OAKLAND
COMMUNITY
COLLEGE®

WELCOME TO THE CURRICULUM REVIEW SELF-STUDY PROCESS

Discipline/Program Counseling Coordinator(s) Kirstine Evans

CRC Mentor Gail Mays Review Date: April 4, 2008

Thank you for agreeing to coordinate the Curriculum Review in your area. As Discipline/Program Review Coordinator, it is your responsibility to make sure the steps detailed below are completed by the Review Date. Your packet includes instructions and forms for completing the Review. If needed, a CRC mentor is available to you. Your Dean will also be able to provide meaningful assistance in completing this important task.

In the Part I-Core Review, the College asks your discipline/program to analyze its curriculum from a variety of perspectives. These include course offerings and contents, enrollment/retention, transfer trends, and plans for the future. An additional section of activities is contained in Part II. The nature of these review activities will depend on whether you are a member of a Discipline or a Program.

Included in this document to help you work on your review are: 1) Data Collection forms to distribute to your Discipline/Program colleagues and 2) Data Analysis forms with summary sections. Allow two to three months for this work. Please send all completed forms to the Chair of CRC 3 weeks prior to your scheduled review.

Once again, thank you for agreeing to work on this very important process with your colleagues. Together we will constantly strive to ensure the excellence of instruction at OCC.

College Curriculum Review Membership
2007-2008

Imagene Bailey (OR)
Thomas Boozer (AH)
Nadia Boulos (HL)
Beverly Stanbrough (RO/SF)
Diane Hill (OR)
Tony Ingram (OR)
Darlene Levinson (OR)
David Mathews (RO
Janet Peart (AH)
Letyna Roberts (ex-officio)
Gail Mays (AH)-Chair

CURRICULUM REVIEW SELF-STUDY PROCESS FOR DISCIPLINE/PROGRAM COORDINATORS

Coordinator: The bold type below indicates forms that are attached and also available on the P drive. Check off steps as completed.

☒ **Step 1**—Request that the Office of Assessment & Effectiveness (contact information available on InfoMart) to send you the Dashboard data for your Discipline/Program.

na **Step 2**—If you are an occupational program coordinator, distribute the **PROE surveys** to faculty, students, and advisory committees. Return completed surveys to the OCC's Office of State and Federal Programs 6 weeks before your scheduled review.

☒ **Step 3**—Send the **Data Collection forms** to all the full-time faculty and/or adjunct members of your Discipline/Program, as specified on each form.

☒ **Step 4**—Collect syllabi from all adjuncts and full-time faculty for every course they are teaching, and complete the **Data Collection forms** for each course.

☒ **Step 5**—After collecting the above data, complete the **Data Analysis forms** to help you organize and analyze the information you've gathered.

☒ **Step 6**— Complete the Curriculum Review Report by compiling the **Data Analysis** forms.

☒ **Step 7**—Forward a DRAFT copy of your compiled Discipline/Program Curriculum Review Report along with a **Faculty Sign-off form** to all faculty participating in the review at least 6 weeks prior to your review appointment. NOTE: As part of the official CRC Review Document, please include the returned Faculty Sign-Off forms.

☒ **Step 8**—Send a completed hard copy of all completed forms (including the **Data Collection, Data Analysis forms**) to the Chairperson of the Curriculum Review Committee at least 3 weeks prior to your review, along with enough copies of your completed report for each committee member. The Chairperson will distribute them.

☐ **Step 9**—Present the Discipline/Program Self-Study to the Curriculum Review Committee on the appointed date.

The Curriculum Review Committee will then provide your Discipline/Program with recommendations and suggestions and share the results of your review with the College Academic Senate, Vice-Chancellor of Academic and Student Services, and the Office of Assessment & Effectiveness.

CRC
PART I-CORE REVIEW

Coordinator: Data Collection and Data Analysis forms for the following review areas are attached. Please also attach a copy of your program requirements from the catalog and all course descriptions.

A. CATALOG COURSE DESCRIPTIONS

- Please reproduce copies of all your Discipline/Program catalog course descriptions, and distribute them to the full-time members of the Discipline/Program with the Data Collection form asking the faculty to comment on whether the catalog course descriptions are accurate, clear, and current.

- Analyze the responses in order to determine where there is a need for revision.

B. SYLLABUS REVIEW

- Collect syllabi from all full-time and adjunct faculty for every section of each courses listed in the catalog under your Discipline/Program.

- Analyze where there are inconsistencies or omissions in the syllabi.

C. ENROLLMENT TRENDS AND STUDENT RETENTION

- Collect the Dashboard enrollment and retention data for the current and last academic year (available from the Office of Assessment & Effectiveness).

- Analyze areas of strength and weakness. Discuss, where applicable, student recruitment and student retention strategies that your Discipline/Program participates in currently or intends to implement in the future.

D. DISCLIPLINE/PROGRAM NEEDS AND RESOURCES

- Collect information on the Discipline/Program's current and anticipated needs and resources by distributing the Data Collection form to all full and adjunct faculty.

- Discuss what resources and staff development activities your Discipline/Program needs and also indicate necessary curriculum changes/revisions where appropriate.

DATA COLLECTION

CORE REVIEW

This was completed for each of the six CNS courses. A catalog description was also printed on each form for each class.

A. CATALOG COURSE DESCRIPTION

FOR: _____
Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	☐	☐
Clear	☐	☐
Current	☐	☐
NUMBER OF CREDITS Appropriate	☐	☐

Please explain any **NO** answer:

Please return to ***Kris Evans*** *at* ***Highland Lakes*** *by* ***2/8/2008***.
Name Campus Date

DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number _1100___	__Y__	____
Course Number _1120___	____	__N__
Course Number __1140__	__Y__	____
Course Number __1150__	__Y__	____
Course Number __1160__	____	__N__
Course Number __1900__	__Y__	____
Course Number _____	____	____
Course Number _____	____	____
Course Number _____	____	____
Course Number _____	____	____

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

Approximately 19 out of 24 data sheets were returned. In general, some revision is suggested in CNS 1100, 1140, 1150 and 1900. Many of the changes are minor such as adding language to the course description. Several respondents suggested sun setting or deleting CNS 1140, which has not been offered in the past five years. More detailed results to follow.

