

Advancement of Student Learning Council
Minutes
March 25, 2020
12:30 p.m. - 1:30 p.m.
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
Jeremy Whitt, University Libraries
Ildiko Hazak, Recorder

Members Absent: Heather Thomson-Bunn, Seaver College

I. Welcome and Call to Order

A. Lisa Bortman opened the meeting at 12:32 p.m.

II. Business

A. Approval of the Minutes

1. The Advancement of Student Learning Council approved the February 10, 2020 minutes.

III. Program Review Assignments

A. Career Center

Charla started the meeting with assigning the program review reports. Seta Khajarian and Brad Dudley will do the Career Center. Lisa noted that this is the Career Center of GSEP. Lisa commented that none of these program reviews are complete, but the main text and the main body is done. Lisa also mentioned that they could read them now, and then as soon as the final external reviewers and QIPs come in, they can finish them then. For the GSEP Career Center, the program review is complete, but they weren't able to bring in their external reviewer. The OIE program review is done. The program reviews of Philosophy and Religion are done, but Religion wants to make a couple of small changes. Their external reviews are in. They don't have QIPs yet.

B. OIE

Charla Griffy-Brown will do OIE with Katie Dodds.

C. Philosophy

Jeremy Whitt and Heather Thomson-Bunn will do Philosophy. Heather is not present, so Charla will reach out to Heather.

D. Religion

Mike Shires and Heather Thomson-Bunn will do Religion.

IV. New Rubric

A. Lisa shared the new rubric with the ASLC members. Katie and Lisa have been working on the new rubric together. Lisa commented that the way that the rubric is put together is that as the person is reading the program review, he or she can make a decision about whether it meets this outcome or it doesn't. If it meets the outcome really well and it really stands out, then it becomes a commendation. If it doesn't meet the outcome, then it becomes a recommendation. Lisa commented that this is kind of the change when they were talking about the university's approach to program review. It is a little more positive. They are not going to identify all the small errors where they can improve. They are going to focus on big picture things. Lisa shared with the members the "ASLC Rubric March 2020 Final" document. This document is also in the WASC folder. The rubric will be added to the Google Drive with the program reviews.

B. Lisa explained that there is a checkbox on the rubric and there are some instructions on the top. Lisa noted that this is the way they do WASC sub-changes on WASC reviews. As they are reading, they try to identify commendations and they always think about having less recommendations than commendations. Lisa commented, for example, if the mission values were something that they did exceptionally well, then you would check, "meets expectation" and they would check "commendation". Lisa said that they will see how the new rubric works. Lisa noted that the ASLC members could share it in the Google Drive to work on it together or they can work on it on their own. Katie Dodds commented that the rubric looks great and it is going to be very easy and straightforward. Charla noted that in the Google drive under Program Reviews, there should be another folder which has the rubric as a template. Then everybody can upload them and name them after whatever review they have been doing. Seta commented that it would be nice to have a part on the form that shows what program, who is reviewing it and the date. Brad noted that in Google, there is a relatively recent feature where they can actually set up a document as a template, which would keep somebody from overriding their original document. It would also allow them to open it, work on it and rename it.

V. Flash Report

A. Brad Dudley presented on the flash report. Brad put together the flash report for the deans' council. The flash report is a way of illustrating what this project is

about. Brad commented that they can see what the outcomes are. There is a flow to it. They can see some of the assessments that they have done internally with their own faculty. Brad noted that the core information is all on this page. Brad commented that one of the things that they are trying to achieve through this committee is that they can get the core of information from the program reviews like, “Do we know that student learning is actually happening? Are there opportunities for us to improve?”

