

# PEPPERDINE

Office of Institutional Effectiveness

WSCUC Re-Affirmation Update

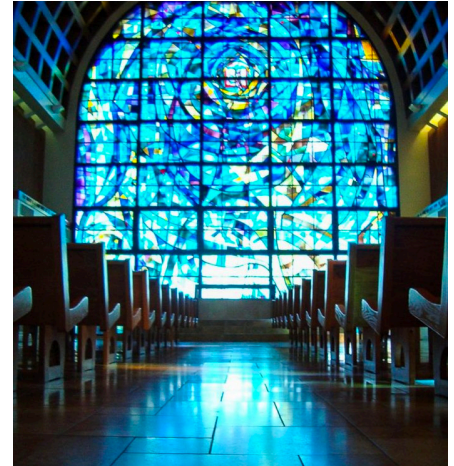
January 2020

## WSCUC ACCREDITATION NEWSLETTER 2021 THEMATIC PATHWAY

Pepperdine is currently undergoing WSCUC (Western Association of Schools and Colleges) accreditation. We will be submitting our Institutional Report in the spring of 2021 (In just one year!) with an onsite visit in the fall of 2021. For this next re-affirmation we have been invited to participate in a new WSCUC process, **Thematic Pathways for Re-affirmation (TPR)**. To learn more about the process and to view the details please visit the

**Pepperdine 2012-2021 Re-Affirmation Website:**

[https://www.pepperdine.edu/oie/accreditation/accreditation\\_2012-2021-reaffirmation.htm](https://www.pepperdine.edu/oie/accreditation/accreditation_2012-2021-reaffirmation.htm)



### Process

This approach requires us to choose themes or areas that the University believes would benefit us from putting in concentrated effort and resources. Through this examination we are expected to

1. Identify the Issues
2. Develop and Implement a Solution
3. Assess the solution for effectiveness prior to the WSCUC onsite visit.

The three chosen themes or issues should reflect a commitment made after our last reaffirmation cycle to develop a quality assurance infrastructure built on the foundation of valid results and a thoughtful planning process.

We currently have 3 subcommittee for the 3 themes and 4 subcommittees for the 4 Standards

### THEME ONE

- ASSESSMENT OF STUDENT ACHIEVEMENT
- MEANING, QUALITY AND INTEGRITY OF OUR DEGREES

### THEME TWO

- PROGRAM REVIEW AND ASSESSMENT

### THEME THREE

- KNOWLEDGE SHARING



# Theme One

## ASSESSMENT OF STUDENT ACHIEVEMENT: Meaning, Quality, and Integrity of the Degrees

### Committee Chair: Katie Dodds

#### DELIVERABLES

1. Meaning of the degree will be demonstrated through graphic mapping of the curriculum
2. Communicate assessment results through the language of student achievement and academic excellence
3. Embrace a Culture of Student Achievement
2. Effective Tools: Valid and Reliable Rubrics
3. Effective Tools: Benchmarks
4. Adopt an Assessment Management System
5. Provide workshops and Resources
6. Intuitive and streamlined Annual Assessment Reporting well-integrated with the Program Review process.
7. Student Achievement Results shared through our knowledge sharing process.

Meaning, quality, and integrity of the degree is demonstrated through cohesive, sequenced curriculums that integrate Pepperdine's core values of purpose, service, and leadership. Our accrediting body requires that we provide visual representation through mappings that demonstrate the relationship between program outcomes and the institution's learning outcomes, courses, and WSCUC core commitments. The visualizations represent course sequencing, rigor, integration of core competencies and general education, and content in the major field through the development of learning outcomes.

It is imperative (to the accrediting body) that all learning outcomes be evaluated or assessed to ensure student learning is occurring to the degree we have established. To date, assessment of student learning outcomes has been a slow but steady process, met with varying amounts of support. The MQI subcommittee hypothesized that both a cultural shift and structural changes needed to occur to move us from a compliance model to one where assessment of student learning provides information that is useful for improving teaching and the curriculum. One of the changes suggested by the subcommittee was to update the language as well as modes of communication about assessment. The subcommittee is developing assessment practices and processes to better communicate results that could change attitudes and perceptions. The ultimate goal is to change our culture so that assessment is perceived as a low-risk practice with significant benefits. Because assessment systems need synergy, we would like to create a synergistic workflow to collect meaningful information, draw conclusions, and share the results in collaborative and supportive way.

