

**Advancement of Student Learning Council  
Minutes**

8 February 2023

1:00 p.m. – 3:00 p.m.

Thornton Conference Room and Zoom

Members Present: Tonya Wood, Chair, Graduate School of Education and Psychology  
Katie Dodds, Caruso School of Law  
Brad Dudley, Student Affairs  
Charla Griffy-Brown, Graziadio Business School  
Seta Khajarian, Office of Institutional Effectiveness  
Kim Miller, Online Programs  
Dean Mark Roosa, University Libraries  
Michael Shires, School of Public Policy  
Heather Thomson-Bunn, Seaver College

Members Absent: Lee Kats, Vice Provost, ex officio

**I. Welcome and Opening Remarks**

A. Chair Tonya Wood opened the meeting at 1:00 p.m.

**II. Business**

A. The Advancement of Student Learning Council approved the 11 January 2023 meeting minutes.

**III. UPC Flash Report Presentation Summary**

A. Seta reported on her flash report overview presentation to UPC at their January meeting. It was reported as well received and communicating the potential resource allocation link was highlighted. A UPC member expressed interest in more access to ASLC to allow explanation on program review feedback; in response Seta invited their meeting with their school's ASLC representative or ASLC. A UPC member asked whether flash reports sufficiently represent full reports; Seta affirmed. A UPC member asked where to access flash reports; Seta suggested the ASLC website which ASLC members discussed and approved through voice vote. Petra will draft presentation options. A member emphasized the importance of Seta's connecting findings to finances in the presentation as this provides an opening for a next strategic step. Flash reports were acknowledged as a knowledge sharing tool.

**IV. Program Reviews**

A. Tonya and Seta presented a GSEP Education Division: MS Suite in OL Program Review findings summary. Program background was reviewed including its newness and breakdown between core and specialization elements.

1. Commendations: The review was reported as well done. Reviewers commended alignment in theory and action, faculty expertise, and changes made reflective of feedback. Thorough and thoughtful reflection on mapping was recognized. Reviewers noted assessment of PLO alignment with ILOs as impressive and considered the program changes timeline well organized. Co-curriculars were reported to diversely and comprehensively address student needs and emphasize student success.
  2. Recommendations: A reviewer suggested the program consider internships. Static demand was noted, as was the decline in higher education demand, and the reviewer recognized that the program is sustaining itself. A reviewer commented that the need for instructional designers instead of recruitment was a surprise priority, suggesting that if the program is asking for funds, they will want more students. A reviewer commented on making several requests for updated numbers to clarify who was admitted, enrolled, and left. A reviewer commented that rationale with curriculum changes and trends were unclear, and that an internship was mentioned but the program sequence was missing. A reviewer commented that diversity issues were largely missing, particularly in faculty or student demographics. More information on resource allocation justification was recommended.
  3. Seta noted that 5 minutes will be required in the May or June meeting for afterthoughts regarding the externals report and QIP. A reviewer asked about the purpose of and whether including peer and non-peer schools in the curriculum comparison (as done in this review) was standard practice. A member described distinctions and it was suggested to review what constitutes a peer and why that matters at the ASLC Retreat.
- B. Mike and Seta provided a GSEP Education Division: PhD in Global Leadership and Change Program Review findings summary.
1. Commendations: A reviewer commented on having commendations for many individual pieces, and that the program did well checking boxes.
  2. Recommendations: Reviewers commented that the person who prepared the document was not engaged in the narrative, noting that faculty ownership may be an issue for ASLC. A reviewer commented on the lack of reflection on vision and priorities. Absent conversation on declining enrollments and implications, as well as updates on the WASC response from a few years prior was noted. It was recommended that the program tell the story of changes made to the qualifying exams and discuss its history, evolution, and plans going forward. Additional commentary on the PhD program and dissertations was provided. Accurate faculty listings were recommended. Reviewers commented on the missed opportunity to think about program assessment, risks, and addressing these.
  3. Progress on a different template for doctoral programs was provided. Reviewers discussed the Dean's approval and transition, external review

potential, and the program's current situation, global framework, and successes. ASLC was encouraged to reinforce messaging that this is a faculty process.

