

To: College Academic Senate  
From: Robert Lamphear  
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Subject: Academic Senate Standing Committees

**Purpose:**

This report examines whether Academic Senate standing committees achieve their intended functions and if those functions meet the Academic Senate's needs.

**Background:**

At the Higher Learning Commission Roundtable in November, 2009, OCC's Student Learning Academy (SLA) representatives established an action plan: "Ensure that all curriculum oriented committees and departments establish clear procedures and expectations for the incorporation and utilization of student learning assessment results which are mutually supportive."

Several tasks were defined to incorporate the curriculum and assessment related processes as well as committees and departments. A subsequent summer leadership retreat in 2010 led to the SOAC Recharge proposal presented during the 2010-2011 academic year. While this proposal was not accepted due to committee and campus concerns, the required action plan still needs to be implemented.

During this 2011-2012 academic year, Academic Senate Leadership posed the question whether the standing committees were doing what they were intended to do and if they were meeting the needs of the Academic Senate. Subsequently, a subcommittee was formed to investigate. After reviewing Article VII of the Academic Senate Constitution and discussing, the subcommittee shifted its focus. Academic Senate Leadership agreed that the investigation really involved those curriculum and assessment related standing committees--Curriculum and Instruction Committee (CIC), Curriculum Review Committee (CRC) and SOAC (Student Outcomes and Assessment Committee)--and the adhoc General Education Committee.

Those committee chairs met with the Academic Senate chair and the following was determined:

- CIC has an established process and has completed the related tasks of the SLA action plan to incorporate assessment requirements into this process.
- CRC is piloting a process for program and curriculum review. This pilot and review need to be completed as planned.
- SOAC and GE need to determine how best to serve the needs of the Academic Senate.

### **Shared Governance:**

One of the requirements of the Academic Senate standing committees is shared governance.

Below are the various forms currently used:

- TMC: co-chairs (faculty and IT administrator)
- AMP-AMP/CPC review-Strategic Plan: the AMP/CPC review is co-chaired by the Academic Senate chair and the Vice-Chancellor of Academic and Student Affairs.
- CIC: Administrates established process with expectation of due diligence prior to administration approvals and presentation to CIC. Recommendations submitted to Academic Senate for approval and subsequent submission to the Vice-Chancellor of Academic and Student Affairs for implementation.
- CRC and SOAC: Coordinates review and assessment policies and procedures with the Office of Assessment and Effectiveness (OAE), their administrative arm.

### **Assessment, Review and Curriculum Process:**

- SOAC with the assistance of faculty and OAE determine how to regularly assess student learning outcomes on a regular (e.g., annual) basis for all areas of student learning.
- Programs and disciplines use the assessment information, which they have determined, as input for the CRC review process.
- Findings of the review process determine required curriculum modifications, which are submitted to CIC.
- SOAC ensures appropriate assessment information is acquired to validate effectiveness of curriculum changes.

### **Conclusion:**

The existing Academic Standing committees are performing their intended and needed functions. Some procedural concerns still exist to ensure that all outcomes follow the above process and the action plan is fully implemented .

### **Recommendations:**

- All assessment and outcome activities should be handled by the standing committees.
- Academic Senate should review this issue again in two years to allow some proposals to be implemented and any necessary pilots to be completed.