

# Advancement of Student Learning Council

## Minutes

April 15, 2019

12:00 p.m. - 2:00 p.m.

Lamb Conference Room, TAC 139

Adobe Connect

Members present: Charla Griffy-Brown, Chair; Graziadio School of Business and Management  
Lisa Bortman, Assistant Provost for Institutional Effectiveness, ex officio  
Katie Dodds, School of Law  
Brad Dudley, Student Affairs  
Amy Tuttle Guerrero, Graduate School of Education and Psychology  
Seta Khajarian, Graduate School of Education and Psychology  
Michael Shires, School of Public Policy  
Heather Thompson-Bunn, Seaver College  
Jeremy Whitt, University Libraries  
Ildiko Hazak, Recorder

Members absent:

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

- I. Welcome and Call to Order
  - A. Charla Griffy-Brown opened the meeting at 12:05 p.m. in the Lamb Conference Room.
- II. Business
  - A. Approval of the Minutes
    1. The Advancement of Student Learning Council approved the March 11, 2019 minutes.
- III. Go Over the Proposal and Get a Status
  - A. Lisa shared that she has just returned from a WSCUC meeting. She did a two-hour workshop on the proposal. Some of the proposals were too big and they should have lined up more with the WSCUC standards. They had a couple of recommendations for meaning, quality and integrity. Meaning should be defined based on the degree level. For program review, the time should be spent by relooking the program review process, relooking the rubrics and see if any changes should be made. There should be better links of program review feeding

into strategic planning. There are ways to see what are the changes after the program review is completed. It should be summarized what the findings are and what was completed. Lisa noted that the provost has his own academic plan. Lisa commented that the question is how does the program review feed into the academic plan. The academic plan is based on student learning. The program review is shared with UPC, UAC, but they never look at it. UPC gets a 3-minute view from the deans. Lisa asked what would it look like if ASLC brought the program review to the committee themselves. Charla noted that the new president has a new strategic vision. Charla commented that the institution should be connected with teaching and learning. There should be an academic plan. There is a disconnect between the institutional mission and the mission of higher education. At the retreat ASLC could come up with its own idea and present it to Jim Gash. ASLC could give UPC the type of information they need for budget planning. Katie Dodds suggested to create a spreadsheet to compile data. It would be a good topic for the retreat. A firm plan is needed to see what the ASLC is going to get done. Charla will get the QIP information for the retreat.

#### IV. Final Program Review Reports

- A. Charla went over the program review letters and she added to the comments. Lisa met the Economics external reviewer. The external reviewer just finished a project on diversity. Lisa reviewed the diversity page. Lisa said that maybe there is a different way to use external reviewers. Maybe the external reviewers are being underutilized. Some institutions have two external reviewers. Charla said that ASLC could bring in an additional external reviewer. Charla asked Lisa how she found out about the diversity work they had been doing. Lisa responded that they had a conversation on diversity and the institutional approach. The external reviewer said that Pepperdine has not made the type of progress it should as a university. The external reviewer also couldn't find a diversity statement. Charla said that other questions should be asked from the external reviewers, for example: What are we missing? Are there things that are not covered in our forms that we should be thinking about? What other observation have they made? Charla asked the ASLC members to think about these questions.

B. Economics Program Review – Lisa Bortman and Katie Dodds

Charla discussed the Economics Program Review letter with the ASLC members. There is an ongoing increase in enrollment. The retention rate, when it is high, could mean that the university is doing an excellent job, but it could also mean underlying challenges. The retention rate is 96%, which is outstanding. It would be great to see the comparison to the institutional retention rate. The graduate employment analysis was really sophisticated. This is why enrollment is continuing to increase. Lisa commented that the economics department is an outspoken critic of assessment. The economics department has not participated much in assessment. They have just been using exams. Katie Dodds commented that they had good outcomes. They have 10 - 15 faculty members for the increasing number of students. Their argument was well-supported. The economics department needs to establish benchmarks for standards of performance and rigor. Lisa said that there is no capstone experience and no prerequisites. Lisa commented that there are barely any requirements, no wonder so many students are applying. There is no rubric to evaluate what were the questions. The rubric shows only if you got the questions right or wrong. The economics department should demonstrate broader participation from faculty in the evaluation of curriculum.

C. Student Employment Program Review – Amy Tuttle Guerrero and Jeremy Whitt

Amy commented that with student debt and rising cost of tuition, it is very important to have the Student Employment Center. The Student Employment Center administer surveys for students and supervisors. They also have a lot of different trainings. They referenced to the last program review and some of the things they have changed. They wrote about the external context. In reference to the decrease of student employees, they could explain better how they understand that trend. They wrote about Handshake. Under Program Learning Outcomes, they wrote about career responsibility. Their meaning, quality and integrity section was a little weak. The Pepperdine degree is preparing students for lives of purpose, service and leadership. Lisa was impressed by their student learning

outcomes. They have high number of Seaver students employed. Amy commented that the Student Employment center identified some areas that they need to strengthen.

D. Counseling Center Program Review – Heather Thompson-Bunn and Mike Shires

Heather commented that the Counseling Center is working with students on how to be better community members. Mike Shires noted that the Counseling Center serves all schools, but it is driven by Seaver. They should be thinking in a broader structure. Charla asked if the current infrastructure and resources enough to provide the services needed across all the schools. Lisa said that the Counseling Center is not a data driven office, but they collected a lot of data on so many aspects of the program. They provide counseling for students and they also provide an incredible amount of training. The counseling Center should start thinking about long term and start asking alumni about the impact. Charla commented that Student Employment and Counseling Center are offices that are incredibly important to Pepperdine's mission and they need more resources. Lisa commented that it is hard to measure student learning outcome at a non-academic institution. Lisa asked: Are they providing service to the community? Do they have the resources? Do they see the future of what their needs are going to be? Are additional resources required? Charla noted that ASLC should help the non-academic programs to be connected to the budgeting process. It should be part of the long-term strategic plan that focuses on what the university is doing for the students. Charla noted that this topic should be a great conversation at the retreat.

E. Psychology Program Review – Seta Khajarian and Brad Dudley

Brad noted that Psychology had a strong program review. This program review had the best examples of having plenty of data. Seta commented that they added a new PLO: Diversity. Seta commented on internship: it is one of their key requirements on the resume. But internship has gone down, so they need create more opportunities for internship. They have large classes. Seta asked if this something that they are thinking of resolving. Some of the survey data was from

2012. Seta recommended that Psychology should use more current data. Other recommendations: revisit curriculum, revisit courses and assessment plan, use, request or generate more current data and create more opportunities for internship.

V. Getting Ready for Retreat

The ASLC retreat is scheduled for Monday, June 10, 2019.

VI. Adjournment

A. The ASLC was adjourned at 1:57 p.m. The next meeting is scheduled for May 13, 2019 from 12 p.m. to 2 p.m. in the Thornton Conference Room (TAC 417).