Numerical Breakdown of Responses to Catalog Course Description Survey

CNS 1100 Catalog Description	Yes	No	No Response
Accurate	12	7	0
Clear	12	7	0
Current	10	6	3
Appropriate number of credits	13	5	1

CNS 1120 Catalog Description	Yes	No	No Response
Accurate	17	0	2
Clear	16	1	2
Current	15	2	2
Appropriate number of credits	14	1	4

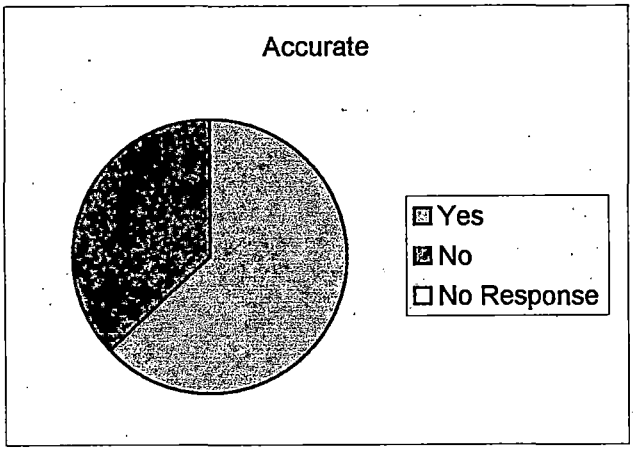
CNS 1140 Catalog Description	Yes	No	No Response
Accurate	12	2	0
Clear	10	4	0
Current	10	4	0
Appropriate number of credits	11	2	1

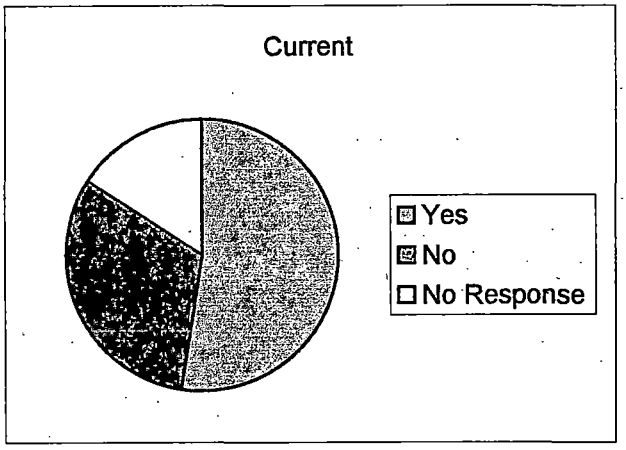
CNS 1150 Catalog Description	Yes	No	No Response
Accurate	14	4	1
Clear	14	2	3
Current	12	6	1
Appropriate number of credits	11	6	2

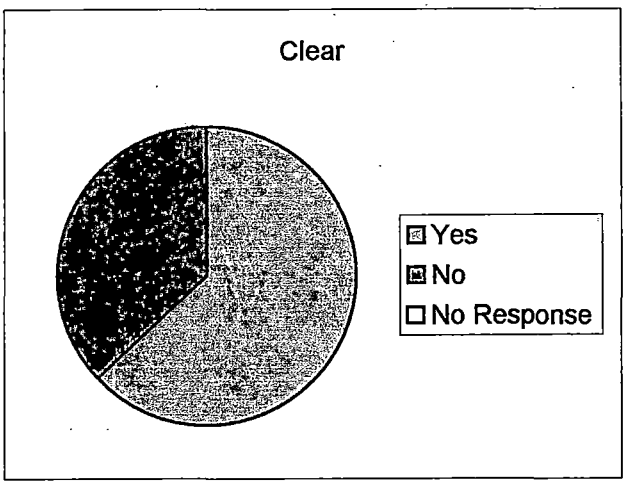
CNS 1160 Catalog Description	Yes	No	No Response
Accurate	18	0	1
Clear	17	1	1
Current	15	3	1
Appropriate number of credits	15	2	2

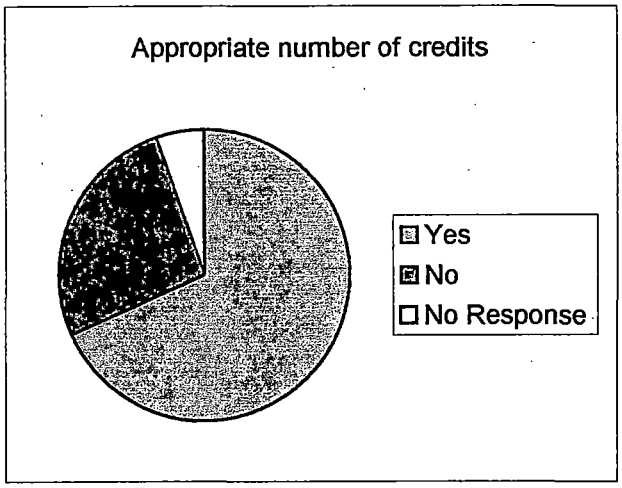
CNS 1900 Catalog Description	Yes	No	No Response
Accurate	13	5	1
Clear	14	4	1
Current	13	5	1
Appropriate number of credits	12	6	1

CNS 1100 Catalog Description	Yes	No	No Response
Accurate	12	7	0
	Yes	No	No Response
Clear	12	7	0
	Yes	No	No Response
Current	10	6	3
	Yes	No	No Response
Appropriate number of credits	13	5	1

