

Advancement of Student Learning Committee

Minutes

November 14, 2016

11:00 - 12:30 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
Mary Ann Naumann, University Libraries
Lisa Bortman, Assistant Provost for Institutional Effectiveness, ex officio
Lee Kats, Vice Provost for Research and Strategic Initiatives, ex officio
Ross Canning, Recorder

Absent: Brad Dudley, Student Affairs
Amy Tuttle Guerrero, Graduate School of Education and Psychology

I. Welcome and Call to Order.

Charla Griffy-Brown opened the meeting at 11:10 AM with words of appreciation and thanks followed by lunch. The Committee discussed current events around the different programs including an upcoming LiveText training and the School of Law's accreditation visit today through Wednesday.

II. Business

A. Approval of minutes

Charla Griffy-Brown called for consideration of the minutes, with changes to be made by 5 PM in Google Documents. The minutes were unanimously approved.

B. Discussion regarding the OIE ILO Diversity Report and high-level recommendation to the administration

Lisa Bortman led a discussion concerning the OIE assessment reports, which this year is on diversity. The reports may be found on the OIE website.

The Council discussed the trend to have more transparency and WSCUC requires assessment and reviews to be published online for public access.

OIE and a few other institutions created a few case studies and value rubrics to assess the core competencies and share data among their students. The report found that self-awareness and cultural diversity was a little low on the scale for Social Responsibility and Faith. Students said that they were able to get through their years of college without being required to have a course on diversity. Student's felt that they learned the most about diversity through the residence and co-curricular activities vs. inside the classroom.

Leadership is the next core competency that will be reviewed. Student Affairs will be selecting a group of students who have gone through some leadership training (including head residents, Convocation leaders, and some others) to participate in the assessment of leadership.

The Council discussed the possibility of an assignment being added to a senior thesis or to some of the graduate programs, like the BSM program, the School of Public Policy and a School of Law program. Lisa will send the Leadership rubric to the ASLC members for their information.

B. Assessment and Strategic Planning: Learning from Washington State Northshore School District #417 (25,000 students)

Charla Griffy-Brown discussed the assessment and strategic planning model at Pepperdine using an example from a school district in Washington State. The plan includes two working groups for planning and execution, which are engaged simultaneously. A series of two-day planning sessions occurred with the school district administrators and the superintendent, business leaders, state government, union leaders, etc. to build buy-in across the committee, which developed a unified strategic plan. The plan was shared with some students who wrote their comments and then the planning committee responded and wrote a letter on how they would incorporate the students' requested updates to the plan.

The process included building a trust foundation and then started defining some aspirational goals based on the solid use of data. The process was made possible by a personal invitation by the superintendent to specific business leaders who participated by choice. The Strategic Plan is considered a five-year plan but there is a recalibration every 2-3 years.

At Pepperdine, the strategic planning process takes time. Lessons learned from this Washington State school district process includes the length of time needed to accomplish the task is critical to build trust among a collaborative leadership. We must also use our data to tell our story and to better understand where we are and how to get where we want to go.

The University Strategic Plan 2020 is going to end in three years. This model may help create the new strategic planning process.

C. Including the Student Voice in strategic planning (Charla)

This item was postponed until the next meeting.

D. Midway Report (Lisa)

The WSCUC Inventory of Educational Effectiveness Indicators (IEEI) Form was submitted in 2012 and an updated form has to be written for every program at the University and are due at the end of February to OIE for a deadline on April 1, 2017. Lisa sent a link to each of the ASLC representatives to complete the forms for the programs in their schools. This can include what the outcomes are, were the outcomes are published, and how the assessment data is collected and evidence that the loop of assessment and program change is closed. Seaver College has completed the IEEIs for Seaver College.

The 2012 IEEI forms are available on the OIE website and can be updated from 2013 to 2016.

III. Program Review department responses to ASLC comments

A. Liberal Arts, History, and Livetext update (Lisa)

Dean Michael Feltner has completed the Memoranda of Understanding for the 2015-2016 program reviews and demonstrated why the programs must complete the review in order to be eligible for curriculum updates, staffing changes, and additional funding.

Lisa gave an update on the General Education and Core Competencies responses following the assessment cycle. Program Reviews are coming along in quality. General Education has very basic review documents that are posted online. Livetext has been great for program reviews in the general education curriculum but are not being used at the level we'd like for assessment. One question is why aren't the programs using Livetext for program reviews? The next push is for measuring the assignment at the point of mastery

Lisa and Brad G. discussed the challenges of not having a Livetext account for every student. Pepperdine is sampling the students in various classes, according to interested faculty member participation. Faculty members seem confused about the difference between grading, assessment, and uploading deliverables into both Courses and Livetext and feel that they may be doing double work by including assessment and deliverables in Livetext. The Council discussed various scenarios to engage more professors and students in the process, especially to note when mastery occurs and who should be involved in assessing when and whether mastery is attained.

B. Model assessment plan

This discussion is tabled until the next meeting.

C. Discussion regarding funding for program reviews

The current funding plan allots \$10K per school for program reviews but this past year some programs asked for more money to cover their program assessment expenses. The Graduate School of Education and Psychology requested \$30K more than their allotment, which OIE covered from its reserves. This budget augmentation is unsustainable for the long-term.

IV. Discussion: How do we measure building character? (taken from a discussion at the Faculty/Staff Leadership Conference regarding David Brooks' book on character)

1. What voices need to be engaged in this conversation?
2. What is our approach to establishing a plan?

This discussion is tabled until the next meeting.

V. Student Voice and how to include students in the strategic planning process.

This discussion is tabled until the next meeting.

IV. Adjournment

The ASLC adjourned at 12:30 PM. The next meeting is scheduled for January 9, 2017, at noon in the Page Conference Room, TAC 316.