



2011-2012 Report from Curriculum Review Committee

CRC Collaborative Efforts

The Curriculum Review Committee (CRC) had a very productive 2011-2012 academic year. Through the collaborative efforts of faculty, staff, and administrators, the committee was able to pilot a new process for reviewing curriculum/student learning for academic units (programs and disciplines) at the college. In November 2011, a staff member from information technology created a Share Point site for CRC as a means to share documents for the review process. The CRC chair maintains the website: <https://sites.oaklandcc.edu/aae/crc/work>. In December 2011, the CRC chair submitted a research request form to institutional research for assistance with surveying stakeholder groups. In late January 2012, the Institutional Research (IR) director assigned a staff member to work with CRC in the review process. In December 2011 and early January 2012, the director of the Office of Assessment and Effectiveness (OAE) met with faculty reviewers to clarify their choice of stakeholder groups and corresponding survey questions. In early January 2012, the registrar provided transfer-institution data needed for the review process and IR provided dashboard data. In late January, the CRC chair, the OAE director, and a representative from IR met to finalize the stakeholder group survey process. In February 2012, the CRC chair and the manager of the State and Federal Reporting office met to align the State and Federal reporting requirements for occupational programs with the new curriculum review process. These are just a few of the behind the scene tasks which took place to launch the new curriculum/student learning review process.

Feedback from Faculty Reviewers

Faculty reviewers from the Philosophy discipline and the Culinary Arts program participated in piloting the new curriculum/student learning review process. Not only did the faculty reviewers shepherd their academic units through the new process, but they also provided the committee with valuable feedback regarding the strengths and challenges of the new process. Some of the suggestions were: to rewrite open ended stakeholder survey questions using a Likert scale so that quantitative analytical methods can be used as opposed to the current open-ended questions which require time-consuming qualitative methods of analyses; to utilize terminology more familiar to the general public as opposed to using assessment jargon in the survey questions; encourage two faculty members per academic unit to share the responsibility of being a faculty reviewer; and to assign a CRC member to mentor a faculty reviewer during the review process.



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Feedback from IR and OAE

Feedback from a representative from IR and from the OAE director was also provided. Some of the items discussed with the committee were: the stakeholder group “students” has to be defined for each academic unit; data from “former students” will be taken from the Graduate Follow-up Survey; various survey methods are needed for the stakeholder group “employers” (i.e. focus groups, electronic surveys, telephone surveys, and postal mail surveys) with consideration given to budget implications; and additional time is needed to make the review process completely electronic and web accessible.

Feedback from CRC Members

The Curriculum Review Committee members made some suggestions, as well, on how to improve the new process. It was discussed that curriculum review committee members would like to have the review reports available for reading at least two weeks prior to the scheduled review meeting to allow for adequate time to prepare appropriate feedback. The committee voted to have each faculty-reviewer present the review report in person to the committee and to have the associated Dean present during that meeting. In the second phase of piloting the new process, CRC members are interested in aligning the action plans contained in the new curriculum/student learning review reports with the new academic master plan of the college. The committee also approved a document - Curriculum/Student Learning Review Process- which summarizes the steps for curriculum/student learning review (see page 3).

