

Advancement of Student Learning Council
7 May 2024 | 1:00 p.m. – 3:00 p.m. | Zoom

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 Business

- A. Chair Tonya Wood opened the meeting at 1:00 p.m.
- B. The Advancement of Student Learning Council approved the 26 March 2024 meeting minutes.

II. Program Reviews

- A. Clemens Kownatzki and Jacqueline Dillion presented a Communication: Journalism program review findings summary.
 1. Commendations: The curriculum mapping was commended. Curriculum was described as well structured from foundational to advanced courses including required internships. Importance of the program integrating the University's schools and the community was recognized. A reviewer noted the reviewers' thoroughness and in-depth QIP as impressive. Though missing a mission statement, the program was commended for tying their purpose well into the University mission about truth. Curriculum changes were praised since the last review, highlighting that faculty have spent much time on curriculum design, evidenced by student preparedness in class observations and alumni conversations. Small class sizes were commended to support active learning. Reviewers commended faculty for their collective experience, awards, and grants, and extreme time commitment to maintaining Pepperdine's student media outlets.
 2. Recommendations: Creating a formal mission statement defining what "good journalism" means was recommended. Increased curriculum reviews were suggested to maintain pace with this fast-changing environment. Members discussed that to address fear for sustainability, this program has an opportunity to position itself as an anchor for University-wide initiatives, civil discourse, and discourse in an age where mis/disinformation is rampant. It was suggested to include specifics about

how the program is staying relevant since the pandemic given the rapidly changing field. Reviewers supported the program and faculty's resource requests to address long-term sustainability, especially regarding technical support. Members discussed how the program might break apart their three PLOs or scale additions over the next two reviews to meet the national accreditors' suggested ten to twelve range to support sustainable adoption. Due to the rapidly changing AI environment, reviewers recommend revisiting how "knowledge" might transform, and acknowledge global awareness that freedom of expression differs under various government models. Integrating courses designed around emerging technologies was presented as critical, and the program's resource request for adequate equipment was supported to address student expectation and need for quality education. A partnership with IMC to leverage faculty with their technical skills and equipment, particularly with AI tools, was recommended. Reviewers suggest the program utilize the current faculty hire opportunity to address diversity concerns.

- B. Chair Tonya Wood and Jim Prieger presented a HuTE: English program review findings summary.
1. Commendations: PLOs measurability and the program's measurement were commended. Reviewers commented that the many curriculum changes since last review reflect the program's intentionality in being responsive to changes at the University and student level, thus meeting student needs for career preparation and career trajectories. Faculty were commended for their training in emotional support of students. The program was commended for recognizing an opportunity with digital humanities and the exploring the possibility to partner with pre-law students. High faculty leadership across various University service areas was commended, noting how this sets an example for student passion to match this faculty passion. Illustrating degree relevancy and skill transferability across disciplines, professions, and career trajectories was commended.
 2. Recommendations: The opportunity to direct their internship expansion efforts to cultivate relationships with organizations which would allow them to make the link between service, justice, and faith-based ILOs was a discussed opportunity. Sequence of experiences met expectations though more explanation on the course order was suggested. Pedagogy description was suggested to explore the possibility to include data-driven links between pedagogies and outcomes; for example, reviewing student survey responses to note positive learning methods. It was suggested to reiterate comments on classroom adequacy, FTE, and staff support mentioned throughout the report in the resource allocation section to make explicit their requested needs. Regarding resources, the need for administrative staff, a department chair, and space were described as critical to provide to support the program's heavy course load maintained by their responsibility to fulfil the GE English requirement. It was suggested this would additionally result in alleviating faculty members' decision between prioritizing scholarship, service, and research.

3. Members discussed core competencies being assessed at the program or department level. A reviewer commented that it was difficult to determine this from the program review though it was mentioned. Further discussion on the future of core competencies was suggested for the ASLC Retreat.
- C. Mark Roosa and Katie Dodds presented a Communication: Screen Arts program review findings summary.
1. Commendations: This was described as a strong program which is just beginning to scale with a well-defined future plan, but which is resource deficient. It was noted that there is no formal mission statement. Curriculum changes met expectations and the program is commended for upgrading curriculum to be in step with current practice, student expectations, and the competitive program environment. Faculty were described as highly skilled and bringing good value to the program.
 2. Recommendations: It was suggested the program increase research to bring the program in line with peer institution offerings. Collaboration with the film studies program to avoid unnecessary curriculum overlap, and therefore better differentiate these programs, was suggested. The review described realistic resource needs, and reviewers supported the request for an increase in funds, especially to make more adequate equipment and space which were described as glaringly deficient compared to peer school programs. Reviewers discussed how inadequate equipment will affect students' employability and equity, and hence program viability. Adding to the QIP a specific range of funds needed to make a difference was recommended to provide budget decision makers with data.
 3. Members discussed the value of an MOU to learn the extent to which there is commitment to improve the program. How ASLC as a Committee and invested community members can support improved resource allocation was discussed. Continuing to provide useful data to decision makers was discussed as an avenue.
- D. Brad Dudley and Seta Khajarian presented a Communication: Sport Administration program review findings summary.
1. Commendations: The program was commended for a well-written review exemplifying a good understanding of their needs. Curriculum change efforts since the last review were commended. The co-curricular experience and embedded HIPs were commended. Overall, the steady enrollment and program sustainability were highlighted opportunities for continued program success.
 2. Recommendations: Reviewers supported the QIP recommendation to revisit PLOs four and five for measurability and alignment, and work with OIE to map PLOs to ILOs. The opportunity to develop and offer more electives to address the program's 'administration' part was a supported curriculum change recommendation. Offering a sports ethics course was suggested to address accreditation standards and support their fifth PLO. Correcting enrollment numbers to support their request for faculty was discussed. Members discussed requested software, its accessibility through cross-University collaboration, and including dollar amounts to MOUs to

support requests. Dollar values would also affirm the Provost's ability to measure progress toward program development and support. More explicitly discussing how indirect data impacts the program was recommended. Building a process to collect student success data was suggested to support their program impact measures. Concern about the program's graduation rates below Seaver's was expressed.

III. WSCUC Recommendation #5 Update

- A. Brad Dudley shared that the subcommittee's 2-year report is drafted. Once Chair Tonya Wood reviews it, ASLC members will be invited to comment.

IV. WSCUC General Information

- A. Seta Khajarian reviewed WASC institutional report progress. Community feedback will occur in October. Members were reminded to expect an audience during the Special Visit from 19-21 March 2024 to address the recommendation relating to ASLC's work.

V. ASLC Retreat Logistics

- A. Seta Khajarian described Serra Retreat accommodations and parking details.
- B. Brad Dudley will be out of country during the Retreat and therefore unable to participate. Jaqueline Dillion will also be out of country but offered to participate via Zoom if possible.

VI. Adjournment

- A. The meeting adjourned at 2:45 p.m. ASLC will next convene in person for the annual ASLC Retreat on 28 May 2024.