the reviews late, inhibiting the timing of ALSC review, dean review and writing of the MOUs, and timely reporting to University Academic Council (UAC) and University Planning Committee (UPC) for program change and budget adjustments, respectively. To make drafting the reports less arduous, Seaver College is moving to the following seven-year review cycle:

- Divisions complete program review reports by November 1
- External reviewer comes in December
- The Quality Improvement Plan (QIP) and review report are submitted to the program dean by March 1.
- The Division or School dean will work with the programs on their QIPs in April, and
- ASLC has April - June to review the reports and submit their findings to the programs and deans.

- The deans have the summer, then, to write the Memoranda of Understanding (MOUs) by the fall or the programs to re-submit any missing or substandard section(s) of their reviews.

The ASLC considered whether to impose consequences on submitting poor quality or late program reviews, e.g., if the program review is well-done, the division may be given a 7-year review instead of a 5-year review, a la the WSCUC practice. Brad G. suggested that the due dates remain as posted and the ASLC will determine the flow of reading the reviews over a longer period, instead of having a staggered submission deadline. The Council concurred. The due dates will be in spring and ASLC will review the reports over a two-month period and will return the reports to the divisions by June 2017.

Eighteen General Education assessments are due before the next WSCUC visit but the timeline may make that difficult. Seaver College assessment is still trying to determine how best to squeeze all of these assessments into the schedule in time for the 2019 report.

D. Livetext Grant (Lisa)

Lisa shared that she has five professors who accepted the grant tied to using Livetext for assessment for a core competency outcome in the next fiscal year. The professors will have their courses set up for Livetext assessment collection and become familiar with the use of the tool and make data collection easier in the future. One thousand dollars is being granted for each assessment outcome entered, up to \$5K per professor.

E. Approval of [June 13, 2016 Minutes](#)

Charla Griffy-Brown joined the meeting in process and called for approval of the minutes with changes to be made by 5 PM, afterwhich the minutes would be considered final.

F. 2015-2016 Core Competency report - Information Literacy (Brad G.)

Brad G. spoke about assessing Information Literacy at Pepperdine's Seaver College and the faculty that are collecting data. Brad shared two forms (*Assessing Information Literacy at Seaver* and *Reflective Essay Assignment*) that Seaver is using for assessment purposes on an existing assignment that will not be an addition to the curriculum but is used in many classes and will help collect data from many students across multiple disciplines using a common rubric and a final project. The other schools felt these would be helpful to collect for the reflective essay. Engaging graduate faculty in the process and determining the appropriate time for assessment of doctoral students remains something on which the schools and faculties must continue to work.

G. Training workshops by the Office of Institutional Effectiveness

Lisa Bortman noted that training will be offered in the coming term for each school (Assessment 101, Assessment 201, Livetext, etc.), with many one-on-one training opportunities as well.

H. The Institutional Diversity Report

Lisa reported that the Diversity Report was posted on the OIE website and there were some interesting results from this two-year project. She reminded the Council that Pepperdine must assess General Education, Core Competencies, Institutional Learning Outcomes, and program outcomes before the WSCUC report is due in 2020. OIE will begin the leadership study this fall in partnership with Pepperdine Student Affairs and with other colleges and universities, like we did on the Diversity Study. There are 9 ILOs in total and we are on track to get all of them covered by our studies of Leadership, Diversity, and Service by 2019 when the draft report is due.

I. Scheduling meetings with UAC and Deans (Charla)

Charla encouraged the ASLC representatives to schedule a time to meet with their deans at each school to impress upon them the challenges of assessment and the requirements that all schools must meet to keep WSCUC accreditation.

J. Invitations and hopes for the year

Charla asked the ASLC members to consider what their hopes and aspirations are for the year. The ideas included the following:

- The ASLC retreat should have time to discussions something that was transformative over the course of the year and how it can assist building a culture of assessment at the University; and for strategic planning;
- The ASLC should seek an invitation to the Deans' Council (with Lee Kats' assistance), where all of the deans are present, so we can talk about what we have done to develop or create a culture of assessment at Pepperdine and how leadership at the top of each school and unit is needed to impress upon the faculties and staffs how important assessment is

(Lee Kats will speak with Provost Marrs and seek an invitation for the whole ASLC to join in the meeting so the deans' recall who their reps are and what work is being done.)

- The ASLC shall invite the chair of UAC to show the connection between the program review process and program change and development process between UAC and ASLC.
- Meeting with the curriculum committee, faculty council, and with UAC representative, and with Seaver Faculty Association Executive Committee Would be helpful to become familiar with the whole cycle of program assessment, review,

change, and improvement

- Charla and Lisa noted that Quality is found in the co-curricular side of the enterprise and we must describe the co-curricular experience better.
- At a future meeting the ASLC must discuss the inclusion of students in the assessment process, as this is a mandate for our next general report in 2020. The Council will revisit this challenging requirement from WSCUC.
- The hope for the year is that we are able to use the retreat for Council development and strategies instead of just using it as a busy-work time for program reviews.

K. WASC ARC (Charla)

Lisa sent the information out about the annual WSCUC Academic Resources Conference, held each spring, and encouraged the ASLC members to consider presenting a proposal for the conference.

IV. Adjournment

The ASLC adjourned at 1:46 PM. The next meeting is scheduled for October 12, 2016, at noon as a virtual meeting via Adobe Connect and in the Page Conference Room, TAC 316.