

Advancement of Student Learning Council Minutes

August 15, 2022

2:00 p.m. – 4:00 p.m.

Seaver Board Room and Zoom

Members Present: Tonya Wood, Chair, Graduate School of Education and Psychology
Katie Dodds, Caruso School of Law
Brad Dudley, Student Affairs
Charla Griffy-Brown, Graziadio Business School
Seta Khajarian, Office of Institutional Effectiveness
Kim Miller, Online Programs
Dean Mark Roosa, University Libraries
Michael Shires, School of Public Policy
Heather Thomson-Bunn, Seaver College

Members Absent: Lee Kats, Vice Provost, ex officio

Guests Present: Jacqueline Dillion, Seaver College

I. Welcome and Opening Remarks

- A. Chair Tonya Wood opened the meeting at 2:00 p.m. ASLC members were welcomed and invited to introduce themselves.

II. Equity in Assessment Discussion

- A. Chair Tonya Wood and Seta Khajarian introduced ASLC's theme for the year as well as the concept of providing resources to guide conversation.
- B. Members shared thoughts on the equity articles *NILOA's Occasional Paper #42* (reference *NILOA's Occasional Paper #29*).
 - 1. Context on topic selection was provided, including participation in the ARC conference, acknowledging its tie with Pepperdine's mission, and ASLC's charge to respond to reaccreditation. Members shared how ASLC might integrate knowing the culture and context of assessment into its work and communicating this with students and faculty.
 - 2. A member expressed enjoyment in reading the articles and asked what applying its principles would require in action for both the University and ASLC. Suggestions included adjusting Program Reviews, rethinking learning objectives with faculty, and rethinking PLOs with programs. Seta Khajarian affirmed that these questions helped to shape ASLC's aspirations and to know the University mission for student learning outcomes, but how ASLC

can support in rising with the trends toward these principles is proposed for discussion.

3. Seta Khajarian introduced that WSCUC has created a guiding policy on institutional expectations for equity and offered collaboration with OIE to create actionable items. A suggestion included professional development to inform members and others as a first step. A member asked for clarification on the scope of the WSCUC document which was clarified to be general questions for universities to ask themselves to guide creation of equity framework: responses to recommendations, showcase what steps are taken now, and accelerate progress in DEI issues. A member requested the document be shared for context.
4. A member noted that this study provides an opportunity to tie equity (an element to which many faculty are dedicated) with assessment, making assessment more relevant to what faculty are hoping to achieve in the classroom and the University hopes to achieve through its mission.
5. Members discussed the important element of the student voice aspect in light of ASLC's previous attempts for student engagement, and what might be a successful approach given the article's information on the topic. Inviting students to the SLO discussion was suggested, and structured student conversations in one example program was praised. The concern of receiving equitable student body representation without overreliance on the same students was discussed. KID data was suggested and information was provided that KID data is for undergraduate populations rather than graduate schools; however, applying its principles may be further explored. A member noted student frustration with survey completion and loss of trust when unable to recognize where their feedback made a difference in execution. Making clear the institutional value of this data collection preemptively was suggested to rebuild trust. A member suggested referencing K-12 schools in districts successful with this matter as their student advisory boards and what they have learned could prove to be significant resources.
6. It was suggested to consider student, faculty, and employer focus groups to learn with what qualifications students enter the workforce on account of their college education.
7. Adding a question assessing equity to the student evaluations was discussed. A member explained that this avenue is difficult due to confidentiality, but that the idea of adding such assessment into already-existing venues is valuable. Seta Khajarian noted that one option already being explored is through ILO revisions to be discussed at the September ASLC meeting.
8. Whether to share this ASLC theme with programs was discussed. It was decided that members are welcome to share that ASLC is focusing on a

theme of equity, while remaining clear that there are not yet action steps for programs.