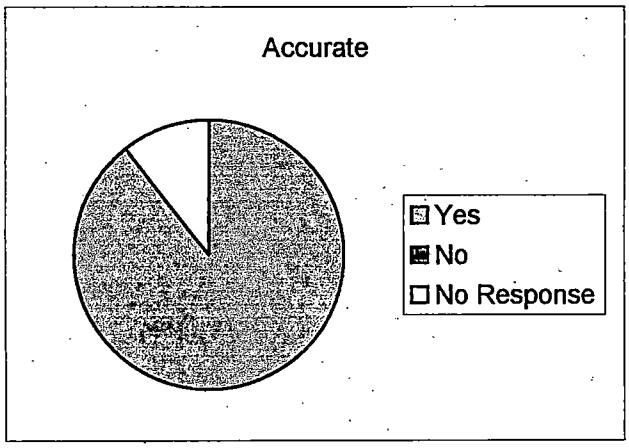


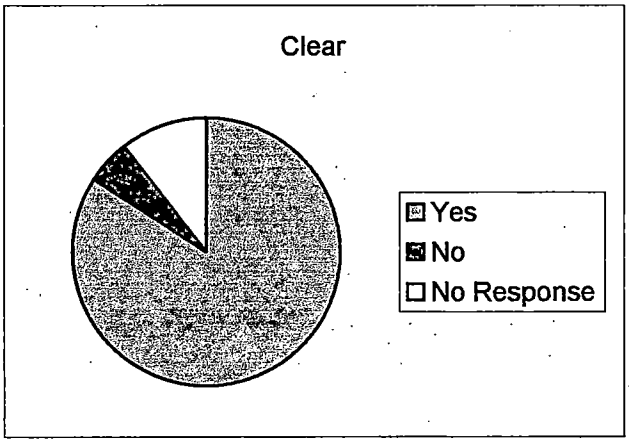


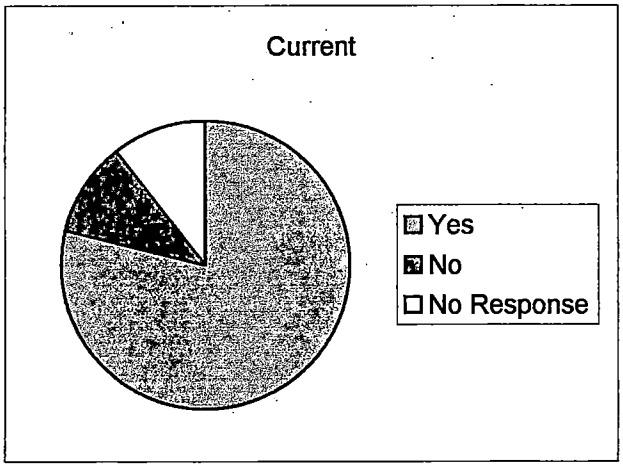


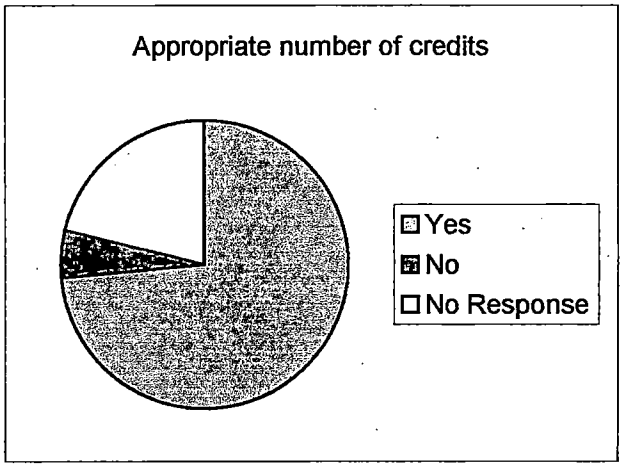


CNS 1120 Catalog Description	Yes	No	No Response
Accurate	17	0	2
	Yes	No	No Response
Clear	16	1	2
	Yes	No	No Response
Current	15	2	2
	Yes	No	No Response
Appropriate number of credits	14	1	4

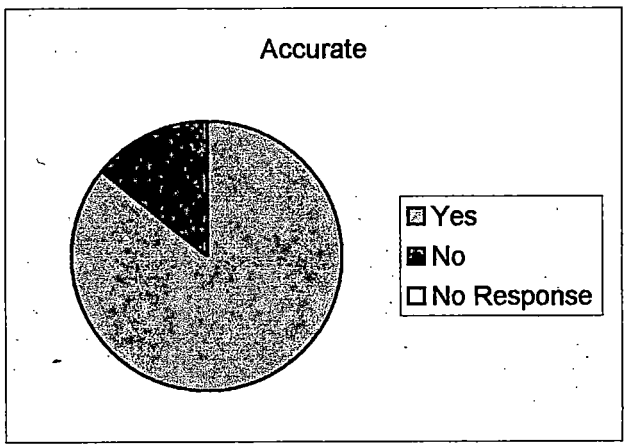


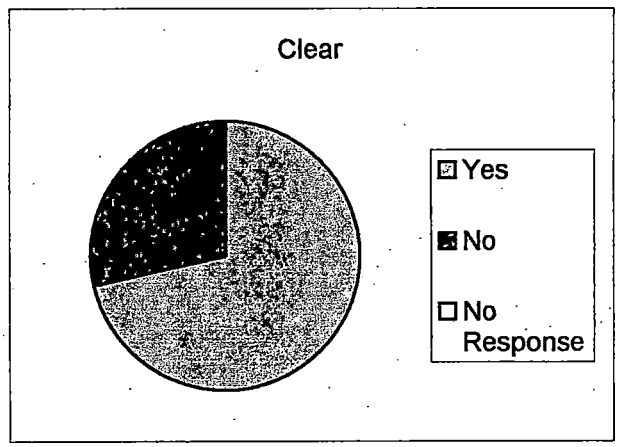


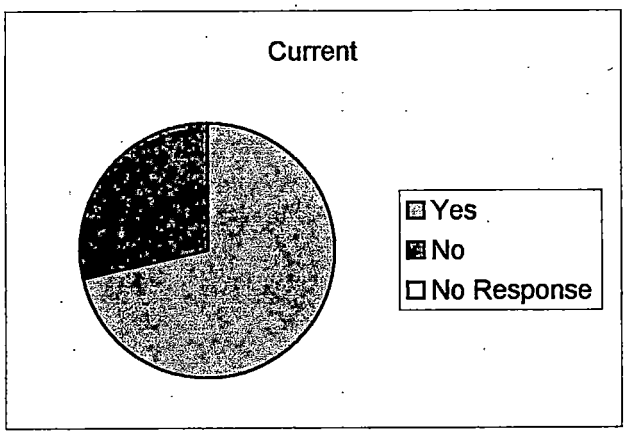


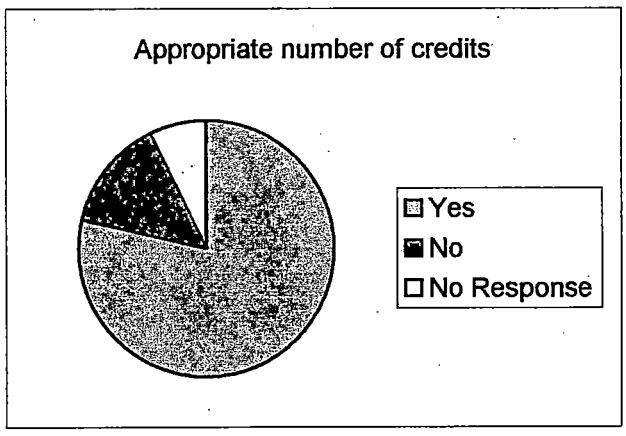


CNS 1140 Catalog Description	Yes	No	No Response
Accurate	12	2	0
	Yes	No	No Response
Clear	10	4	0
	Yes	No	No Response
Current	10	4	0
	Yes	No	No Response
Appropriate number of credits	11	2	1

