COLLEGE CURRICULUM COMMITTEE
PRELIMINARY REPORT
May 20, 2012

This report is offered in response to a call from the Oakland Community College Academic Senate Chair, Shawn Dry, to provide a Preliminary Report to be shared with the college community and posted on Infomart.

Direct quote from page 5 of CBT Academic Policies and Procedures Final Report:

> The OCC User Handbook for Curricular Development and Approval, January 2007, provides a richly detailed description of the procedures for developing curriculum as well as a good statement of the philosophy of education. While the document does not engage program review directly, it does explore needs assessment as a tool for program evaluation. The scope of this handbook dwarfs the only policy in the Board Policy Manual that specifically addresses program evaluation: Policy 6.2.13 (Evaluation) states in its entirety, "OCC will regularly evaluate programs as well as all instructional, administrative and support activities in order to improve services to the community." Without procedures, it means little.

 This preliminary report reflects the nature of the College Curriculum Committee and its Handbook as an evolving entity that looks at the needs of a changing world and what that means to our students. In light of this intent, the Curriculum Committee consistently works with faculty and administration to…"review and revise academic offerings to ensure appropriate student learning and academic quality…" Further, it aims not just to look at the interests of the faculty and/or administration, but rather "community needs and student interest." (See Objectives of the Educational Master Plan).

For example, The Curriculum Developmental Process will incorporate, upon approval of the Academic Senate, the Academic Procedural Policy, a Curriculum Planning and Decision-Making Process for New Programs dated November 7, 2012 (attached) This is an expanded version of the old Program Planning Model that appears in the current Curriculum Handbook.

 In an effort to keep abreast of what is happening inside and outside the world of academia, the committee strives through its structure to look at the "big picture" by asking questions starting at the campus level and moving forward through its process. In the end, this is a process to help the students of OCC become successful, happy and productive members of the global community. Starting June 5, 2013, the Committee will begin a revision of the OCC User Handbook. This will entail looking at Proposal forms for The Program/Degree Proposal Checklist; Program/Degree Proposal Form; Balloting; the various General Education Outcomes forms and the new Course Proposal Form for Minor and Major Course Revision and New Courses.

One such problem which needs to be resolved is "closing the loop." When a program has been approved by the Curriculum Committee and Academic Senate, many times the Curriculum Committee does not know what happens once it leaves the Academic Senate. Thus, the chain of events is broken and students, faculty and others are left not knowing the adjudication of the course. The "educational dance" among various factions of Oakland Community College is disrupted.

Another issue that is most troubling is meeting the catalog deadline in a timely manner. The deadline is published on Infomart. One recent example is that of a course that was signed off by all necessary signatures and approved by all the committee members in attendance with a majority vote. However, this process was held to the last minute, past the time of the catalog deadline. This can have a tremendous impact on the students who need to prepare their Plans of Work for the 2013-14 academic year and time for all concerned, i.e. ACCESS, Library, and Bookstore (to name a few) to have their plan as well.

In conclusion, it is important to maintain a sense of collegiality and cohesion when doing something as important as Curriculum in all its aspects. In the end we are all here for the students. Without them, we are out of business.

Note: All of the proceedings of the College Curriculum Committee can be viewed on Infomart under Committees & Minutes. This contains Agendas, Minutes, Committee Members, Meeting Schedule, User Handbook Curriculum Proposal Progression Chart, Archived Agendas and Minutes, and Consent Agendas.

Respectfully submitted,

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Chair, College Curriculum Committee
Oakland Community College

Academic Procedural Policy
Curriculum Planning and Decision-Making- Process for New Programs
November 7, 2012

Academic Administration will adhere to the following procedural steps when considering the development of new programs and in certain cases may be applied to new curriculum and revising existing programs and disciplines. This process is designed to optimize the long term viability of the curriculum and is intended to provide consistency in the curriculum development process.