C. Mark and Katie provided an ISL: International Studies Program Review findings summary.

1. Commendations: A reviewer commented that there was solid buy-in and authorship on this document, which was easy to read and spoke with faculty voice. The reviewer commended their following the template, and the template was noted as helpful. It was commented that the program did check all the boxes, particularly around mission, goals, and target audience. The program's addressing of vocation was commended. PLO and ILO mapping was commended, along with curriculum changes since the last review to make the program more relevant and inclusive. The senior seminar capstone project was recognized for being more rigorous, highlighting the vocational career preparation component. A reviewer commended program depth and breadth, as well as sequencing, instructional approaches, and pedagogy. The program's "In the News", academic career advising, and alumni relationship development elements were specifically commended. A reviewer commented regarding program viability that with the aforementioned enhancements they will prosper, as they are incorporating compelling emerging trends. Chief goals going forward were described as well articulated. A reviewer noted the program did well to identify areas for growth and expressed overall satisfaction with the report. The program was commended for having ASARs for 3 PLOs given their recent overhaul.
2. Recommendations: A reviewer recommended the program work with international programs and career services to place students studying abroad in opportunistic situations with others operating in the international sphere. Suggestions included focusing on discipline-related projects, classwork, internships/externships, and information sessions. Regarding resource allocation, it was recommended that the program reassess the extent to which staff are in place to support the program for the future, as well as probe the need for purpose-filled space to support materials. A reviewer commented on a need for more grounding in methods as students expressed a lack of preparation for research projects, as well as a need to identify new ways to present materials and bring those into the classroom. A reviewer highlighted the lack of indirect PLO data and provided suggestions for collection, while recognizing the PLOs' newness and the program's expressed intention to work on this.
3. A reviewer recommended ASLC refine the template format to limit word count or pages, as some programs over-explain certain elements. Appreciation for thoroughness was expressed while acknowledging the effort that this takes. Seta noted that an ASAR summary is being built so

there is an understanding of what is happening between program reviews, and that this can be discussed during ASLC's retreat.

- D. Members discussed referencing the ISL: International Studies program review as an example of a well-done program review.
- E. Mark and Katie provided an ISL: French Program Review findings summary. A brief program history was reviewed.
  - 1. Commendations: Improvement since the last program review was commended. A reviewer commented that the last cycle's external reviewer made suggestions to broaden and bring the program up to date and the program has done well in this. Overhauling the PLOs, including ASARs, and already evaluating some, as well as the mission, outcome, and curriculum were commended. Instructional approaches and co-curriculars were identified as interesting and innovative. A reviewer commented that the program did well in the assessment section recognizing the continued small sample size of program graduates. A reviewer commented on the faculty workload of serving 100 level classes while holding steady in minor/major students. A reviewer commended the program for addressing challenges well, producing a good-quality report acknowledging growth areas, providing compelling emerging trends, and exploring the French diaspora and mapping this into the curriculum.
  - 2. Recommendations: Developing a relationship with the Chateau was recommended. Indirect data was acknowledged as lacking but the program was commended for knowing what they need to do. A reviewer commented that the measures for student success were responded to differently than anticipated with alumni stories, and suggested rephrasing or skipping this section. Exploring domestic/international service learning opportunities was recommended, beyond the planned elementary school program. The reviewers noted their shared recommendation with the external reviewer that the program advocate for filling the second full-time, tenure-track faculty member position, and encouraged resource allocation here. Data supporting core competency attainment was recommended.
  - 3. A member suggested recommending the program hire a staff member to support the GE student load. It was suggested the program be forward with asking for this in their QIP as this could also impact enrollment.
- F. Mark and Katie provided an ISL: Italian Program Review findings summary. It was presented that the submitted document did not provide information requested and members discussed next steps. Seta will follow up with Kailee to confirm the full submission was received. It was noted that the program had only 1 student, and a member inquired about class' minimum student number. It was suggested that the program respond to a program review through a narrative document rather than

the template, to discuss assessment around program history, curriculum changes, vision, and other elements. A member commented that the French program has a similar small student size and produced an outstanding report. The Committee will follow up on this report via email and at the next meeting.

**V. ILO Final Revision Update**

- A. Members were informed that revisions made at the January meeting were accepted by absent members. OIE will move forward accordingly. Seta presented next steps.

**VI. Comments on January's Equity Presentation**

- A. Chair Tonya Wood invited comments on the equity presentation at January's meeting. It was commented that as part of WASC Steering Committee conversations, this presentation shed light on the challenge of a unified diversity/equity definition, and what language will be used. It was acknowledged that ASLC's navigating this is unclear but important. A member suggested inviting Jaye Goosby Smith to speak with ASLC about language and Office of Community Belonging initiatives for ASLC to know how its work can support.
- B. Including a program review section on equity/diversity/fairness was discussed, along with collaboration with the Office of Community Belonging. Sharing results and feedback on the presentation's questionnaire was requested, as this will be valuable when OIE continues this work across the University. A member commented on the value of being part of conversations as the University sets the narrative on this topic. Members discussed inviting Jaye Goosby Smith into conversation about University progress on engaging this process.

**VII. Announcements**

- A. ASLC members discussed presenting ISL: Hispanic Studies and ISL: General Education Languages at the next meeting. Seta will inform members if additional Program Reviews are submitted and can be presented at the next meeting.
- B. Members were reminded about, encouraged to RSVP to, and provided details on the ASLC/OIE Equity Seminar on 28 March 2023.

**VIII. Adjournment**

- A. The meeting adjourned at 3:05 p.m. The next ASLC meeting will convene on 8 March 2023 via Zoom.