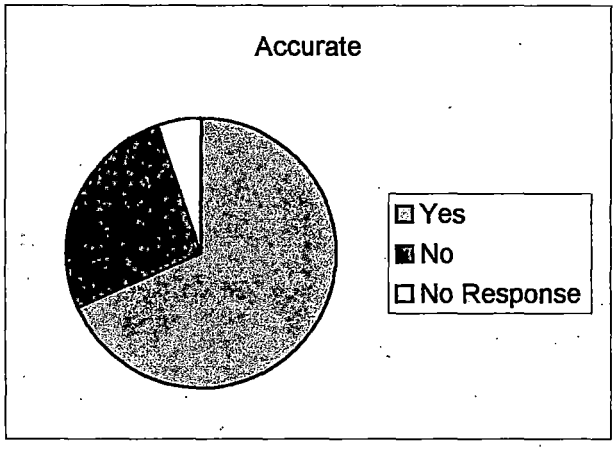


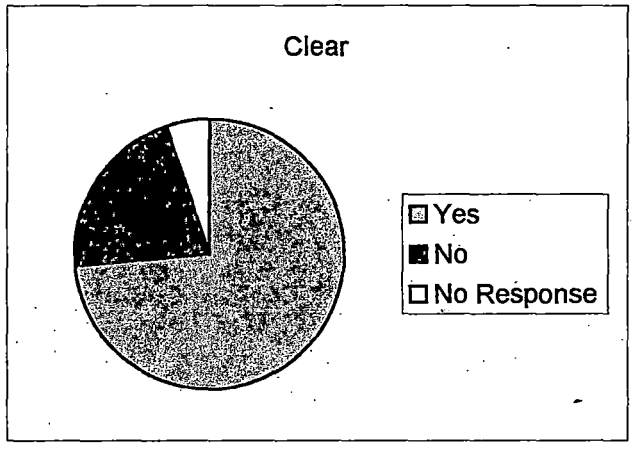


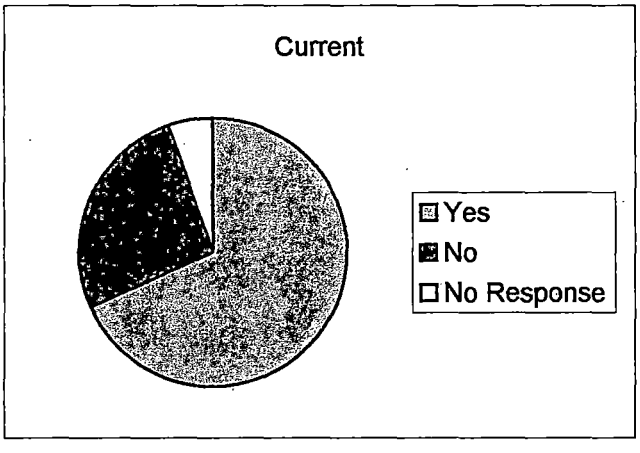


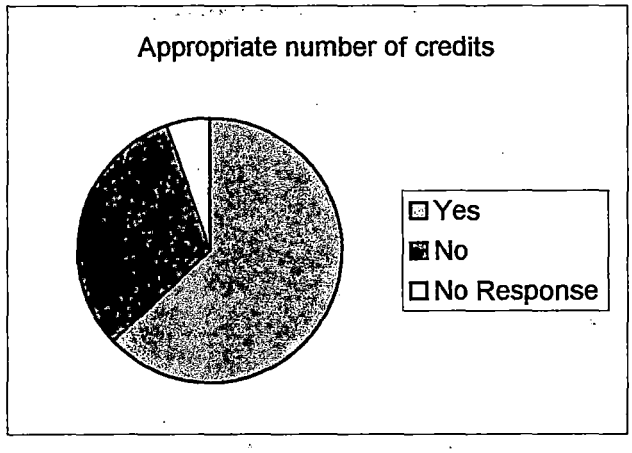


CNS 1900 Catalog Description	Yes	No	No Response
Accurate	13	5	1
	Yes	No	No Response
Clear	14	4	1
	Yes	No	No Response
Current	13	5	1
	Yes	No	No Response
Appropriate number of credits	12	6	1

