



Advancement of Student Learning Council

15 April 2025 | Braun Conference Room & Zoom

Minutes

Members Present: Mark Roosa, Dean of Libraries (Chair)
Katie Dodds, Caruso School of Law
Brad Dudley, Student Affairs
Seta Khajarian, Office of Institutional Effectiveness
Kerstin Leistner, Caruso School of Law
Kelle Marshall, Seaver College
Kim Miller, Online Programs
Jim Prieger, School of Public Policy
Tonya Wood, Graduate School of Education and Psychology

Members Absent: Jaclyn Margolis, Graziadio Business School
Lila McDowell Carlsen, Interim Vice Provost

I. Welcome and Business

- A. Mark Roosa, Chair opened the meeting with prayer at 12:30 p.m. Nolan Gentile was introduced, as he will provide administrative support to the Council as the new Executive Assistant to the Vice Provost.
- B. The Advancement of Student Learning Council approved the 4 March 2025 meeting minutes.
- C. The ASLC Program Review Letter template revisions were approved with an added note indicating the last revised date.
- D. The Program Review Workshop Proposal was approved with concessions to minor clarifying additions. Members discussed the date, OIE's participation, and clarification of the objective.

II. WSCUC Debrief

- A. The Council discussed their meeting with the WSCUC Special Visit Visiting Team. It was commented that the session generally went well. Appreciation was expressed for the leadership and preparation of Brad Dudley and Tonya Wood who led the subcommittee as co-chairs, and Seta Khajarian, ALO.

- B. A copy of the Visiting Team's findings letter was requested for archive in the ASLC Shared Drive. The process for receiving the letter was reviewed, highlighting executives' review of drafts.

III. Program Reviews

- A. The HuTE: Great Books program review will be reviewed at the May meeting to allow the program time to align their review submission to the ASLC rubric.
- B. Seta Khajarian and Kim Miller presented a Seaver College: Student and Career Services program review findings summary.
 - 1. Commendations: It was reported that the program review generally met expectations. The department was commended for serving all Seaver students with a team of seven. The program's tracking external factors, including understanding the gig economy, social media, and influencers, and attention to preparing students' skill competence to be competitive in these areas was commended. Their effort and strategy on overall student engagement and use of data and visualization were commended.
 - 2. Recommendations: Presenting data on the good work done benchmarking schools and services, going beyond the narrative, was suggested. Members discussed how to recommend the program develop a feedback loop between employers and students to assess student growth, and reviewed how the program already implements these measures and challenges encountered. Strengthening the alumni relationship, reconsidering developing Student Learning Outcomes, linking data to OKRs, and disaggregating peer benchmarking data for more useful comparison were suggested. Increasing data and metrics on how Pepperdine engages with outside employers and entities, were recommended for inclusion in the Program Review as the information is noted on the program's website. It was commented that the Career Readiness standards or practices were developed 12-13 years ago and strategizing an update with the new Dean is recommended. The need for facilities and space to support the program's maintenance and growth was recognized. Reporting on student success, namely by including student and alumni services, were suggested.
 - 3. In response to WSCUC's new focus on student outcomes, it was reported that OIE is offering to meet with the program to align work already done and goals for future developments with this new index for peer comparison.

- C. Brad Dudley presented a Fine Arts: Theatre program review findings summary with notes from Jaclyn Margolis.
1. Commendations: The program review was described as outstanding. The program's self study, detailed curriculum changes since the last review and described process in developing them, background, meaning, quality, and program viability were commended.
 2. Recommendations: The perceived discrepancy between indicating there is sufficient faculty to maintain the program while commenting on difficulty retaining faculty due to retirement and burnout was discussed. It was asked whether this creates a heavy workload for visiting faculty. Investigating the nature of the difference in findings between OIE data and program reported data was suggested. Developing a flash report and analysis changes in the QIP were requested, which may be provided when the program receives their external reviewer's report.
 3. Members were reminded that the reviewers may provide additional comments for the Council once the external report is reviewed.
- D. Tonya Wood and Seta Khajarian presented a Student Affairs: Student Activities program review findings summary.
1. Commendations: Overall, the report was described as comprehensive. The program was commended for thorough data analysis, especially regarding student belonging in clubs and organizations. Their attention to areas for growth, in-depth peer comparison, discussion on pandemic effects on student success, engagement, and satisfaction, and identification of needs were described as well done. The QIP was described as thorough and specific. The presentation of changes since the last review, particularly through the pandemic, was commended. Links to the University's OKRs were described as impressive, particularly for a non-academic program. Benchmarking, program integrity data, student engagement and participation, and student responsiveness to activities were celebrated.
 2. Recommendations: The need for human and financial resources was recognized. It was noted that this a Seaver-focused group, and interest was expressed in graduate student wellbeing data. Including the program's history in the review for context of how the scope of services has changed was recommended. The Council was recommended to support the addition

of staff to sustain the program's current workload. The flash report was requested. Describing faculty development opportunities provided was recommended.

3. A significant increase in the number of student organizations identified by a culture or identity was described as a standout trend. This was presented in relation to the program's described interest in connection with the larger Pepperdine community. Community belonging across the Pepperdine community, including in student experiences at the undergraduate and graduate levels, was discussed. It was asked what support the program will have from the University to facilitate sustainable student belonging, namely in light of recent executive orders. Exploring collaboration with the Office of Community Belonging was suggested.
4. Due to the strength of this review, it was suggested to request permission from this program to provide a redacted iteration of their program review as a sample for the Program Review workshop.

IV. ASLC Retreat Content Brainstorming

- A. Members were invited to communicate dietary and accessibility needs to Petra Rickertsen to allow adequate preparation for their accommodation at the venue.
- B. It was requested to offer a Zoom meeting option to participate in the Retreat. This was approved pending venue technical capabilities.
- C. Call for topics:
 1. Packaging and presenting program review findings to University leadership and budget decision makers. Meeting with the Provost was suggested to request advising on how to best present data in a way that is most readily usable by budget decision makers.
 2. Drafting the ASLC Program Review Themes 2025 Flash Report, and deciding which members will present to which committee between UPC, UAC, and Deans' Council.
 3. Finalizing commendations and recommendations for each program for the Chair to use when writing the Program Review Letters.
 4. Members discussed how to submit their checklists. Creating a Google Form for each checklist was suggested so that data is retained for reference over time, corroborating that there was a review. The Google Forms will be set so reviewers can edit responses for the programs where additional data is received after findings are presented to the Council.



V. Future dates

- A. Regular meetings: 6 May, 17 June in hybrid sessions
- B. Retreat: 20 May at Serra Retreat

VI. Adjournment

The meeting adjourned at 2:30 p.m. ASLC will next convene on 6 May 2025 in the Braun Conference Room and via Zoom.