

## Proposal to Re-Charge SOAC and CRC

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*SOAC (Student Outcomes Assessment Committee), CRC (Curriculum Review Committee) and CIC (College Curriculum Instruction) discussed the interrelated nature of their charges and a desire to streamline processes and improve communication and effectiveness of the committees at a retreat in the summer, 2010. Preliminary recommendations have been presented at SOAC and CRC, and these two committees request College Academic Senate input on the following proposal (which would require a CAS recharging and perhaps renaming of CRC and SOAC).*

Name: General Education Student Learning Committee

Name: Program Student Learning Committee

Charge: Ensures the annual and cyclical review and reporting of student learning in academic units not defined as programs	Charge: Ensures the annual and cyclical review and reporting of student learning in academic units defined as programs
Focus: Promotes the collection and appropriate use of assessment data to improve teaching and learning in academic units not defined as programs (including the traditional disciplines in Associate of Liberal Arts and Associate of Sciences Degrees), acting as liaison with faculty in academic units teaching G.E. outcomes, the Office of Vice Chancellor of Academic Affairs, Office of Assessment and Effectiveness (OAE), G.E. facilitators, and the Office of Institutional Research (IR)	Focus: Promotes the collection and appropriate use of assessment data to improve teaching and learning in academic units defined as programs, acting as liaison with program faculty, and the Office of Vice Chancellor of Academic Affairs, and Office of Assessment and Effectiveness (OAE), program facilitators, and the Office of Institutional Research (IR).
Assists with design and review of annual assessment initiatives and reporting of annual assessment data for non-programs	Assists with design and review of annual assessment initiatives and reporting of annual assessment data for programs
Conducts cyclical reviews of disciplines	Conducts cyclical reviews of programs
Collaborates with VCAA , OAE, and PDTC, to provide annual opportunity to use assessment data to improve teaching and learning (currently Faculty Assessment Days or FAD)	Collaborates with VCAA , OAE, and PDTC to provide annual opportunity to use assessment data to improve teaching and learning (currently Program Assessment Day or PAD)

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## BACKGROUND:

CRC has been charged in past with “ensuring a cyclical updating of OCC’s curriculum.” In recent years, this has meant reviewing the findings of cyclical (5 year) reviews of disciplines and programs. This year, CRC is working on redefining the cyclical review process and timeline to emphasis student learning and the use of assessment data.

SOAC has been charged with “the implementation of assessment of student learning at all levels of the institution... [and to keep the] primary focus of the outcomes assessment process [on] enhance[ing] the quality of the learning experience of students.” In recent years, this has meant providing feedback on all assessment activities (annual program assessment and reporting, cross disciplinary G.E. outcome assessment related activities, Faculty Assessment Days (FAD), program assessment day (PAD), CRC review findings, the essay contest, and others tasks.

## POTENTIAL ADVANTAGES:

- Can encourage **connections between annual and cyclical assessment** to improve teaching and learning (for all faculty, adjunct and full time, in all academic units).
- Can develop, model and promote **unique** opportunities to gather, review, and act on data to improve student learning for different types of academic units, or groups within those units, such as a group examining a sequence of discipline or program courses (a targeted review of developmental English or math, for instance).
- Initial discussion of whether or not an academic unit is a program, or includes programs, provides opportunity to engage reluctant participants (for instance, those disciplines which have not yet invested in cross-disciplinary assessment of G.E. outcomes).
- Promote parallel processes for all academic units, while allowing for adaptations that best fit a particular type of academic unit.

## IMPLEMENTATION FIRST STEP:

- Determination of which committee will do which cyclical reviews

*When academic units at Oakland Community College go through the Student Learning Review process they will complete an online review report containing the following questions:*

1) How are the stated program outcomes or general education outcomes appropriate to your academic unit? Please use the catalog and course descriptions for your academic unit to aid in responding to this question.

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**Learning Outcomes**

Students will demonstrate . . .

Students will apply . . .

Students will analyze . . .

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2) What evidence or findings can be used to support student achievement of these stated program or general education outcomes? Please use learning outcomes and findings to aid in responding to this question.

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**Learning Outcomes**

**Findings**

Students will demonstrate . . .

80% of the students demonstrated . . .

Students will apply . . .

75% of the students successfully applied . . .

Students will analyze . . .

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70% of the students successfully analyzed . . .

3) In what ways have your academic unit used assessment findings to improve student learning? Please identify specific changes made to pedagogy, curriculum, or program when answering this question.

