

Committee: APARC

Date: April 26, 2022

Time: 3-4:30pm

Place: Zoom

In attendance: Emily Acosta-Lewis, Puspa Amri, Sandy Ayala, Stacey Bosick, Megan Burke (minutes), Catherine Fonseca, Laura Lupei, Marissa Minch, Mike Ogg, Heather Smith, Merith Weisman

Guests: Judy Sakaki, Melinda Mulligan, Emily Asencio, Justin Lipp

President Sakaki Visit (3-3:20pm)

“I am sorry not just for the negative attention, but the hurt.” “I continue to care deeply about the campus.”

In attendance in order to hear about the work that APARC has been doing.

E. Acosta-Lewis: APARC has been working on multi-year scheduling, assigned time, worked on online learning policy with EPC, initial discussions on a long-term hiring plan

President Sakaki: the hiring plan is important, especially given the budget restrictions; the 5 NorCal campuses are requesting a 5-year window from the Chancellor’s Office to hold resources in the face of enrollment dips

C. Fonseca: it’s hard to think of a long-term hiring plan when the reality is thin and dire

President Sakaki: we don’t have the resources in certain areas and we need to continue a “full court press” to get support to maintain our resources

H. Smith: experiencing an increase in student disengagement, expresses concern about continued push for online classes as part of the persistence of student disengagement

President Sakaki: when students get on campus, they want to remain on-campus/in-person, online learning is disadvantageous to first-gen students and students from low-ses; we also need to think about who our students are and what their needs are regarding course modalities; need to find the sweet spot in accommodating some students and emphasizing that what SSU does best is the liberal arts experience

Chair Updates

Academic Affairs Advisory Working Group meeting Wednesday 4/27 in Ives

P. Amri: concerned about harsh treatment of budget working group members

M. Ogg: understands the concerns of transparency and it is important to acknowledge them as a way to move forward

Priority Recs were bumped from the Senate

Program Review Updates (M. Mulligan), 3:30

Program review schedule/cycle overview

- UPRS needs to review 10-12 programs a year to stay on track

- For 2022-23 7 programs are ready for review in fall, 6 programs for spring, + 3 programs ready to begin self-study

Assisting programs in the process with data needs—get assistance from Institutional Effectiveness to get them help so they stay on track, continuing conversations on data literacy/self-service model in the review process

Considerations for summer/fall items: annual reports template, meta-assessment, consideration of PLOs and shift from ILOs to ULOs, how to better track externally accredited programs, how to develop program review policy for non-academic units

H. Smith: data literacy/self-service model, shift to ULOs, and meta-assessment are important to consider

Academic Affairs Updates (S. Bosick)

Received \$17k from the Chancellor's Office to support wraparound services for STEM

In graduate studies, successful 3-minute thesis competition on 4/25/22

The library is undergoing an external review (1st program review for the library)

M.S. in Computer/Electrical Engineering is moving stateside, becoming a 4+1 model is on the agenda

M.A. in Early Childhood Education is planning to start early/summer matriculation in order to attract students year round (there are many technical pieces to orchestrate, but it will begin Summer 2023)

Turnout on Decision Day was robust, seems like we got ~150 more students to commit that day

ATISS Updates (S. Ayala)

Working on streamlining Software procurement for individuals, departments and the campus and how to run pilots; making sure Software is safe and accessible; developing new classroom standards for technology (will need to be revised in Fall 2022 in order to include hi-flex); remediating materials for faculty on Canvas so we are improving accessibility; there is currently a technology theft issue, working to find solutions to it; planning summer workshops through CTET

EPC Updates (E. Asencio), 4:05

Online policy— still working on it, there are no clear guidelines/requirements from WASC yet

S. Bosick: WASC is interested in programs that are 50%+ online; at this threshold WASC has to approve the program to be online (and this is a large process to go through); some programs want the flexibility to go online, but do not want to be an 'online program'; WASC is also including GE in its online program and this will impact SSU because students have a path through GE that will allow them to do 50%+ online; working with our WASC VP to see if there is a more streamlined program to get our review going; just because a program is approved by WASC to be online does not mean we have to offer it online or market it as online, i.e. we do not have to make it outward-facing (unless the program wants to sell itself as an online program)

E. Asencio: who is going to be responsible for monitoring the 50%+ threshold?

S. Bosick: suggests monitoring it through the catalog

E. Acosta-Lewis: how do winter and summer courses, that are only offered online during the intersessions, get tagged?

S. Bosick: we shouldn't let WASC guide our decisions, but rather lead from what we want to achieve and get approved to do so

H. Smith: agrees, but thinks this shows how interdependent we are and so we shouldn't let go the need for a prediction of when the 50%+ tipping point is

S. Bosick: wants an action plan around how to move forward

J. Lipp: we have been missing an institutional planning effort around online learning; one idea is to develop a campus-level working group on online learning in order to think about it holistically and strategically (this can allow us to avoid unintentionally running into having an online program, e.g. the current GE issue)—what are thoughts on a working group?

E. Acosta-Lewis: there is a lot of pushback to creating more committees

E. Asencio: the student perspective is minimal on this issue