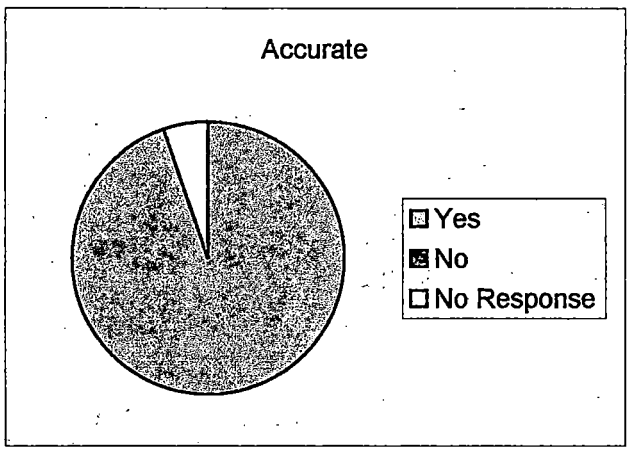


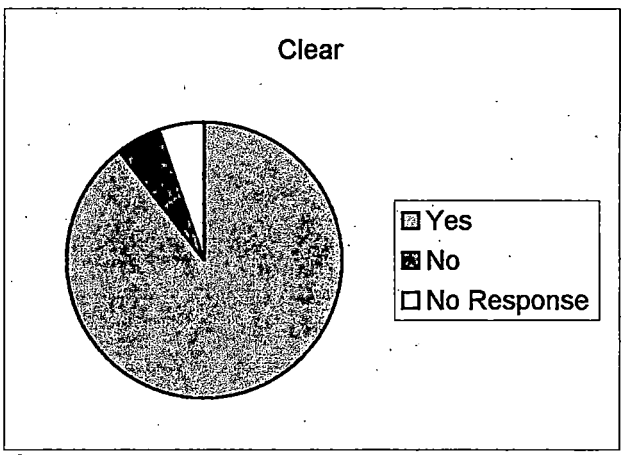


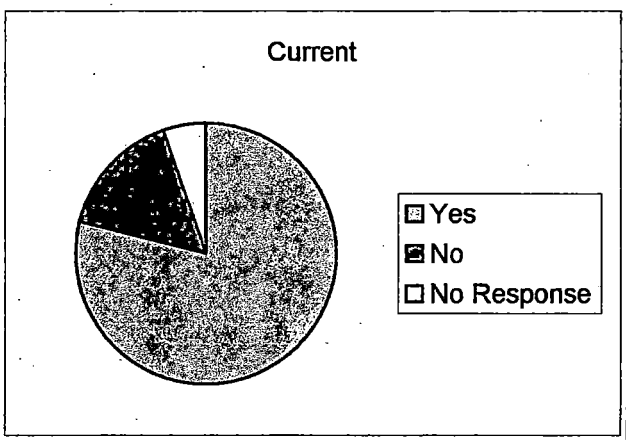


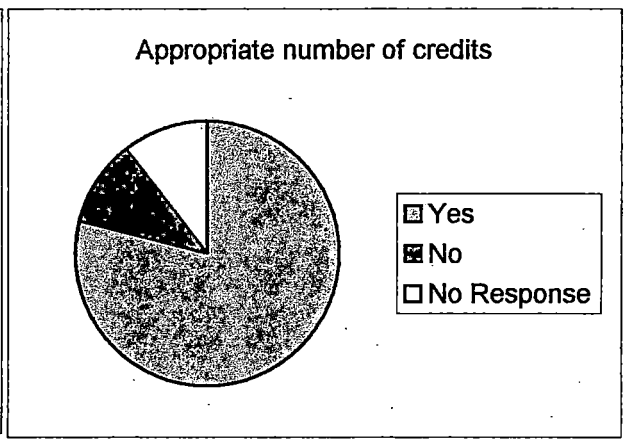


CNS 1160 Catalog Description	Yes	No	No Response
Accurate	18	0	1
	Yes	No	No Response
Clear	17	1	1
	Yes	No	No Response
Current	15	3	1
	Yes	No	No Response
Appropriate number of credits	15	2	2









DATA COLLECTION

CORE REVIEW
B. SYLLABUS REVIEW

This was completed for each CNS course.

FOR: _____
Course Number

Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.

INSTRUCTORS ⇨									
Mandatory Items (per FMA and Federal Law)									
ADA Notification									
Course Goals									
Grading Standards and Practices									
Tentative Schedule of Assignments and Tests									
Recommended Items (per Academic Senate)									
Course Name and Number									
Instructor, Office Location, Method of Contact									
Office Hours									
Available Assistance									
Course Catalog Description with Prerequisites									
General Education Attributes (where pertinent)									
Required Books and Supplies									
List of Supportive Materials (where available)									
Evaluation/Testing System & Policies									
Attendance Policy									
Safety Instructions									
Disclaimer Allowing for Reasonable Revisions									
Optional Items									
Semester Meeting Times & Room									
Teaching/Learning Strategies									
Applicable Forms Pertinent to Course									
Reference to Student Policies in OCC Catalog									
Policy on Use of Computing Resources									
Description of Required Computing Skills									
Policy on Plagiarism									
Student Bill of Responsibilities									

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number CNS 1100	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	15	100
Course Goals	15	100
Grading Standards and Practices	15	100
Tentative Schedule of Assignments and Tests	15	100
Recommended Items (per Academic Senate)		
Course Name and Number	15	100
Instructor, Office Location, Method of Contact	15	100
Office Hours	5	33.3
Available Assistance	0	0
Course Catalog Description with Prerequisites	5	33.3
General Education Attributes (where pertinent)	10	66.6
Required Books and Supplies	15	100
List of Supportive Materials (where available)	0	0
Evaluation/Testing System & Policies	0	0
Attendance Policy	10	66.6
Safety Instructions	0	0
Disclaimer Allowing for Reasonable Revisions	5	33.3
Optional Items		
Semester Meeting Times & Room	15	100
Teaching/Learning Strategies	15	100
Applicable Forms Pertinent to Course	0	0
Reference to Student Policies in OCC Catalog	0	0
Policy on Use of Computing Resources	0	0
Description of Required Computing Skills	0	0
Policy on Plagiarism	0	0
Student Bill of Responsibilities	0	0

Data included from Fall 2002 through Winter 2008. Twenty-six sections ran. Of those, syllabi for 15 sections were received.

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number CNS 1120	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	8	100
Course Goals	5	62.5
Grading Standards and Practices	8	100
Tentative Schedule of Assignments and Tests	8	100
Recommended Items (per Academic Senate)		
Course Name and Number	8	100
Instructor, Office Location, Method of Contact	8	100
Office Hours	8	100
Available Assistance	0	0
Course Catalog Description with Prerequisites	3	37.5
General Education Attributes (where pertinent)	8	100
Required Books and Supplies	3	37.5
List of Supportive Materials (where available)	3	37.5
Evaluation/Testing System & Policies	0	0
Attendance Policy	3	37.5
Safety Instructions	0	0
Disclaimer Allowing for Reasonable Revisions	8	100
Optional Items		
Semester Meeting Times & Room	8	100
Teaching/Learning Strategies	5	62.5
Applicable Forms Pertinent to Course	0	0
Reference to Student Policies in OCC Catalog	0	0
Policy on Use of Computing Resources	0	0
Description of Required Computing Skills	0	0
Policy on Plagiarism	0	0
Student Bill of Responsibilities	0	0

Data included from Fall 2002 through Winter 2008. Ten sections ran. Of those, syllabi for 8 sections were received.

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number CNS 1140	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	Course not offered since Fall 2002.	
Course Goals		
Grading Standards and Practices		
Tentative Schedule of Assignments and Tests		
Recommended Items (per Academic Senate)		
Course Name and Number		
Instructor, Office Location, Method of Contact		
Office Hours		
Available Assistance		
Course Catalog Description with Prerequisites		
General Education Attributes (where pertinent)		
Required Books and Supplies		
List of Supportive Materials (where available)		
Evaluation/Testing System & Policies		
Attendance Policy		
Safety Instructions		
Disclaimer Allowing for Reasonable Revisions		
Optional Items		
Semester Meeting Times & Room		
Teaching/Learning Strategies		
Applicable Forms Pertinent to Course		
Reference to Student Policies in OCC Catalog		
Policy on Use of Computing Resources		
Description of Required Computing Skills		
Policy on Plagiarism		
Student Bill of Responsibilities		

Data included from Fall 2002 through Winter 2008. No sections were offered.

