

Academic Planning Committee 2014-15 Year End Report

Submitted by Mary K Thomas

During the 2014-15 academic year, each representative of their respective EMP has provided the committee with open feedback. Throughout the year, there have been patterns developing amongst EMP's, specifically focused around consistency in meetings and the potential for EMP elimination without recommendation from the steering committee. Each EMP will be discussed further in this document.

EMP #1 - Developmental Education – The Developmental Education EMP got off to a slow start due to staffing changes and inconsistency in meetings. As a result, many of the members of the EMP worked independently within their disciplines to see specific actionable items were completed within the possible scope. Included in this was:

- OR campus piloted an intrusive counseling model which served as an early alert system for students within ENG 1060.
- The ESL department explored recruiting options focused to increase this demographic within the student population.
- The English department on two campuses (HL/AH) piloted accelerated English programs with success. Exploration of a writing prompt for students placed into ENG 1060 to determine accurate placement.
- The Math department investigated options and models for acceleration of math. Additionally, a math literacy course was created as an alternate for students to complete MTA requirements that follow a quantitative literacy path.
- Mandatory orientation for developmental students

As the year progressed, it became clear that this EMP is extremely large and meeting as a “whole” EMP might not be productive. Instead smaller departmental focused meetings may improve the progression of the EMP. In order to maintain communication between departments,

quarterly updates for EMP members as whole to inform all committee members of the work being done.

EMP #2 – Curriculum Review – The goals of the Curriculum Review EMP and senate CRC overlap. Therefore, starting the academic year, it was proposed to potentially mark this EMP as benchmarks successfully completed and eventually to be removed/archived as sound processes are in place. CRC has been very transparent, posting much of their work in infomart for exploration and consideration. During the academic year, CRC completed the following:

- CRC finished all preview meetings
- Curriculum review documents are now on the CRC website at:
Infomart.oaklandcc.edu/curriculumreview
- Seamless course offerings from semester to semester to facilitate student completed as discussed
- Updated CRC handbook with changes to the evaluation process and a link to action strategies from assessment and curriculum review.

It is anticipated that this EMP will be removed after the last EMP steering committee meeting in June, 2015.

EMP #3 – Community Needs / Student Interest – The Community Needs / Student Interest EMP started the academic year slowly with respect to meetings and faculty/staff involvement. The EMP representative indicated that communication was sparse and the work of the EMP was really the work of a department within the college. Areas of work included:

- Focus was on completion and course sequencing for degree completion.
- Concern of possible narrowing of choices for students in course selection in an attempt to narrow the path to degree completion.
- Discussion as to whether a survey of students needs should be conducted, as well as what is driving the data for possible change in course offerings (student interest in courses)
- Alignment with MTA requirements

At this point in the academic year, the continuation of this EMP is unknown. **Members of this EMP have been told that objectives have been met or embedded into regular work, thus moving it to completion** (which has not been brought to EMP Steering at this time).

EMP #4 – Honors Program – The Honors College EMP explored two options for implementing an honors program; the home-grown approach and American Honors. The administration decided not to pursue American Honors as an option after extensive research was completed by committee members (meeting with representatives from American Honors, conference calls with participating institutions). Developing a home-grown honors college has been put on hold at this point.

It is anticipated that this EMP will be removed after the last EMP steering committee meeting in June, 2015.

EMP #5 – Service Learning – The Service Learning EMP focused on the need for coordination of service learning college wide. Several committee members discussed what a proposal might look like and what resources would be needed. With the economic climate of the college, a stipend was mentioned as a possible avenue to explore the funding additional resource without adding personnel. Additionally, without a formal service learning office, service learning is occurring in classrooms, but not formally via the EMP. OCC does have a service learning course that could be utilized if support was provided. Discussion on Michigan Course Campus Compact is a possibility, but cost is an issue (but could also provide a liaison for support). A service learning program is vital to the community college learning environment and it specifically addresses several of our General Education Outcomes such as Social Responsibility and Critical Thinking. A solid program at OCC will create opportunities for students to make a meaningful impact on the broader community we serve while also experiencing both personal enrichment and professional/academic development.

Concern that this may be removed - "will be on hold at this time" per email from administration and will "stand down".

EMP #6 – Assessment Practices, EMP #7 – Common Course Outcomes, EMP #8 – General Education Outcomes, & EMP #9 – Program Assessment– Discussion from EMP

representative that EMP's #6, 7, 8, and 9 could be combined into one EMP and would be replicating the work of SOAC. ARTIS is up and running and was rolled out at faculty Assessment Day. Discussion on online courses having same objectives as in person classes but assessment method can differ. Additionally this EMP was encouraged to see the replacement of key personnel (director student learning and specialist). The objective of continually evaluating and improving student learning assessment practices to enhance student success occurred via:

- Clarified expectations of student learning coordinators, academic deans, and faculty assessment facilitators
- Facilitated the use of ARTIS
- Further developed ARTIS to meet broad needs of the college
- Tracked and supported actions strategies that arise through the assessment process
- Identified and communicated best practices in assessment
- Reviewed and validated GE outcome rubrics by SOAC
- Obtained input from external community on the GE outcomes and their dimensions
- Defined benchmarks for GE outcomes
- Assessment of GE outcomes on a cyclical basis
- Updated program assessment plans as necessary or as prompted through curriculum review
- Continue annual assessment of program outcomes
- Continue to develop outcomes and assessment plans for all courses
- Assess course outcomes on a cyclical basis
- Clarify student learning assessment expectations and practices in co-curricular areas
- Broaden faculty and staff participation in assessment practices

EMP #10 - Enrollment Management – Over the past academic year, the Enrollment Management EMP representatives voiced several concerns.

- The most prevalent of these concerns was the lack of meeting, direction, and communication.

- Additionally the concern over the elimination of the campus based direction of enrollment services at the college. These cuts did not seem to align with HLC goals of retention.
- The elimination of recruiters – how are we as a college recruiting students (beyond the PR piece) and what impact has that had on enrollment
- Committee members would like the opportunity to work collaboratively with administration to strategize how to best help with Enrollment Services / Management

EMP #11 – Early College / Dual Enrollment – This EMP consistently met to review the various Early College/ Dual Enrollment partnerships with OCC. Extensive discussion of newer initiatives as well as sun setting initiatives occurred. During the 14-15 academic year, the following has occurred:

- Oakland ACE admitted its second class of students (current cohorts in “junior” and “senior” year with recruitment for next cohort)
- Exploration of the Southfield Partnership and fit with Oakland ACE program
- Continuation of Walled Lake Readiness Partnership as well as evaluation of program itself.
- Exploration with a partnership in Clarkston Schools
- Exploration of the viability of the Pontiac Schools Partnership
- Explore a new Farmington English Language Learners Program (design)
- Explore the viability of a NE County College Readiness Program

EMP #12 - Distance Learning – The Distance Learning EMP has had a busy year as the HLC just completed its review of the distance learning application. The application itself was quite extensive and large amounts of data were collected. At the time of this report, the HLC has denied the application for offering online degrees. However, the HLC has offered suggestions to will be well-positioned when our planned structures and supports are in place. The Distance Learning EMP will be focusing its efforts on implementing the plan “to create an outstanding online program and related services for our students”.