APARC Minutes Tuesday March 2, 2021

Present: Elita Amini Virmani (chair), Megan Burke, Laura Lupei, Rheyna Laney, Catherine Fonseca (minutes), Merith Weisman, Emily Acosta Lewis, Puspa Amri, Damien Hansen, Stacey Bosick, Kathleen Rockett.

Agenda + previous minutes approved

CHAIR'S REPORT (Elita Virmani)
- Syllabus policy moved past Ex-Com, making its way to Senate
- Vaccines slow with SCOE's site undersupplied, Kaiser possible as a venue via e-visit site (presently open to non-members as well)

ACADEMIC AFFAIRS REPORT (Stacey Bosick)
- Reminder that the WASC special visit is happening next week
- Faculty open forums for repopulation taking place as a way to build continuous feedback between faculty and various continuity planning groups. Purpose is to ensure we're looping back to faculty and supplying continuity groups with considerations and questions
- Continue to work with OIE (Office of Institutional Effectiveness) to make more accessible the data elements for program review; haven't been able to seamlessly navigate Tableau or don't have access to VPN which is needed to access Tableau. Working to identify a point person in OIE to liaise and work with disciplinary faculty
  - Discussion around updating data element recommendations from UPRS (generated last year); ideally to put together a basic, standardized report for faculty doing program review
    - Ensure alignment between core values + strategic plan around standardizing the data elements for OIE reports
  - OIE want to move towards a self-service model, but it takes a while to onboard users for Tableau
  - APARC to look at data elements along with UPRS. Questions to consider: Are we seeing these elements concretely in self-studies? Reviewing the data list to ensure our core set of data is helping faculty to answer the new strategic priority questions recently added to the self-study guide
  - Stacey is in support of APARC advocating for standardized data reports, since this will enable APARC to do some of the meta-analysis across programs when looking at a core set of data across programs
  - Member asked if there is a way to supply this data annually? At least to send to the Chair? Response: the impression is that OIE is already at capacity and advocating for a self-service model and training around Tableau
  - Next steps: review the data elements proposed by UPRS, Melinda can speak more to the data elements and get additional feedback on that list through the lens of strategic plan/core values. Or Heather can come back to demo data elements that may support this kind of review. Elita and Stacey to meet to discuss best path forward.
- GWAR (Graduating Writing Requirement) has been suspended at the Chancellor-level, but writing is still required by WASC at the upper level.
  - WEPT exam has immediately ended
  - LARC staff tasked with reading WEPT exam have been reassigned to investigate/research e-portfolios (in support of existing TEGL and AAC&U grant-

funded cohorts). Cohort wanting to put forward e-portolio as a replacement to WEPT exam and as a course alternative for WIC
- ○ ePortfolio: electronic collection of their work over time and an opportunity to reflect their personal/academic growth then share with others (faculty, advisors, potential employers). There's a faculty exchange coming up for learning more about an e-portfolio as a writing artifact
- ○ Questions around hosting e-portfolios and technology; Justin Lipp is investigating options. Member raised the possibility of using Scholarworks as a hosting mechanism.
- ○ Two instances of folks disliking portfolium (software currently being investigated).

STEVENSON TASK FORCE UPDATE (Mike Ogg)
- In construction currently; everything is moving along as planned and on-schedule. Task force currently doesn't have much left to do.

UPRS REPORT (Catherine Fonseca)
- Discussion of updates to the pending 7-year review cycle proposal: To reduce the risk of performativity and unnecessary workload for UPRS, instead of a mid-cycle check-in for all programs, UPRS hopes to instead have a system where we can flag any programs needing high-touch support for assessment and having those programs engage in a mid-cycle check-in. This flagging will happen at the program's last program review meeting with UPRS.

Business

1. BUDGET UPDATE (Laura Lupei)
- CA $9.5 billion stimulus plan, part of which is designated to make up for CSU cuts
- $149 million for CSUs, plus additional funds for making up for the cuts taken out this year
  - ○ Language for use of funds is ambiguous and a bit murky, plus still waiting for federal guidelines once new Cabinet is in place
- Getting more funding than previously anticipated; still down in enrollment so still working within a deficit. Need to have conversations about managing the deficit now and in future years with lower enrollment being a multi-year issue
  - ○ Self-supporting funds are down, fees are down, as well as operating fund being down.
  - ○ We're not technically allowed to be in a deficit and our smaller campus has less reserve funding to dip into
- Questions came up of budget considerations as they relate to Fall hybrid instruction and the constraints/adjustments that come with this new modality. Response: The point of the stimulus funds is to help towards Fall readjustment/repopulation
- More info/details to come once Laura has made an all-campus presentation regarding recent budget information

2. APARC's Role in Assessment (All)
- Timeline for Proposal of APARC's Role in Assessment/Scope of APARC's Role in Assessment
- Questions to consider: What role do we play in GE? GE has asked for help around closing the loop? Is this an ongoing responsibility for us to undertake? Or is this just a one-time response?

- Individual Activity: Review GE Assessment Summer 2020 Pilot Report. Considered recommendations made and the way in which APARC could play a role in closing the loop between recommendations and action
- Group Discussion: Upon reviewing the document, the following comments/questions were noted:
    - What is the audience for this assessment? Do all GE instructors get this report? How could faculty use this assessment to improve GE?
    - Who was taking this recommendation to who?
    - Even when paying new people to do this work, there was really little consensus so there seems to be some major problems with the training and tool; need to fall to a consistent group so ongoing training/turnover isn't as much of a challenge
    - Faculty were tasked with developing their own rubrics when proposing/recertifying courses. So then why are we reinventing the wheel here? Liberal arts institutions already have this documentation and already have this rubric. If there are already well-established rubrics, then we can get more faculty buy-in for assessing artifacts around the rubric
    - Discussion around whether APARC can help GE build in buy-in via mandating assessment activities of all instructors who teach in GE. Others in the group were hesitant to mandate meta-level assessment (which normally comes with a stipend) without compensation