

Advancement of Student Learning Council

Minutes

May 14, 2018

9:00 a.m. - 2:00 p.m.

Retreat - Pepperdine Broad Beach House

Members present: Charla Griffy-Brown, Chair; Pepperdine Graziadio Business School
Katie Dodds, School of Law
Brad Dudley, Student Affairs
Brad Griffin, Seaver College
Amy Tuttle Guerrero, Graduate School of Education and Psychology
Lee Kats, Vice Provost for Research and Strategic Initiatives, ex officio
Jared Price, Recorder

Members absent: Michael Shires, School of Public Policy
Mary Ann Naumann, University Libraries
Lisa Bortman, Associate Provost for Institutional Effectiveness, ex
Officio

I. Welcome and Call to Order

A. Charla Griffy-Brown opened the meeting at 9:37 a.m. at the Pepperdine Broad Beach House

II. Business

A. Approval of Minutes

1. The Advancement of Student Learning Council approved the April 16, 2018 minutes.

B. 2018 Program Review Templates

1. The committee discussed four program reviews: Office of the Chaplain, Student Activities, Seaver Journalism, Seaver Public Relations, and Seaver Sports Administration. Assigned readers presented remarks about each program review while Charla filled in templates that will later be used to write response letters to each program.

2. These templates can be found below:

[“Program Review Letter Notes -- Chaplain 2018”](#) (Amy & Brad G)

[“Program Review Letter Notes -- Student Act. 2018”](#) (Mike & Brad G)

[“Program Review Letter Notes -- Journalism 2017”](#) (Katie & Brad G)

[“Program Review Letter Notes -- PR 2017”](#) (Mary Ann & Brad D)

[“Program Review Letter Notes -- Sports Admin 2017”](#) (Mike & Amy)

3. Reader assignments include:

Program	Reader 1	Reader 2
Chaplain's Office	Amy Tuttle Guerrero	Brad Griffin
Student Activities	Michael Shires	Brad Griffin
Journalism	Katie Dodds	Brad Griffin
Public Relations	Mary Ann Naumann	Brad Dudley
Sports Administration	Michael Shires	Amy Tuttle Guerrero

4. The council discussed the current model of Quality Improvement Plan (QIP) and how it is described to program review writers. One council member was left confused after his program was criticized for not having a enough evidence in the QIP. This council member felt that the program review itself provided ample evidence for such QIP endeavours. Charla responded that the QIP is meant to be an executive summary of the program review and that the council will work to revise its instructions.
5. Lee said that it would be interesting to see how program review influences budget decisions. Lee and Charla discuss that the ASLC has never met in front of all school deans. Lee said that he will speak to Provost Marrs about inviting the ASLC to the next Dean's Council meeting so that they could do so.
6. Charla adds that if it is found that program review leads to institutional change, it could be a powerful incentive to programs and could improve the assessment culture at Pepperdine.
7. The Council discussed that school deans constantly receive budget requests. They proposed creating a metric to define the merit of each program review. This metric could then be used by deans in determining their budget decisions. If this system is operational, it could prove an incentive for programs to improve program review practices.

C. Wholistic Program Review Feedback

1. The Council discussed ways to make their feedback more useful to programs. Charla added that it is important to not lose sight that education is at our institution's core and that culture shifts begin at the level of senior leadership. Brad Dudley suggested adding a peer review reader program during which individuals from peer programs will read program reviews at defined benchmarks. One committee member suggested hosting a half-day program review orientation during which programs whose review is due that year learn more about expectations, purpose, and examples. Other suggestions mentioned include decreasing the size of score cards and

hosting monthly optional webinars.

D. Poster Board Brainstorming

1. The Council discussed ways to improve the culture of assessment at Pepperdine. Jared suggested learning what the academic literature says about cultural changes and then implementing these techniques to change Pepperdine assessment culture. Charla suggested inviting faculty member Kent Rhodes to a future ASLC meeting to discuss this. Another council member suggesting involving students more heavily in the assessment process. Another faculty member shared her observation that younger faculty members tend to understand the importance of assessment more so than their more senior counterparts.
2. The Council continued the discussion by writing out their ideas on large poster boards. Each poster board read as follows:
 - a. *What have we learned?* Assessment matters because it influences many areas across the institution and is connected to jobs, admissions, recruitment, teaching, etc. ; Assessment informs best practices in not only learning, but also teaching; Finding ways to celebrate and share achievement; Changing culture is critical - moving from blocking and tackling to compliance to strategy
 - b. *Future State of Program Review Process (i.e. Windows):* Strategize ways to more easily connect program review to budget decisions; Developmental programing such as mentoring, groups to connect different program teams who are working on program review at the same time, etc; Increase support to programs as they write their reviews; Increase visibility of assessment outcomes including improved practices in teaching, budget decisions, etc.; Engage students; Incorporate deeper thinking into standards of performance
 - c. *Themes from Evaluation of Program Review Process (i.e. Mirrors):* Positive feedback, importance of being encouraging; mixed-modal methodology; question of expertise; connecting deans with well-done program reviews; ensuring review process is meaningful; engaging students; engaging all faculty, not just program directors; providing specific examples of good work with connection to its positive result

III. Adjournment

- A. The ASLC was adjourned at 2:00 p.m.