

Advancement of Student Learning Council

Minutes

March 22, 2022

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

Page Conference Room and Zoom Meeting

Members Present: Katie Dodds, co-chair, School of Law
Brad Dudley, co-chair, Student Affairs
Jacqueline Dillion, Seaver College
Charla Griffy-Brown, Graziadio Business School
Seta Khajarian, Office of Institutional Effectiveness
Kim Miller, Director of Online Learning
Jim Prieger, School of Public Policy
Heather Thomson-Bunn, Seaver College
Jeremy Whitt, University Libraries
Tonya Wood, Graduate School of Education and Psychology

Members Absent: Lee Kats, Vice Provost, ex officio

I. Welcome and Opening Remarks

A. Katie Dodds opened the meeting at 2:00 p.m.

II. Business

A. The Advancement of Student Learning Council approved the February 22, 2022 meeting minutes.

III. Program Reviews

A. Updates on previous reviews

1. Jeremy Whitt and Seta Khajarian explained that the additional information received provided the detail necessary to wrap up the DBA Program Review.

B. Jacqueline Dillion presented an MS in Business Analytics Program Review findings summary. Kim Miller reviewed the online program prior to the meeting so will submit findings for the full time program in the rubric responses.

1. Commendations: The mission statement section regarding student support being based on ethical principles was commended for being well articulated. The name change to Business Analytics was named as helpful toward program transparency. Including focus group narrative statements

was commended, and more information on whether these groups have continued as a regular practice was requested. Mock interviews were commended as the review cites student satisfaction. A reviewer requested clarity on whether all students participate, to which Charla Griffy-Brown responded was not the case. The coding experience was commended as a way to increase student marketability. The program's awareness of the students' desire for and their work to intentionally build community was commended as value added.

2. Recommendations: Clarity was requested on whether the ethical questions addressed are oriented around U.S., international, or Chinese businesses, which is significant to articulate as a large part of the program's students are from China. More information on how the program is increasing diversity was requested. Participation in the OIE survey has increased, but it was asked whether the survey can be incentivised to receive a fuller representation. Charla Griffy-Brown noted that making the survey compulsory cannot be done, and that the current return rate is extremely high. Encouraging professors to allow class time to complete the survey was suggested. While the tie between ethics and supporting student's different abilities was commended, a higher-level action verb was requested to determine whether students are seeking or selecting ethical answers. It was clarified that students are working through scenarios to find solutions driven by values.
 3. Questions: A member asked and starting dates were clarified for the online and full time programs. It was additionally clarified that program reviews only cover years since the previous review rather than the entire program history.
 4. Charla Griffy-Brown noted that a continued call for diversity in the program would be particularly helpful to the program.
- C. Misalignment between the program review and the rubric was discussed and suggested to review during the ASLC Retreat.
- D. A member clarified that OIE can add qualitative responses where the departments desire with the caveat being analysis taking longer.
- E. Heather Thomson-Bunn and Jeremy Whitt presented their MS in Global Business Program Review findings summary.
1. Commendations: Significant curriculum changes in response to previous feedback were commended. The SEER focus was highlighted as one example in their curriculum integration. Honesty and self-awareness in

room for growth, integrating more experiential learning and co-curricular experiences, consideration of program scaffolding, and enrollment growth were noted as program strengths.

2. Recommendations: Adding detail to the first PLO on how it might be assessed and revisiting PLOs and goals to include less vague language were recommended. Diversifying students and the unique challenges from having a large international student base were raised. The Pedagogy Narrative was also recommended to be developed with clarity on what supports the claim and how it will be assessed. A recommender noted that an explicit mission fit articulation may be helpful for students, particularly those who are international and those unaware of the Christian mission connection. Faculty information was reported missing, and members were reminded that across the board this needs addressing.
3. Questions: It was asked whether reviews could include information on program cohort size for scalability on teaching design and methodology. It was commented that there is a desire to have quality teaching and learning that is only scalable according to the internal values of quality, and that in this way design becomes a collaborative effort rather than prescribed. Members were encouraged to keep in mind that some online programs have additional constraints to change.

F. Jacqueline Dillion and Seta Khajarian presented their Presidents and Key Executives MBA Program Review findings summary.

1. Commendations: The executive mentor role addition, PLOs' measurableness, and the success of the alumni reunion and summit were commended. The last was also noted as a growing point. The Task Force for 2021 was commended and modality was noted. High student satisfaction scores were commended particularly considering program cost.
2. Recommendations: A reviewer noted the embedded leadership competency model and noted better alignment with themes.
3. Questions: A reviewer asked whether there are peer aspirational programs across the country. Charla Griffy-Brown noted there are not which presents a problem and an asset, and identified this program review as pivotal as they reconsider their role. A reviewer asked how the program is growing enrollment, particularly with gender and ethnic diversity. It was responded to by working to learn the optimal timescale for recruiting and relationship building. It was clarified that classes added were classes changing to meet accreditation compliance.

IV. WSCUC Update

- A. Seta Khajarian presented an update on the WSCUC action letter. Gratitude for ASLC members' work on the WSCUC process was expressed. It was suggested to use time at the ASLC Retreat to specify ASLC's role/responsibilities to distinguish itself from OIE. A member explained that this coincides with the new WASC standards of recognizing impact; for example, there should be clarity and continuity in that what ASLC and OIE produce is accounted for in the larger picture, including budgeting decisions by UPC.
- B. Members were reminded of the Steering Committee Members Meeting scheduled for June 13th. During this time Seta Khajarian and April Marshall will propose how to address the WSCUC Recommendations. Proposed structure of the new Committee was proposed.
- C. The ARC 2022 Conference was announced and registration coverage was offered. WSCUC Handbook changes for Fall 2022 were announced with relation to Pepperdine presented.

V. ASLC Retreat Update

- A. Brad Dudley provided an update on the ASLC Retreat. Program Reviews should be completed before the Retreat. Items added to the agenda will include sharing what reviews will look like next year, and planning time for ASLC next year including identity.

VI. Adjournment

- A. The meeting adjourned at 3:50 p.m. The next ASLC meeting will be on April 26, 2022 via Zoom.