

Advancement of Student Learning Council

28 November 2023 | 1:00 p.m. – 3:00 p.m.

Braun Conference Room

MINUTES

Members Present: Tonya Wood, Chair, Graduate School of Education and Psychology
Jacqueline Dillion, Seaver College
Katie Dodds, Caruso School of Law
Brad Dudley, Student Affairs
Seta Khajarian, Office of Institutional Effectiveness
Clemens Kownatzki, Graziadio Business School
Kim Miller, Online Programs
Jim Prieger, School of Public Policy
Dean Mark Roosa, University Libraries

Members Absent: Lila McDowell Carlsen, Interim Vice Provost, ex officio

I. Welcome and Opening Remarks

- A. Chair Tonya Wood opened the meeting at 1:00 p.m. Members welcomed Clemens Kownatzki, PGBS' new representative.

II. Business

- A. The Advancement of Student Learning Council approved the 24 October 2023 meeting minutes.

III. Program Reviews and Commendation/Recommendation Discussion

- A. Katie Dodds and Dean Mark Roosa presented a HuTE: Liberal Arts program review findings summary.
 1. Commendations: Reviewers commended the report's overall coherence, program's mission alignment with the University's mission, efforts to more fully integrate with humanities' infrastructure, program quality, curriculum modification responding to feedback, co-curricular, service learning, and student success opportunities provided, and well-articulated trends section. PLOs, program breadth and depth, and addressing WASC core competencies were identified as meeting expectations. The instructional approach description was described as inclusive, responsive, and showing relevance in pedagogy. Reviewers commented on the program's learnings through writing the review and their intentions to revise PLOs.
 2. Recommendations: Reviewers commented that the program is under-resourced. Greater PLO alignment with course offerings was recommended, as well as better articulation of the assessment methodology and more comprehensive mapping of PLOs to ILOs. Reviewers support the QIP item to develop a marketing strategy addressing declining enrollment, and faculty release time for administrative

assignments. A reviewer commented on the resulting missed opportunities from which students would benefit, including grants and clinicals, due to limited faculty time. ASLC discussed opportunities to simplify the review process and connect this program with RGFR to support grant writing efforts.

3. Members discussed how this program's PLOs are mandated by California Teaching Commission TPEs, and implications on direct and indirect evidence in response. Comparative program cost and advantages were described. Program challenges in assessment and sustainability were shared.
- B. Members reviewed the program review timeline and were reminded to sign up to review for three to four programs.

IV. ASLC 2022-2023 Program Review Flash Report Presentation

- A. Chair Tonya Wood expressed gratitude for members' collaboration on the project. Next steps to present at UAC, Dean's Council, and UPC were discussed, and Petra Rickertsen will post the report on the ASLC Community Page. Identifying common themes between annual reports and sharing them with the councils was suggested.

V. ILOs Update

- A. Seta Khajarian reported plans to present the ILOs to the Board of Regents at their fall meeting. It was reported that once the Board of Regents' Academic Affairs Committee approves the ILOs, a flexible implementation date can be set. The importance of a soft launch and easing into adoption was emphasized, highlighting that the project is meeting its timeline for this to occur in fall 2025.

VI. WSCUC Recommendation #5

- A. Brad Dudley reviewed remaining deliverable items. Members discussed ASLC's responsibilities in the MOU process. Reviewing MOU creation processes and logistics with the Dean's Council was suggested to provide clarity as several deans are new in their role. ASLC members discussed responsibility for Deans, ASLC, budget managers, program managers, and other governing bodies in identifying, proposing, advocating for, and tracking MOU resources and priority. Developing a financial flash report was suggested, with data possibly obtained integrating the new research fund tracking mechanism and MOU dashboard. Tracking which programs' MOU items were fulfilled, impact on the programs funded and not funded, and trends over time was discussed as a valuable tool.

VII. *Opening Doors to Faculty Involvement in Assessment* Article Discussion

- A. Members discussed the article's propositions to engage faculty in assessment. ASLC proposed collaborating with Pepperdine's Center for Teaching Excellence, creating opportunities at existing faculty gatherings to discuss assessment, and providing tools to implement assessment and obtain value at the course level.
- B. Historic assessment views at the faculty level were described. Engaging students was identified as an opportunity for further encouragement. Members discussed OIE

providing a faculty training session on effective focus groups. The University's cyclical investment in assessment was discussed. Shifting assessment views toward recognizing it as a tool for gathering impact from classroom to administrative levels, providing continuity over time, having a common thread between resources and needs, and addressing issues was acknowledged as opportune.

VIII. Adjournment

- A. The meeting adjourned at 2:30 p.m. ASLC will next convene on 23 January 2024 in the Braun Conference Room.