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number CNS 1150	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	73	62.3
Course Goals	117	100
Grading Standards and Practices	117	100
Tentative Schedule of Assignments and Tests	106	90.5
Recommended Items (per Academic Senate)		
Course Name and Number	117	100
Instructor, Office Location, Method of Contact	117	100
Office Hours	97	82.9
Available Assistance	42	35.8
Course Catalog Description with Prerequisites	51	43.5
General Education Attributes (where pertinent)	15	12.8
Required Books and Supplies	117	100
List of Supportive Materials (where available)	5	4.2
Evaluation/Testing System & Policies	9	7.6
Attendance Policy	101	86.3
Safety Instructions	0	0
Disclaimer Allowing for Reasonable Revisions	49	41.8
Optional Items		
Semester Meeting Times & Room	68	58.1
Teaching/Learning Strategies	10	8.5
Applicable Forms Pertinent to Course	4	3.4
Reference to Student Policies in OCC Catalog	14	11.9
Policy on Use of Computing Resources	0	0
Description of Required Computing Skills	0	0
Policy on Plagiarism	23	19.6
Student Bill of Responsibilities	0	0

Data included from Fall 2002 through Winter 2008. One Hundred and twenty one sections ran. Of those, syllabi for 117 sections were received.

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

Course Number CNS 1160	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	9	100
Course Goals	9	100
Grading Standards and Practices	9	100
Tentative Schedule of Assignments and Tests	9	100
Recommended Items (per Academic Senate)		
Course Name and Number	9	100
Instructor, Office Location, Method of Contact	9	100
Office Hours	9	100
Available Assistance	1	11.1
Course Catalog Description with Prerequisites	6	66.6
General Education Attributes (where pertinent)	0	0
Required Books and Supplies	9	100
List of Supportive Materials (where available)	1	11.1
Evaluation/Testing System & Policies	0	0
Attendance Policy	9	100
Safety Instructions	5	55.5
Disclaimer Allowing for Reasonable Revisions	5	55.5
Optional Items		
Semester Meeting Times & Room	1	11.1
Teaching/Learning Strategies	5	55.5
Applicable Forms Pertinent to Course	0	0
Reference to Student Policies in OCC Catalog	0	0
Policy on Use of Computing Resources	0	0
Description of Required Computing Skills	0	0
Policy on Plagiarism	0	0
Student Bill of Responsibilities	0	0

Data included from Fall 2002 through Winter 2008. Twelve sections ran. Of those, syllabi for 9 sections were received.

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW ***Coordinator: Use a separate sheet for each course.***

Course Number CNS 1900	Number of Sections	Percent of Inclusion
Mandatory Items (per FMA and Federal Law)		
ADA Notification	Course cancelled each time it was offered	
Course Goals		
Grading Standards and Practices		
Tentative Schedule of Assignments and Tests		
Recommended Items (per Academic Senate)		
Course Name and Number		
Instructor, Office Location, Method of Contact		
Office Hours		
Available Assistance		
Course Catalog Description with Prerequisites		
General Education Attributes (where pertinent)		
Required Books and Supplies		
List of Supportive Materials (where available)		
Evaluation/Testing System & Policies		
Attendance Policy		
Safety Instructions		
Disclaimer Allowing for Reasonable Revisions		
Optional Items		
Semester Meeting Times & Room		
Teaching/Learning Strategies		
Applicable Forms Pertinent to Course		
Reference to Student Policies in OCC Catalog		
Policy on Use of Computing Resources		
Description of Required Computing Skills		
Policy on Plagiarism		
Student Bill of Responsibilities		

Data included from Fall 2002 through Winter 2008. This course was offered seven times and cancelled each time.

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, *(CONTINUED)*

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

There are revisions needed for multiple syllabi and courses. First, and most importantly, several instructors must be advised to include mandatory elements such as "Course Goals, ADA Notification and Tentative Schedule of Assignments and Tests." Those items are non- negotiable and critical for inclusion to the syllabi. While some faculty may distribute the Tentative Schedule of Assignments separately from the syllabus, it's important that that document become a part of the syllabus. Consistency amongst the CNS discipline is important. Furthermore, it is recommended that the campus location and phone number for PASS/ACCESS be a part of the ADA statement. Most instructors included that information but not all.

Second, the CNS discipline should consider creating a general guideline for all of the course syllabi. While many instructors include certain elements such as "Course name, Office Hours and Required books/supplies" from the Recommended and Optional areas, there are other areas with inconsistency. Perhaps the discipline could write a template or list of sample statements for each element. Then, each campus department chairperson could meet and discuss the list with each instructor. On another note, during the review of syllabi, it was noted that the syllabi from the Royal Oak/Southfield campuses had the most consistent inclusion of information between them.

DATA ANALYSIS

CORE REVIEW

C. ENROLLMENT TRENDS AND STUDENT RETENTION

Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas. Please also attach Dashboard Data.

Enrollment (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

For the year 2006-07, the percent of CNS sections filled to capacity was 88.3% as compared to a college wide average of 84.4%. The percent of completed CNS sections was 66% as compared to a college wide average of 90.7%. Finally, both the CNS headcount and credit hour trend ratio data are 1.08 whereas the college wide ratio is 1.01.

Minority Students (Use the Dashboard data on Minority Students to discuss this area.)

Since 2003-04, the percentage of minority students enrolled in CNS courses has increased over 10% from 24.6% in 2003-04 to 35.3% in 2006-07. This increase exceeds the college benchmark.

Student and Course Success (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

For 2006-07, the percent of CNS withdrawals was 13.4% as compared to the college wide average of 18.3%. Only in 2005-06, did the CNS percentage approach or exceed 18%. In 2006-07, the percent of CNS incompletes was .8% as opposed to the college wide average of 1.5%. The student course completion rate for CNS was 70.6% where the college wide average was 67.7%

ENROLLMENT TRENDS AND STUDENT RETENTION
REVIEW SUMMARY:

Of the seven college benchmark levels, the CNS discipline courses exceed the percentage of minority student enrollment by over 180%. The only area where CNS does not meet the college standard is in the percent of completed sections. All other areas are on par with college levels. There is an overall trend of increasing numbers of student credit hours in CNS courses. Over the past five years, the number of sections offered increased 73.2% and over the past ten, the increase is 33.5 percent, both of which exceed the college wide average change of 8% and 9% respectively. Because a higher percentage of CNS courses are being cancelled, it is recommended the discipline review trends and perhaps revise course offerings.

DATA COLLECTION

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

This form was copied and sent to all full time faculty and to all teaching adjunct faculty.

Coordinator: Distribute this form to all full-time and adjunct faculty.

What resources or services does the Discipline/Program need in order to improve instruction? Please explain the reason you are requesting each resource.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

Please return to *Kris Evans* ***at*** *HL* ***by*** *2/8/08*.
Name Campus Date

DATA ANALYSIS

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.

What resources or services does your Discipline/Program need?