- B. Brad commented that they are meeting with Jonathan to talk about how do they make the flash report more searchable. For example, in Student Affairs, they are working on the resilience program. What if Brad wanted to know who is studying that. Courtney is trying to work on how they can use Google as an opportunity for people to be able to enter information and be able to generate a report. Brad noted that he got an outline for the essay.
- C. Lisa asked Brad if he wants an input or help from OIE on what is some of the information from Program Review that they want on the flash report. Brad responded that it would be helpful. Brad asked Lisa to send the information to him and then Brad can share it with the committee. Brad will also share it with Courtney as she is working on building out how that goes into the template.
- D. Lee asked what the final product is going to look like and what the interface is going to look like. Lee asked if there will be a link on the OIE website where they can both access information and input information. Brad responded that he went and tried to review what is out there. Brad found that there is basically a vacuum of information about information sharing. Brad commented that everybody that is doing assessment is doing a good job of putting that into a document and submitting that to OIE and writing strategic initiatives based on it. But they don't really talk about it because they kind of don't believe that it's relevant to anybody else. And nobody wants to hear about it because they don't think that that's relevant to them either. Brad suggested that people who had just done a program review could do a poster presentation. The people who had done that review could be out by their poster and other interested faculty could walk by and then they can have conversations. Brad commented that they will know more after meeting with Jonathan. There could be a way that relevant information is put into some type of a knowledge bank, that if they were getting ready to do a program review, then they could go in and use the skills that they have learned to search Google to search information that Pepperdine has. Brad commented that on the IT side, they are just absolutely reliant on how they get information in and what IT people can build. On the information sharing within the schools, Brad thinks they are absolutely reliant on the deans helping them by developing their own cultures and finding the relevant places that the information can be shared. Brad thinks that the deans will necessarily have to take the lead on what that looks like.

VI. Essay Check-in

- A. Lisa commented that meaning, quality and integrity and program review go together. Lisa has been working with Katie and Seta and they have a framework. Lisa commented that here will be a shared part of the essay, which will be the foundation. Then there are individual items that they want to address. Lisa commented that they have already written the strengths and now each group will write the challenges of how they got there, what they identified and how they found out what they needed to work on. Katie started to put some bullet points about evidence and talking points. Katie commented that everything is in good shape and well framed. At this point, they know what needs to be filled in. Katie noted that she needs to get some data from the schools on updated statements on where they are with their assessment. Katie commented that everything is well identified and they know what the deliverables are. Katie noted that they have finished the new annual report template and they have the summary report, which is feeding into the new program review document. Seta commented that the essays need to be condensed. Seta suggested that once they receive the updated information from the different schools, about how their assessment setup is and once they write through everything, then Lisa and Charla should take a second look and review what they don't need and what they are missing. Charla commented that maybe they can look at what they can move into the appendices.
- B. Lisa noted that in the essays there's an introduction and someone could take that on. Lisa commented that the other piece is that in each essay, they write in the foundation, like what is their strength with knowledge sharing, information sharing, program review and assessment. That part was written. Then they move on to why they decide to write this essay on program review or meaning, quality and integrity. It is because they found some areas of growth that they wanted to take on. There is a section on how do they know that those were weaknesses or growth areas. The next part is, what do they decide on and why. Lisa said to Seta that Charla can write that part for her. For example, "we decided to revise the program review guidebook, work with the information sharing group on a way to share it, we look at the language that we use, this is what we are actually doing, what are our deliverables, then after we tried it out we will talk about implementation and assessment." Charla commented that she is happy to help Seta.
- C. Seta commented that GSEP's career report is not in the Program Review folder. She emailed to get the updated career report. Seta also noted that the information sharing document that Brad shared had information from different schools and GSEP's information sharing was not included. Seta will send the information sharing to Brad so they can make a bigger catalog.
- D. Lisa wrote an update on Seaver's assessment infrastructure. Lisa asked if Katie needs those updates on assessment infrastructure. Katie responded that she had the ones from June of last year. OIE has written documents about how assessment works at the school and what is the infrastructure for it. In the Seaver document Lisa included general education in core competencies and she put a section on

ILOs. Katie will check and see if she has that document. Charla commented that what she updated last year is up to date. Brad asked if any of the academic reviews used the new guidebook? Lisa replied no, because it wasn't ready. OIE just finished the non-academic guidebook. OIE built a rubric for that which Lisa will send to Katie to look at. Lisa also sent the non-academic guidebook to someone to clean it up and make it look consistent with other Pepperdine documents. Then it will be on the OIE website. Lisa put the academic template on the OIE website. The academic template will be ready to use for the program reviews that are coming up next year. Lisa will send the updated no-academic guide to Brad.

