2022-23 Annual Report to the Faculty Senate from the Academic Quality Committee

Members:
J.R. "Jones" Estes, Chair, OI
Michael Dimond, SB
Sahan T.M. Dissanayake, Economics, CUPA
Karla Fant, MCECS
Maria Kapantzoglou, CLAS-SS
Ex officio: Kathi Ketcheson, OIRP

Charge:

1. Research, identify, and recommend practices that promote and sustain academic quality for faculty and students at Portland State University.
2. Conduct and review biennial surveys of faculty and students.
3. Report on issues, concerns, and potential for actionable ideas.
4. Conduct research on implementation of best practices and make recommendations to the Faculty Senate.
5. Maintain a "dashboard" that evaluates progress on implementation of academic quality initiatives.
6. Report to the Faculty Senate at least once each year.

In fulfillment of its Charge, the Committee:

1. Based on the ad-hoc Interdisciplinary Teaching and Research report submitted to the Faculty Senate in AY 2021-22, the President convened a working group that the Chair participated in. A report of recommendations will be submitted to the Faculty Senate for follow up in the fall.
2. Continued collaborations with the Institutional Assessment Council (IAC). Committee member Maria Kapantzoglou continued attending IAC meetings. Accomplishments include: revision of Office of Academic Innovation"s (OAI) Program Assessment Planning & Progress rubric, successfully amending the Constitution of the Faculty Senate to move IAC from an administrative to a constitutional committee, and providing feedback on the Student Experience Project.
3. AQC responded to *Remote Synchronous & Attend Anywhere Pilot Program Assessment*, a report issued by the OAI on Attend Anywhere (AA) courses offered in AY 2021-22. The committee submitted a memo responding to the OAI memo and highlighting concerns about the AA modality to the Faculty Senate. The memo recommends to

Faculty Steering the formation of an ad-hoc committee in AY 2023-2024 to address ongoing concerns and create policies regarding the offering of AA courses as it relates to the curriculum.

4. As part of developing meaningful High Impact Practice (HIP) course designations, in collaboration with OAI, AQC will recommend that the Faculty Senate convene an ad-hoc committee in AY 2023-24 to formulate a definition of community-based learning based upon a scaffolded rubric.

5. As Co-Chair of the APRCA, the Chair of AQC informed the Committee regarding impacts on academic quality.

2023-24 Committee Priorities:

The AQC will continue its work outlined above with the understanding that it is possible new developments in the Academic Program Reduction Process, lingering effects from the pandemic, and budget decisions impacting academic quality may redirect our focus.

Otherwise:

1. With the creation of the Office of Student Success, the Student Success Pillars and related initiatives were reconfigured or eliminated. Establishing a partnership with the new office is a priority for AY 2023-24.

2. If approved by the Faculty Senate, AQC will guide and support the work of the community-based learning ad-hoc committee.

3. The Committee will use the OIRP analysis of the HIPs survey and Senior Exit Survey from spring 2020 and 2022 to continue the project of developing criteria and process for HIPs course designation in the course schedule.

4. The effort to establish a partnership with the Academic Computing Infrastructure Committee (ACIC) to address shared, ongoing concerns regarding a lack of data on the remote/online student experience should be renewed.

5. Considering options for expanding Committee communication with campus, e.g., creation of a webpage and/or dashboard for survey results, has been a carryover for several years. The 2023-24 Committee should decide if this is an ongoing priority.