Step 1: Initiation
Proposal identified by discipline or administration and brought to the Academic Dean for consideration. The proposal must thoroughly address all issues within the "Proposal Overview" document (attached).
  a. If deemed viable the Academic Dean will lodge the proposal along with the "Proposal Overview" document on the Dean's Cabinet agenda for review and disposition.
  b. If proposal is not supported the Academic Dean notifies the originator in writing of the decision and the rationale for that decision.

Step 2: First Level Approval
Dean's Cabinet considers potential efficacy of the proposal based on information presented in the Proposal Overview document.
  a. If supported by Deans' Cabinet the Academic Dean and originator meet with Executive Director of Curriculum and Student Learning to initiate a needs analysis.
  b. If not supported by the Dean's Cabinet the Academic Dean notifies the initiator in writing of the decision and the rationale for that decision.

Step 3: Needs Analysis
The originator, Academic Dean, Associate Vice-Chancellor and Executive Director of Curriculum and Student Learning work collaboratively to determine efficacy of initial proposal by following the established needs analysis process.
  a. If needs analysis demonstrates positive viability of the proposal initial support of the Vice-Chancellor is sought.
  b. If needs analysis indicates lack of efficacy further investigation is terminated. The Academic Dean notifies the originator in writing of the decision and the rationale for that decision.

Step 4: Second Level Approval
The Academic Dean, Associate Vice-Chancellor, Executive Director of Curriculum and Student learning along with Vice Chancellor for Academic and Student Affairs determines whether to move forward with the proposal based on needs analysis recommendations. The Vice Chancellor will inform other Chancellor's Cabinet members of the decision, seek their feedback and provide them with an expected timeline if approved.
  a. If supported, originator is informed and provided the expected timeline. Originator begins the Curriculum and Instruction Committee approval process.
  b. If not supported, the originator is notified by the Academic Dean in writing of the decision and the rationale for that decision.

Step 5: College Senate Approval
Originator follows the curriculum approval process as outlined in the Curriculum Handbook.
  a. If approved by the College Academic Senate the proposal goes to Academic Administration for approval.
  b. If not supported, the process terminates

Step 6: Academic Administration Approval
The proposal goes to the Vice-Chancellor of Academic and Student Affairs as well as Chancellor for final approval.

    a. If approved by all parties the proposal moves to implementation.
    b. If not approved the originator and Senate are notified by the Vice-Chancellor of Academic and Student Affairs of the decision and the rationale for that decision.

Step 7: Implementation
The Academic Dean posts release time/supplemental contract for program development.

    a. The curriculum is developed in accordance with the pre-established timeline.
    b. Program begins once all criteria (curriculum, facilities, staffing, etc.) are met.

Objectives of the Educational Master Plan

Developmental Education

- Provide developmental education program to cultivate the knowledge and skills necessary to succeed in college
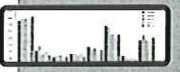
Curriculum

- Review and revise academic offerings to ensure appropriate student learning and academic quality as directed by federal, state and accrediting agencies
- Set the direction for all curriculum to meet community needs and student interest
- Develop an honors program to enhance transferability and employability for eligible students
- Provide quality service learning and volunteerism opportunities to enhance student success and serve the community

Student Learning Outcomes

- Improve assessment practices to enhance student learning and success.
- Develop common course outcomes to provide consistency in learning outcomes regardless of location or delivery.
- Create benchmarks for General Education Outcomes to clarify institutional learning expectations.
- Assess student learning in relation to the benchmarks established for general education outcomes to determine student competency.
- Evaluate the impact of pedagogical and curricular changes resulting from program assessment to determine efficacy of these changes.

Enrollment Management

- Develop an enrollment management plan through the effective integration of administrative processes, student services, curriculum planning and market analysis to ensure student success
- Develop student retention plans to improve the quality of student life and learning through comprehensive, accessible, and affordable higher education initiatives
- Enhance early college and dual enrollment programs to ensure the ability of high school students to acquire college credit at OCC

Distance Learning

- Develop strategic program of distance learning to increase access for our students
- Obtain Higher Learning Commission approval to offer online programming to ensure quality accredited distance learning opportunities