

Advancement of Student Learning Council  
Minutes  
February 10, 2020  
12:00 p.m. - 2:00 p.m.  
Page Conference Room (TAC 139) and Zoom Meeting

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

- I. Welcome and Call to Order
  - A. Lisa Bortman opened the meeting at 12:03 p.m. in the Page Conference Room.
  
- II. Business
  - A. Approval of the Minutes
    1. The Advancement of Student Learning Council approved the January 31, 2020 minutes.
  
- III. Guidebook Review
  - A. Lisa reviewed the WSCUC timeline. Lisa noted that there are six deliverables, including the student achievement template, the revised program review guidebook and the rubrics with benchmarks. In addition to revising the guidebook, some other components to program review have been added. An infographic will be created and it will be called the flash report. There will be better ties between ASLC, UAC and UPC. Lisa commented that everyone is assigned to a deliverable. The other important piece is that the essay has to be written. The ASLC members are going to have to write the assessment infrastructure for each one of their areas. They have to write a short brief summary of their assessment infrastructure. The essay should start with the strengths. Seta will write the essay and Heather will proofread it.

- B. The essay should start with a background and then, move into the strengths of the program, then move into the challenges. The challenges should come from Carol's document in addition to all of the interviews that were done in the past. Every year ASLC has done interviews with people who have gone through program reviews and they identified and explained what is working or not working. Then ASLC moves into the process to fix it. ASLC has decided that it was time to revise the program review guidebook. ASLC ended up streamlining the guidebook. Katie Dodds will write about how the annual assessment process will be changed. Seta asked Lisa, how long is the essay. Lisa responded that the whole document is supposed to be 40-50 pages long. Each one of the parts should be between 5-10 pages, double spaced and Calibri font should be used. All of the deliverables have to be ready for assessment.
- C. Lisa reviewed the six deliverables:
1. ASLC is responsible for the program review guidelines. The non-academic guidebook is assigned to Brad and Jeremy and the academic guidebook is assigned to Lisa and Katie.
  2. Katie and Lisa are working on the new reporting templates for annual academic achievement reports.
  3. Lisa is working on the rubric development with benchmarking.
  4. Change in process to program review: presentations and discussion with programs and ASLC. Heather wrote a section that the ASLC will review.
  5. Change in Governance process, so there are better ties between ASLC, UPC and UAC. ASLC would like UAC and UPC to use program review data as part of their decision making in the strategic plan.
  6. Brad and Charla are assigned to create the flash report.

Lisa commented that everything should be done by April 13. The essay will have to be done by the next meeting in May. Lisa presented how the essay has to be written: The essay will start with an introduction, there will be a section on mission and a section on what WASC cited us for last time and how do we resolve that and this will be about 10 pages long. Then, the next part will be the standards, there are four standards and each one of those are 5 pages each. Lisa and Katie are writing the section on Meaning, Quality and Integrity, which will be 5-7 pages long, plus the conclusion. These parts will all add up to 40-50 pages. Lisa commented that for this essay, everything should have evidence. ASLC will have the minutes from the meetings to show the discussions and also have the report from Carol Houston.

- D. Heather Thomson-Bunn shared her post review debrief and planning session document. Heather asked, how can there be a part of the review process that it fosters conversation and focuses on making a connection with writing the report and doing something with it. Heather listed the purposes: Foster effective communication and information sharing between ASLC and those conducting program reviews, and facilitate and support strategic implementation of review findings. Charla suggested that maybe the dates could be recorded of the

meetings. Heather noted that the ASLC could check in with programs to see if they need any help. Maybe the ASLC members could do a Zoom meeting. Charla like this idea and suggested that ASLC could ask the programs the following questions: What do you hope would come out of this? What kind of questions did this provoke as you are going through the program review? What are you hoping to learn about your program? Katie noted that the word: “growth” should be used: Where do you want to grow to? What do you want out of this in terms of your program growth and further development? Lisa commented that OIE oversees the program review process. OIE has instructions on how to address the program review. Lisa will put Heather’s part into the program review.

- E. Lisa reviewed the WASC essays folder on the Google drive with the group. In the WSCUC Re-Affirmation 2021 Google Folder got to (1) Essays and then click on Essay “Chapter 4” – Program Review folder. Lisa commented that while ASLC is writing the essay, everybody has to make sure that they met the outcomes. Lisa commented that these are standard essays for WASC program review. Lisa noted that the program review criteria has to be reviewed in the handbook. Lisa commented that the ASLC members can look at the program review schedule on the OIE website. The program review schedule can be viewed based on year or based on programs. Lisa asked the ASLC members to look through the program review schedule and send their changes to Jeannie Gentile.
- F. Brad Dudley reviewed the non-academic guidebook. Brad commented that he tried to give a clear direction on how much work is expected. Brad reviewed the Meaning section and the Quality section. Quality and Viability of the Program section: Brad commented that this section mirrors what the WASC handbook says regarding evidences. Brad listed all the evidences in this section. The programs don’t have to make any decisions or any analyses. They just put together what services they provide, what changes they have made and some benchmarking against other institutions. Evidence are needed also in the Integrity of the Program section. The Allocation of Resources section mirrors the academic guidebook questions. Finally, Brad described the Summary, Reflections and Plans for Future section. This section shows the reflection on the work that was done and the changes that need to be made. This section gives a clear direction. Brad looked at a sample program review and the WASC handbook while he was editing the non-academic guidebook. Jeremy Whitt commented that the analysis follows evidence in each section, it is very user friendly.
- G. Lisa added the program review guidebook into a Google document. Heather’s section needs to be added to the program review guidebook and questions should be added to the beginning. Charla will put the questions at the beginning. Lisa commented that by the next time ASLC meets, ASLC should be able to give its progress report on the deliverables. They should all be uploaded to this Google drive. The committee has to think about what information they want in their flash report. Heather is going to help with writing. Infrastructure and timeline will be updated at the next meeting.

1. Complete the deliverables
2. Write the essay
3. Update the infrastructure and timeline

#### IV. Adjournment

- A. The ASLC was adjourned at 1:43 p.m. The next meeting is scheduled for March 25, 2020 from 12:30 p.m. to 2:30 p.m. in the Thornton Conference Room (TAC 417).