- Have more assessments available and provide training workshops to update interpretation skills (stated by multiple respondents)
- Create release time opportunities for audio/podcasts to be created for discipline use
- Video capabilities for students to practice interviewing, assertiveness and other skills that could be critiqued, reviewed, analyzed by the student and counselor/instructor
- Aptitude testing
- Better marketing of courses
- More training, specific to CNS, on BlackBoard and Educator
- More full time counselors
- Each assigned classroom having Smart Stations with internet connectivity
- Full time staff for career centers and more consistency of resources
- Opportunities for CNS instructors to meet at least once a year to discuss instruction
- More support videos for the classroom

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?

- More online classes
- Increasing CNS 1150 to 3 credits; revise 1100 to include a more thorough exposure to OCC and college pursuit in general; perhaps change title to "Preparation for College"
- "partnering" with more programs; getting CNS courses added to other OCC programs; pairing CNS courses
- Continued support of computer technology use is instrumental in this program remaining in 21st century
- Offer the same courses at all campuses or live stream courses to multiple campuses
- CNS 1100 should be mandatory for all students placing into developmental courses
- Augmenting CNS courses with BlackBoard or Educator
- Declare CNS 1160 as developmental
- Create a "special topics" series which will allow for flexible offerings including targeted instruction to certain groups such as athletes, developmental, and ESL students
- Create a course or specialize a section of CNS 1150 for those students who are "re-focusing" their careers
- Change semester length to 12 or 15 weeks instead of 10 weeks
- Create a universal or OCC mandated policy or statement regarding student attendance

DISCIPLINE/PROGRAM NEEDS AND RESOURCES REVIEW SUMMARY:

Counselors continue to need and ask for training that is specific to their career counseling responsibilities. Counselors recognize the necessity of staying current with technology and use of technology in the classroom. Many of the CNS courses have potential for direct impact on student success. It is recommended that the CNS courses be marketed to other OCC departments and programs for inclusion into curriculum (ie adding CNS 1160 Assertiveness to Recommended electives of many of the health occupation programs)

CRC
PART II-DISCIPLINE REVIEW

Coordinator: Data Collection and Data Analysis forms for the following review areas are attached.

E. INTERDISCIPLINARY INTERACTIONS

- Collect information from Disciplines/Programs that are using your courses as part of their required or recommended coursework.
- Analyze whether or not the use of your courses by Disciplines/ Programs is effective.

F. COMPARABLE COURSES AND TRANSFERABILITY

- Contact Counseling transfer experts to get information about the transfer of courses in your Discipline and about pertinent articulation agreements.
- Analyze the comparability and transfer of the courses in your Discipline.

G. GENERAL EDUCATION/OUTCOMES ASSESSMENT

- Collect information on how the General Education Attributes are integrated into the instruction of the courses in your Discipline by distributing the Data Collection form to all full and adjunct faculty teaching courses with General Education Attributes indicated in the catalog.
- Analyze the coverage of General Education Attributes in the courses in your Discipline and discuss any findings from SAGE that pertain to instruction in your courses.

DATA COLLECTION

DISCIPLINE REVIEW

This form was emailed to the Coordinator of the Early Childhood Development Program. There is no coordinator or lead instructor for Cosmetology Stylist Degree Program.

E. INTERDISCIPLINARY INTERACTIONS

Coordinator: Please distribute this form to a varied sample of Instructors who use courses in your Discipline as required, support, or elective courses in their Discipline or Program. Contact the Chair of Counseling on your campus to help you determine to whom to send this form if you need assistance.

The purpose of this survey is to determine the nature and extent of interdisciplinary activities and interactions for our Discipline

1. Please respond whether the course(s) listed below serve students in your Discipline/Program as:

	Requirement	Support	Elective	No Role
_____ Course	_____	_____	_____	_____
_____ Course	_____	_____	_____	_____
_____ Course	_____	_____	_____	_____
_____ Course	_____	_____	_____	_____

2. To fulfill the needs of the students in your program discipline list each course that:

Is working well:	_____	_____	_____
Needs revision:	_____	_____	_____

Give reasons for necessary revisions in your Interdisciplinary Interactions Review Summary

3. How do these courses contribute to the goals and desired outcomes of your Discipline/ Program?

Please return to ***Kris Evans*** (Name) ***at*** ***HL*** (Campus) ***by*** ***2/08/08*** (Date).

DATA ANALYSIS

DISCIPLINE REVIEW

E. INTERDISCIPLINARY INTERACTIONS

Coordinator: Please use the data from the Interdisciplinary Interactions Data Collection forms to answer the following questions:

4. Describe the use of your courses by other disciplines/programs. Discuss the effectiveness of support and prerequisite courses your discipline offers in their areas.

There are two CNS courses which are used by other programs. They are CNS 1140 (Seminar: Human Potential) and 1160 (Personal Assertiveness). The Cosmetology-Stylist Option has both courses listed as "Required supportive electives." The Early Childhood Development degree program lists CNS 1160 as one option under the "Required supportive electives." Although the CNS 1140 has not been taught within the past 5 years, the content of identifying personal strengths, potential, achievement and values would be excellent jumping blocks for a Stylist to create his/her own vision of how to develop a practice. The CNS 1160 course would be quite helpful to graduates of either program. Both the Stylist and the Early Childhood Development worker come into contact with the public. Both areas are service providers. Developing the skills to be more assertive would benefit either career field and would be an asset to both programs. Per Shelly Moss Brooks, Program Coordinator for ECD, assertiveness training is "greatly needed" by ECD graduates as they will be managing an average of 6 – 50 employees and working as a team. She believes CNS 1160 is "working well" for her program.

5. Describe interdisciplinary initiatives by your discipline/program (e.g. interdisciplinary courses, learning communities).

The Counseling Discipline has no interdisciplinary initiatives at this time. However, as part of the proposed Developmental Education program, CNS 1100, 1120 and 1140 would be paired with other courses for Level 1 or ENG 1055 placed students. CNS 1150 and 1160 would be paired with other Level 2 courses for students placing into ENG 1060. This proposal is under consideration of the Academic Senate at this time.

INTERDISCIPLINARY INTERACTIONS REVIEW SUMMARY:

While the CNS discipline courses have great potential for interdisciplinary use and/or initiatives, the courses seem underutilized by most OCC programs. Most of the CNS courses assist students and graduates in developing their personal potential and skills. Perhaps the CNS discipline could search for more meaningful ways to integrate curriculum into other programs in the future, even as a counselor taught module or mini-workshop.

DATA COLLECTION

DISCIPLINE REVIEW

F. COMPARABLE COURSES AND TRANSFERABILITY

Coordinator: Consult with a counselor specializing in transfer to answer the following questions:

1. List OCC course comparable to those offered in other institutions.

   CNS 1150 (Career Planning) is accepted at a majority of community colleges and universities.
   CNS 1100 (Orientation to College) has limited transferability.

