

APARC PRIORITY RECOMMENDATIONS 2021-2022

Recommendation 1: Determine how online learning fits into the identity at SSU

As a COPLAC institution and one that has almost exclusively taught face-to-face pre-pandemic, we need to examine how online learning fits into the broader goals of the university. We encourage the university to continue to support funding and staffing for IT and CTET to support online and inclusive learning initiatives; to support the library in providing electronic resources that are accessible remotely; and to support equitable student access to reliable technology.

- A. Provide support for students who might be struggling to adapt to change or to learn in challenging environments and transitioning to online learning.
 - a. Identify students who are having technology issues or are without a reliable device to engage in online learning (e.g. no laptop, connectivity issues, unreliable internet connection) and provide resources (e.g. long-term laptop loans, noise-canceling headphones, hot spots) to students to support their engagement and success in online learning
 - b. Establish mechanisms to teach students about ways to be successful in an online learning environment both in terms of Canvas and in terms of learning successfully in an online course

- B. Offer more courses as part of CSU fully online which will allow students at other CSUs to take courses at SSU.

Recommendation 2: Implement Multi-Year Scheduling

There are inequities built into the system of higher education and SSU, particularly glaring are the differences between tenure-track faculty and temporary faculty in terms of planning for courses and expected workload.

- A. Establish multi-year scheduling of classes aligned with SSU's strategic priorities and core values.
 - a. Multi-year scheduling will provide greater predictability for temporary faculty and tenure-track faculty
 - b. Multi-year scheduling will allow students to plan their schedules further in advance to allow them more flexibility in studying abroad, taking classes in the modality of their choice, etc.

Recommendation 3: Build Assessment Capacity

In order to build long-term assessment capacity, we recommend that APARC collaborate with the Office of Institutional Effectiveness and Director of Assessment to support assessment at the university level. Some critical steps for expanding assessment efforts at SSU include providing funding for assessment coordination across the campus and within academic programs. There should be more resources assigned to assessment professional development opportunities.

- A. Collaborate with the Office of Institutional Effectiveness and Director of Assessment to:
 - a. define the relationship between assessment, program review and strategic planning
 - b. identify the ways in which program learning outcomes come together to inform a set of institutional learning outcomes
 - c. provide guidance for development of a academic dashboard that is aligned with SSUs strategic priorities and core values in a way that encourages ease of data gathering for program review process (in collaboration with UPRS)
 - d. examine how assessment could be used to help determine academic priorities (e.g. programs need more funds to be able to grow and attract new students, programs that could be reimaged based on student need or aligned PLOs)

- B. Allocate resources to support a culture of ongoing assessment at SSU:
 - a. provide training on academic dashboards and ways for departments to gather program level data in ways that are aligned with SSUs strategic plan and core values
 - b. commit resources for faculty professional development and implementation of effective assessment practices

Recommendation 4: Continuing Transparency in Budget Process

We recognize there have been significant advances with respect to the transparency of the budget with the development of online dashboard budget tools, which have revealed differences in budget allocations and instructional metrics between schools. There has been positive movement in the communication of how budget decisions are reached, but faculty feel there is still room for improvement.

- A. Involve faculty in budget decision making process rather than after such decisions have been made
- B. Increase transparency in how resources are distributed between schools, including funding for a tenure track faculty, release time, promotion raises, faculty salary, and lecturer budgets