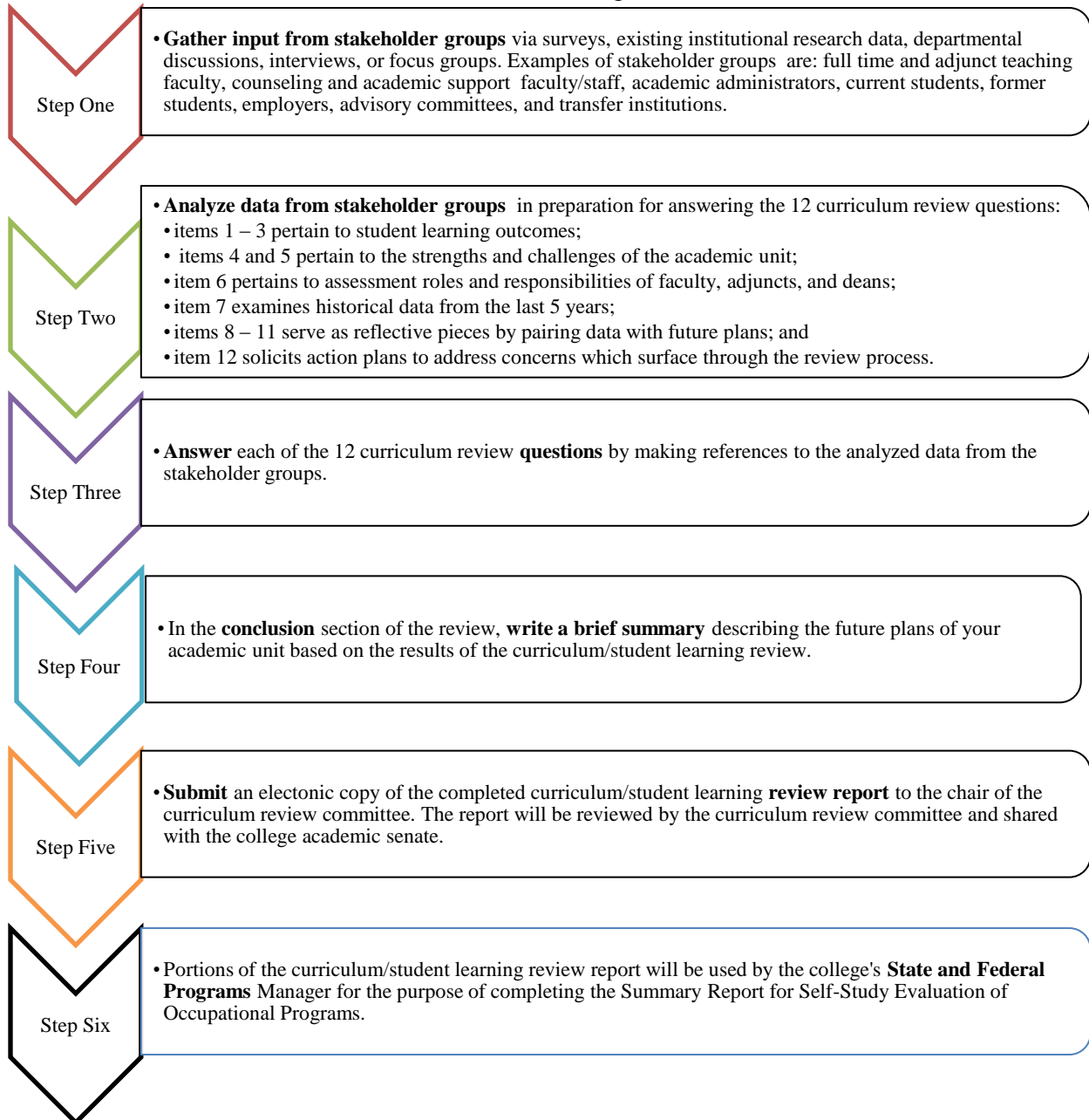
2011-2012 Curriculum/Student Learning Review Reports

The curriculum/student learning review reports for Philosophy and Culinary Arts have been posted on the CRC Share Point Site. Once finalized, they will be posted on the CRC Infomart site and the OAE reports website. The Deans’ Cabinet is developing a process for aiding in the implementation of the action plans submitted through the curriculum/student learning review process. Once their process is finalized, they will share it with the College Academic Senate and begin the process.



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Curriculum/Student Learning Review Process





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Curriculum/Student Learning Review Committee Future Actions

During the April 2012 College Academic Senate meeting, the Curriculum Review Committee requested, via a motion, to expand the pilot to six academic units (disciplines and programs) for the 2012-2013 academic year. The motion passed, and the committee began identifying six academic units to participate in the pilot for the next academic year. The CRC chair worked in conjunction with the Director of the Assessment office, and the Manager of the State and Federal Reporting office to develop a five-year assessment cycle spreadsheet for all academic units at the college, with consideration of State reporting cycles and various accreditation cycles. A final spreadsheet will be shared with the College Academic Senate in the Fall of 2012.

Acting upon the recommendations from the first cohort, the committee has begun to rewrite the stakeholder group questions by converting them into Likert scaled questions and by using more generally accepted terminology. Also, the committee will be holding two orientation sessions for the second cohort of CRC faculty reviewers and corresponding Deans. The orientation sessions are on June 28, 2012 from 12:30 to 2:00 and 2:00 to 3:30 in the district office board room. The second cohort consists of six academic units: the Academic Support Center, Dental Hygiene, English as a Second Language, Computer Information Systems, Mathematics, and Music.

The curriculum/student learning review committee will continue to seek administrative and technical assistance for an electronic student learning review process, to solidify the questions needed to gather analytical input from stakeholder groups, to finalize a five-year assessment cycle for all academic units, and to make recommendations to faculty reviewers regarding their action plans resulting from the curriculum/student learning review process.

It was the pleasure of the committee members of curriculum review to serve the academic senate for the 2011 – 2012 academic year.