   Other courses may be comparable but haven't been evaluated by those other institutions.

2. List OCC courses not offered at other institutions.

   CNS 1900 (Career Portfolio Development) does not seem to be offered elsewhere, although in transfer, elective credit is often granted.

   CNS 1120 (Enhancing Self Esteem) is not listed at another institution, according to the Michigan Transfer Network. Additionally, several institutions do not grant elective credit for the course.

3. List three institutions to which the courses in your Discipline/Program transfer.

   Eastern Michigan University, Ferris State University and Oakland University offer general credit to students who transfer CNS courses. Conversely, Saginaw Valley State University, University of Michigan Dearborn and Wayne County Community College District appear to transfer very few CNS courses into their schools.

DATA ANALYSIS

DISCIPLINE REVIEW

F. COMPARABLE COURSES AND TRANSFERABILITY

Coordinator: Please use the data from the Comparable Courses/Programs and Transfer Data Collection form to answer the following questions:

4. Discuss whether or not the courses in your discipline are comparable to those offered at other institutions, and if they are not comparable, discuss how they serve our students.

The CNS discipline offers six courses to our students. Where other institutions offer similar courses, our CNS classes compare well and are considered equivalent. The courses in the CNS discipline serve our students in several ways: they help the student focus on career choice; assist the student in developing their assertiveness and self esteem skills and facilitate their transition into the college atmosphere. According to the Chronicle of Higher Education, Special Edition on Community Colleges, Oct. 2007, "It's no longer enough for community colleges to get students in the door. Now they must get more of them *out* the door with a degree or a ticket to a four-year university." With our open door policies, community colleges are called upon to build underprepared students into well prepared, graduating students. The CNS coursework can impact that mission quite keenly. Students need to have a career direction. Students will do better if they can advocate for themselves more assertively and with more confidence. Students will persist in college if they understand where to find resources. The CNS courses do those things.

5. Describe the extent to which your course offerings will transfer to other institutions.

The CNS courses have limited transferability to other schools. Michigan's "flag ship" schools do not accept the courses as credit at all (University of Michigan, Michigan State University, Wayne State University). On the whole, the CNS courses do transfer to most other public universities and community colleges.

COMPARABLE COURSES AND TRANSFERABILITY REVIEW SUMMARY:

In general, the CNS courses have some transferability to other institutions. Many of the CNS courses are comparable, especially the CNS 1150 Career Planning Course.

DATA COLLECTION

DISCIPLINE REVIEW

This form was sent to all teaching faculty both full time and adjunct for each course that instructor has taught within the past 5 years.

G. GENERAL EDUCATION _____
Course Number

Coordinator: Distribute this form to all full-time or adjunct faculty members for every course that they are teaching which has General Education Attributes indicated in the Catalog.

Please check the General Education Attributes you are teaching and assessing in your instruction of this course.

GE Attributes Listed in the Catalog	Teaching	Assessing
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please list briefly what strategies you are using to teach and assess the GE Attributes, as indicated above.

Learning Activities

Assessment Strategies

Summarize what revisions you have made in your instruction as a result of teaching and assessing the above General Education Attributes.

Please return to ***Kris Evans*** ***at*** ***HL*** ***by*** ***2/8/08***.
Name Campus Date

DATA ANALYSIS

DISCIPLINE REVIEW

G. GENERAL EDUCATION/OUTCOMES ASSESSMENT

Coordinator: Complete this form after reviewing the General Education Data Collection forms filled in by the members of your Discipline on all the courses in the catalog which have GE Attributes indicated in the Catalog.

Course Number	*Number of Responses*	*% of Faculty Teaching*	*% of Faculty Assessing GE Attributes*	*% of Faculty information to improve instruction*
1100	*N=2*	*100%*	*100%*	*100%*
1120	*N=2*	*100%*	*100%*	*50%*
1140	*N=0*	*0*	*0*	*0*
1150	*N=10*	*90%*	*90%*	*70%*
1160	*N=3*	*100%*	*66.6%*	*33.3%*
1900	*N=0*	*0*	*0*	*0*

GENERAL EDUCATION/OUTCOMES ASSESSMENT REVIEW SUMMARY:

Coordinator: Comment on the above data as well as on any SAGE findings that apply to the instruction in your Discipline.

SAGE-Not applicable at this time

Learning activities-Overall, a great percentage of CNS instructors use self-reflection based activities and written assessments. Many also incorporate writing assignments, journaling, presentations and group work into their courses. Several also use PowerPoint and other computer based technology as learning activities.

Assessment strategies-For the most part, assessment in the CNS discipline isn't done by "traditional" methods. A few instructors use pre and post testing and quizzes or tests. Many more use papers, journals, role playing, classroom discussion and one-on-one coaching as methods of assessment.

Revisions-About a third of the instructors responding to the Data Collection form don't make revisions in their courses as a result of teaching and assessing the General Education Attributes. Of those that do, changes include adding more group activities; creating more specific instructional documents or lectures; using more varied teaching methods and incorporating outside presenters.

Overall, most CNS instructors seem aware of the General Education attributes and incorporate learning and assessment activities into their courses. The response rate for this survey was a bit weak. One suggestion for improvement would be to offer a workshop on assessment for instructors. Perhaps those who did not respond have a weak understanding or discomfort with assessment? If so, then a training workshop could address the multiplicity of assessment opportunities and methods. Currently, the college as a whole is re-examining the General Education Attributes. Several of the attributes cited in CNS course descriptions are likely to change. Once those changes have occurred, the course will need to be revised to reflect the new Gen Ed. That time period might be the best for holding a training for all CNS instructors.

Faculty Sign-Off Form*

For Curriculum Review of Discipline:

I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes _____ No _____

Comments: (Attach additional sheets if necessary)

Name (printed) _____

Signature _____

Date _____

* This form is to be copied by and distributed to all faculty within the Discipline to ensure awareness and participation.

Faculty Sign-Off Form*

For Curriculum Review of Discipline:

I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes ✓ No _____

Comments: (Attach additional sheets if necessary)

Name (printed) Noreen Ruehs

Signature Noreen E Ruehs

Date 3-13-08

* This form is to be copied by and distributed to all faculty within the Discipline to ensure awareness and participation.

Faculty Sign-Off Form*

For Curriculum Review of Discipline:

I approve the Curriculum Review Report as written by the Faculty Program Review Coordinator.

Yes ✓ No _____

Comments: (Attach additional sheets if necessary)

Name (printed) Imagene Bailey

Signature Imagene Bailey

Date 4/4/08

* This form is to be copied by and distributed to all faculty within the Discipline to ensure awareness and participation.