III. Business

- A. The Advancement of Student Learning Council approved the 2022 Retreat meeting minutes.
- B. The Advancement of Student Learning Council provided editing suggestions for the ASLC Charter. Additional adjustments should be emailed to Chair Tonya Wood, then the Charter will be considered approved. Petra Rickertsen will subsequently update the Charter on the ASLC website.
 1. Members discussed the placement of the word “systematically”.
 2. A member asked whether ASLC participates in closing the loop between reviewing programs and providing feedback, and confirming improvements are made. It was suggested doing so may support ASLC in tracking and sharing results of its work. It was clarified that this is not a current function of ASLC. The letter process was outlined and a member offered that ASLC does analyze progress between reviews. It was asked whether it would behoove ASLC and showcase the significance of reviews or the overall assessment process by confirming with Deans once QIPs are complete in response to ASLC’s work. This could be tracked in flash reports.

IV. Break

V. ASLC Program Review Flash Report 2022 Finalization

- A. The Advancement of Student Learning Council provided suggestions for clarifying the Flash Reports and for sharing with the appropriate University committees, including UAC and UPC, the Dean’s Council, and potentially the Academic Affairs Committee (AAC, a Board of Regent’s subcommittee).
 1. Brad Dudley provided Flash Report context.
 2. A member brought to attention that this Flash Report is unique in comprising so many program reviews from one school, suggesting when multiple schools’ programs are wrapped into one year’s work in the future it may be difficult to summarize information in one Flash Report.
 3. Members discussed distribution opportunities in an OIE newsletter, an end of year ASLC newsletter, a feature on the ASLC website, and to the Dean's Council for discussion and their subsequent distribution to faculty at their discretion. Charla Griffy-Brown agreed to present the Flash Reports to UAC in the fall. It was suggested to invite Vice Provost Kats to share the Flash Reports with AAC. In this case it will be important to highlight ASLC’s overall theme and its relationship to Flash Report data.
 4. Further suggestions included prioritizing higher-level verbs at the beginning of sentences, prioritizing bullets with the significant growth bullets first and

specific bullets later, changing critical action items to a different color, and sharing council member names elsewhere.

5. It was suggested and members agreed that making the data more digestible through visual storytelling would be a significant improvement for the Flash Report. A provided example was shifting the number of programs listed to a chart representing impacted students' data.
6. Clarity on the first bullet was provided, as a member explained the context, which regarded streamlining the program review format and the potential resulting benefit of streamlining the process for programs.

VI. Program Review Schedule Outline

- A. Seta Khajarian introduced members to the Program Review schedule for the upcoming year, which will be finalized and shared for members to sign up by the September meeting.
 1. A member confirmed that English is deferring.

VII. ASLC Future Projects

- A. Chair Tonya Wood presented members with future ASLC project ideas including an ASLC newsletter, spring seminar, and shared reading of a book on equity.
 1. Seta Khajarian noted that the suggestions respond to faculty surveys which indicated lack of knowledge and clarity around ASLC's work, as well as the WSCUC Recommendation regarding information sharing.
 2. The books were confirmed to be ordered.
 3. Seta Khajarian offered teamwork with OIE on the seminar opportunity.
- B. Chair Tonya Wood reviewed the ILO discussion which will occur at the September ASLC meeting. Seta Khajarian noted the creation of an executive overview providing context on ILOs for the higher-level University committees. This will be shared with members in advance of the next meeting.
- C. Chair Tonya Wood updated members regarding the WSCUC recommendations and responses.

VIII. Adjournment

- A. The meeting adjourned at 3:55 p.m. The next ASLC meeting will convene on September 14, 2022 in the Braun Conference Room and via Zoom.

Deliverables

- I. Share [WSCUC Equity and Inclusion Guide](#) with members.
- II. [ASLC Program Review Flash Report 2022](#) to be completed and shared with appropriate university committees, including UAC and UPC, Dean's Council, and potentially AAC.
- III. ASLC Charter updated on website.
- IV. Share ILO Executive Overview with members.