

# Advancement of Student Learning Council

## Minutes

October 8, 2018

2:00 p.m. - 4:00 p.m.

Page Conference Room, TAC 316

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  
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. Lisa Bortman opened the meeting at 2:05 p.m. in the Page Conference Room.
- II. Business
  - A. Approval of the Minutes
    1. The Advancement of Student Learning Council approved the September 10, 2018 minutes.
- III. Planning for the Meeting with the Deans Oct 17
  - A. Charla started the ASLC meeting by discussing the upcoming meeting with the deans on October 17. Charla noted that the ASLC members should have a united message. The program review should be more impactful. Lisa sent out the most updated document for the survey results. Pepperdine still hasn't adopted assessment and program review as part of the culture. Assessment is the foundation for program review. Program review is not valued enough. Pepperdine is not using the program review for change or strategic planning. It is a cultural problem.

B. In 2013, when WASC left, Pepperdine had four non-compliant issues:

1. Assessment
2. Diversity
3. Governance
4. Strategic Planning.

When Pepperdine did the survey in 2018, the same issues were raised. These issues should be mentioned to the deans. Charla commented that the top layer needs to be explained. In the institution of higher education in 2018, student loans are \$1.5 trillion and they account to the largest portion of Pepperdine's revenue stream. On average, more than 3,000 borrowers default on their federal student loans every day. This puts more pressure on fulfilling Pepperdine's real mission which is educational excellence. Pepperdine University wants to be known for transforming lives for service, purpose and leadership. Pepperdine's culture should change. Charla asked if the ASLC members have any examples to show the deans. Lisa noted that the School of GSEP Psychology just went through its 10-year review and program review. Lisa asked what happened so far, after the program review is done. Amy responded that GSEP Psychology did ok in the last review. Amy noted that the process created more engagement with the program directors. It opened up more lines of communication. Amy commented that it is essential to talk with the deans about the importance of their engagement. Lisa noted that this is a good example how the program review made the faculty more engaged. The next step is having the program review linked to strategic planning, budget decisions and curricular decisions. Brad noted that there is a disconnect regarding the MOUs and UAC agendas. Charla commented that there is a huge disconnect in the decision-making process. The deans need to see this disconnect and they need to change that. Charla commented that the MOUs and the UAC agendas are not connected.

C. Strategic Planning Process

Mike asked if there is an active strategic planning process going on with the deans. Lisa responded that the university never had an action plan. The current strategic plan ends in 2020. The decision of UPC was that when Pepperdine has a new president coming in, a new strategic plan is going to be implemented. WASC will be here in 2020-2021. WASC expect a new strategic plan. Lee is going to oversee a group to extend the strategic plan over the first couple of years of the new presidency. Lee is putting a committee together. Charla will serve as a consultant to this committee to help them with the strategic planning.

D. Messaging to the deans at the meeting

Charla discussed what message should be presented to the deans at the meeting. Charla commented that there are three main issues to address at the deans' council meeting:

1. Educational excellence is the goal
2. The way to get to educational excellence is through assessment and program review
3. Show the disconnect between MOU and agenda, budgetary action

Charla commented that there should be a connection between the budgeting process and the program review and assessment process. Mike noted that the strategic planning process is key, this is the piece that is missing. Katie Dodds commented that the law school just started doing assessment and they have two years' worth of data. The assessment is not strongly tied to strategic planning at the law school level. Some think that assessment is just one more thing to do. But, there are professors who are doing assessment at the classroom level. It is helping them to teach. Seta commented that the ASLC members should look at the programs that had been doing assessment. They have already a culture of compliance and assessment. Charla noted that the ASLC need to continue to drive the culture change by getting in front of the deans with examples and questions. Lisa noted that the WASC review is coming and Pepperdine has the same problems it had in 2013. Program review should lead to change.

#### IV. Program Review Data Collection (process to date)

- A. Lisa went over the program review data:
  - 2.3 was PGBS, the Law School
  - 2.4 student learning outcomes and assessment
  - 4.5 another assessment outcome - external stakeholders
  - 4.2 data dissemination, it was data for planning. We are not compliant because, we don't have enough data for decision making.Strategic planning was not compliant – everyone identified it as an issue  
Diversity – everyone identified it as an issue  
Under faculty culture: 3.1 having sufficient faculty, the issue was diverse faculty and adequate numbers of faculty, faculty and staff development  
These were the resulting 7 standards of non-compliance we have to address with WASC.

#### III. Program Reviews and Program Review Schedule: The Reviews Currently in LiveText

- A. Amy Tuttle Guerrero and Mike Shires reviewed Career Services. Mike noted that most of their comments are in LiveText. Career Services did a good job in telling the story and linking everything. Mike commented that he was surprised that some of the assessments are not further along. Career Services indicated that 38% of students don't use the Career Center. Mike noted that this is a big metric that should be closer to zero. Career Center worked hard on their student learning outcomes and their assessment plan. Mike thinks they have a good framework in place. Career Services has done a good job of adopting a culture of assessment. One of the challenges they have is that there is a lot of self-reporting. Career Services get students to fill out surveys. They should have external metrics. They have resume review, as one of the direct measures but they should have measures

of other parts of their student learning objective. Lisa commented that Career Center was in Student Affairs. They moved to Seaver College. Career Services had been doing systematic assessment when they were at Student Affairs. After Career Services moved they didn't have to report assessment to anyone. It got lost in the transition. They had an external reviewer come in before they did the program review. Amy commented that Career Services reaches out to all five schools. They write about service usage by ethnicity. They also write about benchmarking but there was a link to a compensation report. It was not the right link. They looked at some of the other schools. There was a section where they wrote about graduate data. Amy noted that Career Services compared data to other universities, but Amy said she wasn't sure what universities they were comparing to or where they got that data from. They should gather different forms of data to make sense of the results. In the quality and integrity section, they need reference for data and benchmarking. Charla noted that a formal letter will be sent out to Career Center.

- IV. Discussion on Assessment: How can ASLC improve its practices? How can ASLC best improve assessment culture at Pepperdine?
- A. Charla discussed the data collection process for the program review essay. Lisa noted that the school looked at surveys and did focus groups. Lisa noted that this year some conclusions need to be drawn. Statements should be made on what are the strengths of the program review process and where are the challenges. In order to make those claims, data is needed for support. Charla commented that some examples could be used for the next ASLC meeting. Charla also said that letters from last year should be also looked at. Charla noted that she would like the ASLC members to come up with specific examples from their schools demonstrating more engagement. Lisa commented that looking at the WASC survey, Pepperdine does not involve the external constituencies enough. Lisa also noted that there is no student involvement. Lisa asked what ways can students be involved in program review. Students should be involved in assessment. Brad commented that last fall Student Affairs did a program review. Looking back at the notes, it was very helpful. Heather commented that the English major was revised based on student data that was used. Assessment was used to make changes in the major. It is important that people see that assessment helps the school to do its major better. Lisa commented that this is a great example of how program reviews are used. Charla noted that for the next meeting these examples should be used so they could be utilized in the program review reports to support the overall claims. Charla commented that next time these positive examples should be written down.
- V. Adjournment
- A. The ASLC was adjourned at 3:25 p.m. The next meeting is scheduled for December 10, 2018 from 2 p.m. to 4 p.m. via Adobe Connect and in the Page Conference Room (TAC 316).