## Theme Two

### Program Review; Assessment; Use of Data and Evidence

Committee Chair: Charla Griffy-Brown

#### DELIVERABLES

1. Connect Program Review to strategic planning through changes in governance.
2. Revised Program Review process focusing on key areas including student achievement, enrollment, graduation rates and pedagogy (high impact practices).
3. Knowledge sharing model for our community and governing bodies.

The University assessment committee, **ASLC** (Advancement of Student Learning Council), believes that tying program review and student learning results to University planning is essential for creating a more connected and deeper community focused on achieving our mission. Moving the culture to academic engagement and reflection on teaching and learning through quality assurance is an ambitious goal and Pepperdine continues to make significant advancements in this area. The ASLC has overseen program review since 2010. For the WSCUC Re- affirmation, the committee is reviewing all aspects of this process and is aligning program review with strategic planning and decision making as required by WSCUC.

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## Theme Three

### Knowledge Sharing

Committee Chair: Brad Dudley

#### DELIVERABLES

1. A knowledge sharing process that encourages collaboration between faculty, staff, students, alumni, and upper administration.
2. ASLC Program Review Graphic.
3. Annual Student Achievement Graphic.

Pepperdine is proposing to develop a model of Knowledge Sharing that will provide opportunities for informing the community, encouraging discussions, and promoting collaborative decision making. Improving our knowledge sharing will help build trust, encourage inquiry, and support the growth of an environment where using evidence-driven data to explore new ideas will become the norm.

## ADDRESSING THE WSCUC STANDARDS

Although we are participating in a Thematic process, we are still required to explain how we maintain compliance with the Standards. There are 4 subcommittees (one for each Standard) that are reviewing our status and ensuring compliance.

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### Standard One - 8 CFRs

#### Defining Institutional Purpose and Ensuring Educational Objectives

Co-chairs: Michele Blas and Kendra Kilpatrick

##### DELIVERABLES

1. Summary of all activities and initiatives related to diversity and inclusion across the University.
2. SEED Project results from Seaver College and Student Affairs.
3. Exploration of a possible academic freedom statement for students.
4. Developing a procedure to track, store, and review grievances annually

Of the 8 sub standards or Criteria for Review (CFR) for Standard One, three areas were found to need further investigation, CFR 1.3 Academic Freedom, CFR 1.4 Diversity, and CFR 1.6 Grievances. The committee has done extensive investigation and has found that the University has made great progress in these areas and plans to share with WSCUC all the areas of development.

### Standard Two - 14 CFRs

#### Achieving Educational Objectives Through Core Functions

Members: Chair Jay Brewster

##### DELIVERABLES

1. Essays on MQI of the degree and Program Review

Standard Two has the most overlap with our essays on Meaning Quality and Integrity and Program Review and Assessment. This Standard will be addressed in our Themed essays.

## Standard Three - 10 CFRs

### Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability.

Members: Kendra Kilpatrick and Michelle Blas

#### DELIVERABLES

1. Data will be provided on the number of faculty at each of the five schools, broken down by type of faculty (adjunct, full-time, or tenure/tenure track), terminal degree of faculty and diversity (gender, ethnicity).
2. Data will be provided on the increase in funding over the past five years for scholarship (through programs of the Vice Provost for Research's office), course releases for scholarship at Seaver, and sabbaticals.

Sub standards (CFRs) that are under investigation based on the surveys results include, CFR 3.1 and 3.3. For each of these CFRs the committee is investigating and collecting data to find possible areas of noncompliance. CFR 3.1 addresses whether "the faculty and staff are sufficient in number, professional qualifications, and diversity to achieve the institution's educational objectives..." Our subcommittee did not feel that 3.3 was a weakness and re-surveyed the community to determine if the respondents felt a lack of support in the area of teaching, scholarship or assessment. The community identified scholarly support as an issue.

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## Standard Four - 7 CFRs

### Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement.

Standard Four addresses university wide practices and mechanisms to ensure quality, learning and improvement. On examination of the CFRs, the institution has institutional research capacity consistent with its purposes and characteristics. Our investigation determined that the university is data rich. We disseminate data both internally and externally in a timely manner, and analyze, interpret, and incorporate data in institutional review, planning, and decision-making. 4.5 External Stakeholders could be incorporated better into the assessment process.

4.6 and 4.7 both address Strategic Planning. The University is currently undergoing a new Strategic Planning Process through the president's office.

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For questions please contact the Chairs of the WSCUC Steering Committee:

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