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**Learning Outcomes**

**Findings**

**Pedagogical Changes**

**Curricular Changes**

**Program Changes**

Students will demonstrate . . .

80% of the students demonstrated . . .

Instructors will now teach the lab section before the lecture.

A lab course is being added to . . .

The program will now require students to intern with . . .

Students will apply . . .

75% of the students successfully applied . . .

Instructors will now use technology to . . .

A change in the sequence of courses is necessary to . . .

The program will now require 3 credits of . . .

Students will analyze . . .

70% of the students successfully analyzed . . .

Instructors will use more relevant material to . . .

Text books with a technology component will . . .

The criteria for entering the program are now . . .

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4) Please describe the strengths of your academic unit.

5) Please describe any challenges your academic unit is facing.

6) Please explain how roles and responsibilities for the assessment of student learning are shared among full-time faculty, adjunct faculty, and dean(s) associated with your academic unit.

7) Please summarize and interpret the results of student learning and identify trends using data for the last five years.

*In an effort to improve student learning . . .*

8) Use assessment results and other supporting data to identify changes that may be needed in the following areas: adjunct and full time faculty, students, facilities, equipment, curriculum, course sequences, per-requisites, or support services.

9) Use assessment results and other supporting data to identify changes that may be needed in the following areas: students served, credit hour trends, degrees, certificates, or course content.

10) Use assessment results and other supporting data to identify changes that may be needed to address internal demand.

11) Use assessment results and other supporting data to identify changes that may be needed to address external demand.

12) Please complete an SLRC Action Plan Form for each issue that needs addressing.

<b>PROPOSED SLRC ACTION PLAN FORM</b>		
<b>ISSUE TO BE ADDRESSED</b>	<i>What is the issue that needs addressing?</i>	
<b>ACTION PLAN</b>	<i>What is a possible solution?</i>	
<b>ACCOUNTABILITY</b>	<i>Who will see to it that this action plan is carried out?</i>	
<b>TARGET DATE</b>	<i>What is the target date for implementing this plan?</i>	
<b>SUPPORT NEEDED</b>	<i>Which college services are needed to implement this plan? Facilities and Equipment, Planning and Budgeting, Academic Senate Committees, Academic Vice Chancellor's Office, Office of Assessment, Academic Support Center, Information Technology, etc</i>	
<b>COST IMPLICATIONS</b>	<i>What are the estimated costs to implement this plan?</i>	
<b>FOLLOW-UP</b>	As a follow-up, please record what was done and when it was done.	

