

## **APARC Minutes— March 30, 2021**

Present: Elita Amini Virmani, Megan Burke (minutes), Mike Ogg, Rheyna Laney, Kathleen Rockett, Emily Acosta Lewis, Catherine Fonseca, Victor Madrid, Puspa Amri

1. Agenda and minutes from March 16<sup>th</sup> — approved
2. Chairs report (Elita):
  - a. Syllabus policy approved
3. Academic Affairs report — n/a
4. UPRS update (Catherine) — there has not been a new meeting post-Spring break. Per last meeting notes: “Economics meeting is coming up and preparations for the German cultural studies program are being made. UPRS has 3 programs on the calendar for this term.”

## **Business**

### **APARC’s Role in Shifting the Culture of Assessment**

Driving questions regarding APARC’s relation to assessment: What responsibility does APARC have in terms of the labor of assessment? What does APARC need to do to change the culture of assessment at SSU?

- Brainstorm/working document to imagine how to distribute labor of assessment across existing faculty-driven committees:  
<https://docs.google.com/document/d/1zll5sR4LJevkMMVK59fXEaeixylpOwNfV7Xq6msDwwQ/edit>
  - APARC’s potential role: creating a culture of assessment, collect data on what committees are currently involved in assessment, encourage distribution of assessment labor, etc.

Key points/questions from the discussion:

- Would it be good to have a conversation with other key players in assessment, e.g. WASC, so that we have a more synergy around assessment tasks/practices at SSU?
- How can APARC better work with, coordinate with UPRS? What data can UPRS provide to APARC that would help in assessment?
- Should APARC be a feedback loop with regard to the key issues that emerge in the assessment process? How can APARC help the university identify key actions and patterns that would benefit assessment?
  - Given the conditions of COVID, it may be more likely to see patterns in future years
- Changing culture around assessment requires resources for faculty, especially training and funding:
  - What is the cost? What are the investments?
  - How can APARC help determine the budget for such resources?
  - Should APARC play a role in envisioning, making recommendations for the scope of work such assessment-related programming, e.g. training?
  - What are the outcomes APARC expects from such programming?

- Might be helpful to know how departments across campus currently manage and distribute the labor of assessment

### **7-Year UPRS Review Cycle Considerations— visit from Melinda Milligan**

Encourages APARC to make the policy change for the 7-year review so that it will go into effect in Fall 2021 and impact the 15 programs who are currently up for review in 2021/2022. Making the policy change will delay their program review for 2 years (i.e. they will start in Fall 2023), which will be beneficial re: workload and managing the load of programs up for review.

There is a backlog of program reviews because of COVID delays, and implementing the 7-year review to start in Fall 2021 it will alleviate the backlog. From a workload perspective, UPRS will be overloaded and it's likely the assessment process will have a lag if the 7-year review is not implemented.

If the 7-year review is implemented, programs will need to do an annual report (per WASC recommendation), which will mean there will not need to be a mid-cycle review.

UPRS aims to send APARC the 7-year review proposal for next meeting.

Questions/comments raised: What is the system in place/process for the annual reporting? Who would read it? Is there discussion in and/or recommendation from UPRS about how/whether to offer additional compensation for faculty to take on more assessment based labor? APARC is in the best position to address this latter question (Melinda).