- E. Mike asked what the impact of all this COVID-19 going to do to the timelines, one is the program reviews that they are getting from the schools and the divisions, the second part is, whether this is going to impact the WASC timelines, and then the third part, the prospect that they might actually have online classes in the fall again. Mike noted as they are taking the university online, are there things they should be thinking about in terms of assessment, what the impacts of those changes are going to be on the quality of the programs. Mike asked if they need to start thinking about new metrics and new data systems to address what the impacts are. What I don't have as a really good sense of how to assess what those impacts are. Charla commented that at the business school they have been comparing their online versus on ground classes. Charla commented that they can use models that they have. The standards haven't changed at all. Lisa has been in contact with WASC, and we've been following the guidelines of the federal government. Lisa has been meeting with other schools. Lisa also has done a number of webinars to talk about what needs to be done from a WASC standpoint. The university's accreditation isn't changing. The dates are staying the same. The important part for WASC is that the university is continuing to meet its outcomes. Although the university's instruction has changed, Pepperdine still needs to meet its outcomes and it still needs to follow credit hours. WASC will be a little bit more flexible for this semester for credit hours but they hope that the university's infrastructure is solid enough that the university can still continue to meet those. OIE is collecting data and managing how the university is going about to do that. OIE has sent a survey out to the graduate schools. WASC is looking at process and having the university keep records, they're not going to take away the university's federal financial aid or the financial aid of students because that's really the big risk factor here. They can take the accreditation away from Pepperdine, but they would devastate a university if they told their students that they are not going to get financial aid this semester because Pepperdine didn't meet the credit hours and wasn't well enough prepared to accommodate the learning situation. So they giving Pepperdine a pass on that. But the expectation is that the university can still meet these learning outcomes. The university is still able to meet the outcomes and teach effectively. Charla commented that collaboration is critical. Charla thinks it's all about documentation and process and how things unfold. There's still an expectation of academic rigor and outcomes and direct instruction needs to remain the same.

- F. Seta shared that she has been attending every meeting that they are having with different programs. They are really focused on delivering the same quality that they are expected now that they are transitioning to fully online courses. For the rest of the semester, for those programs that are traditionally face to face, they are also making plans for the summer. Seta commented that they will have a lot of documentation of what is happening with each program and instructor. Charla commented that at Graziadio, every syllabus has to document in a table how they are meeting, the directed instruction and the total hours. Charla noted that she knows for a fact that they will be all online in the summer. Mike asked if there are any kind of information infrastructures that they might want to think about, especially with the availability of analytics to help them build infrastructure and share information between schools. Mike commented that for their program they don't have an online equivalent. So they are dealing with all the things that everybody does when they do a new program proposal. They are inventing the classes. Lisa commented that one of the WASC standards is: Are you prepared for the changing environment? That's something as a university that they need to think about. There are going to be emergencies and they are going to have to be able to be a little bit more agile and change instruction.
- G. Lee commented that EOC is just now transitioning from trying to manage the situation of the spring semester, the students getting home and support for faculty moving to online, to what the summer schedule will look like. EOC has gathered information from all five deans about what is in their summer portfolio and what EOC need to be worried about and concerned about. EOC had to make some calls almost immediately this week on some of the International Programs special trips. EOC is trying to think creatively about the summer schedule. The EOC is trying to be optimistic about the fall. The EOC has not entertained a whole lot about the fall yet, because they are trying to deal with the immediate and the summer calendar at this point.
- H. Charla commented that she put together for the Graziadio Business School a webinar series starting last week. The webinar series started with the supply chain. This week they have leadership during disruption, with guest speaker, Lieutenant Colonel Dan Carlson, who's an alum. It is good to share information like this. Charla noted that his webinar series is open to students, faculty and staff at Pepperdine. Brad commented that Student Affairs is still engaging students regarding recreation, mental, physical health or student leadership. Student Affairs has launched a series of rooms that allows for study rooms and things like yoga on a platform called Discord. There are opportunities for anyone to go in and interact with students and post information. Brad suggested to Charla to post the link to the webinars on Pepperdine Discord.

VII. Adjournment

- A. The ASLC meeting was adjourned at 1:30 p.m. The next meeting is scheduled for

April 13, 2020 from 12:00 p.m. to 2:00 p.m. by Zoom Meeting.