**DRAFT of Proposed SLRC Process**

**Presented at March 24, 2011 College Senate Meeting**

<i>STAGE</i>	<i>ADMINISTRATIVE ACTIONS</i>	<i>SENATE ACTIONS</i>	<i>FACULTY REVIEWER ACTIONS</i>
<b>Stage One</b> [Jan/Feb/March]	Office of Assessment and Office of State and Federal Programs aid in identifying academic units for review. Review postings are sent out. Deans associated with the review are contacted.	SLRC members aid in identifying academic units for review. <i>Also see Stage Nine.</i>	Faculty reviewer accepts posting.
<b>Stage Two</b> [April/May/June]	Office of Assessment provides data necessary for SLRC process and posts on website. Vice Chancellor of Academic Affairs assigns a Dean to work with faculty reviewer.	SLRC hosts a pre-review meeting to review historical data, inform reviewers of process, aid in identifying stakeholder groups/questions, and assigns a mentor.	Faculty reviewer attends a pre-review SLRC meeting to initiate the review process (earn SDU's).
<b>Stage Three</b> [July/Aug/Sept]	Office of Assessment ensures data is updated on website.	SLRC members assist faculty reviewers as needed.	Faculty reviewer begins online review report by satisfying the SLRC criteria for student learning review utilizing OAE supplied data, catalog descriptions, learning outcomes, and information from deans and faculty members. Faculty reviewer also identifies potential stakeholder group members per SLRC suggestions (e.g., teaching faculty, staff, adjuncts, students, administrators, counseling faculty, university representatives, employers, and other internal/external stakeholder groups).
<b>Stage Four</b> [End of October]	Office of Assessment assists faculty reviewer with communication plan.	SLRC members assist reviewers as needed, specifically reminding the reviewer of timeline. <i>Also see Stage Nine.</i>	Faculty reviewer facilitates discussion with academic unit members during the month of October regarding review process, historical data, question responses, stakeholder group members, survey focus, and further data collection.
<b>Stage Five</b> [Nov/Dec/Jan]	Office of Assessment sends out electronic surveys to SLRC identified stakeholder group members and submits responses to faculty reviewer.	SLRC members aid reviewer in identifying the appropriate survey questions for each stakeholder group. SLRC members assist faculty reviewers as needed, specifically reminding the reviewer of timeline. <i>Also see Stage Nine.</i>	Faculty reviewer finalizes list of stakeholder group members and survey questions, and forwards to the Office of Assessment. Faculty Reviewer synthesizes and analyzes stakeholder group data that is collected by OAE.
<b>Stage Six</b> [February]		SLRC members assist faculty reviewers as needed, specifically reminding the reviewer of timeline. <i>Also see Stage Nine.</i>	Faculty reviewer facilitates discussion with academic unit members regarding synthesized and analyzed data from stakeholder groups. Academic unit members develop a plan for the future based on historical data and stakeholder group survey data.
<b>Stage Seven</b> [March/Apr/May]	Department Chair and Dean schedule a symposium for faculty and adjuncts to discuss the review report and action plans.	SLRC members review website report submitted online by faculty reviewer. SLRC members review Action Plan forms and identify which signatures are needed. SLRC members ensure the correct support services are identified in the Action Plan forms and assist the faculty reviewer in identifying any corresponding forms. SLRC Chair prepares report for June Senate meeting.	Faculty reviewer completes online review report by satisfying the SLRC criteria for student learning review. Faculty reviewer completes an SLRC Action Plan form for each issue to be addressed and then submits in person to SLRC or via email for SLRC members to review.
<b>Stage Eight</b> [June Senate Meeting]		SLRC Chair reports to Senate concerning all reviews for the year and updates of Action Plans. SLRC Chair shares action plans and review reports with SOAC.	Faculty reviewer and academic unit members begin seeking signatures and completing forms to carry out action plans.
<b>Stage Nine</b> [Subsequent years]	Deans, department chairs, and administrators assist faculty in carrying out action plans. Office of Assessment maintains action plans in database for easy access.	SLRC provides a forum for reviewers who choose to share action plan updates and then reports to Senate.	Faculty reviewer continues to be a voice at academic unit meetings.

Proposed SLRC Checklist for Faculty Reviewer  
Shared at College Senate Meeting on March 25, 2011

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- 1) Faculty reviewer accepts posting for review process in January, February or March.
- 2) Faculty reviewer attends an SLRC meeting in April, May, or June and receives SDU's for learning about the review process.
- 3) Faculty reviewer begins online review report by satisfying the SLRC criteria for student learning review utilizing Office of Assessment supplied data, catalog descriptions, learning outcomes, and information from deans and faculty members (July, August, or September).
- 4) Faculty reviewer identifies potential stakeholder group members per the SLRC suggestions (e.g., teaching faculty, staff, adjuncts, students, administrators, counseling faculty, university representatives, employers, and other internal/external stakeholder groups) by the end of September.
- 5) Faculty reviewer facilitates discussion with academic unit members during the month of October regarding review process, historical data, question responses, stakeholder group members, survey focus, and further data collection.
- 6) Faculty reviewer finalizes list of stakeholder group members and survey questions, and forwards to the Office of Assessment during the first week of November.
- 7) Faculty reviewer synthesizes and analyzes data from stakeholder group members and communicates findings to department chair and academic unit members (November, December, January).
- 8) Faculty reviewer facilitates discussion with academic unit members during the month of February, regarding synthesized and analyzed data from stakeholder group members.
- 9) Faculty reviewer aids academic unit members in developing a plan for the future based on historical data and stakeholder group survey data by the end of February.
- 10) Faculty reviewer completes online review report by satisfying the SLRC criteria for student learning review (March, April, May).
- 11) Faculty reviewer completes an SLRC Action Plan form for each issue to be addressed and then submits in person to SLRC or via email for SLRC members to review (March, April, May).
- 12) Faculty reviewer and academic unit members begin gathering signatures and completing forms to carry out action plans (June).
- 13) In subsequent years the faculty reviewer is given the opportunity to share action plan updates with SLRC.

Note: academic unit refers to a college program or discipline.  
SLRC Document – Last modified at Senate Leadership Meeting on March 11, 2011.



DRAFT OF SLRC REVIEW CYCLE – SHARED WITH COLLEGE SENATE ON MARCH 25, 2011



Note: academic unit refers to a college program or discipline.

SLRC Document – Last modified at Senate Leadership Meeting on March 11, 2011.