

## Lane Community College

### Academic Program Review Oversight Committee Charter

Contact: Kate Sullivan; [sullivank@lanecc.edu](mailto:sullivank@lanecc.edu); ext 3256

**Term of Charter:** 2022-2024

#### **Context**

The purpose of Academic Program Review (APR) is to support the mission of the college by providing systems and opportunities for programs and departments, and the college as a whole, to assess and improve teaching, learning, scholarship and service to the community. APR is a faculty-led process that includes a self-study, recommendations, and action plans that meaningfully advance mission-fulfillment efforts at the college. A central focus of APR should be on the program currency and relevance, curriculum, resources, and support for students to meet their academic goals, and integrate ongoing assessment efforts. The Academic Program Review Oversight Committee steers the APR process based on its founding principles.

#### **Definition**

The Academic Program Review Oversight Committee (APROC) has the ability to support a faculty-led process that sustains excellence in each field of study and/or award-granting program. APR is integrated into college-wide curriculum, assessment, and strategic planning structures.

#### **Scope**

The APROC initiates the formal beginning of the APR process for the program/field of study, facilitates resource allocation for program review leads and committees (PRC), monitors APR progress, and raises issues (local, institutional) that arise throughout the APR process through formal and informal reporting systems. These reports are used to guide planning and inform resource allocation in collaboration with the Office of Academic and Student Affairs. The APROC has the responsibility to provide a peer network for APR coaching and discussions and creates, adapts, distributes and maintains APR guiding principles, standards and resources.

#### **Outcomes**

The APROC will:

- coordinate a faculty-led self-study in fields of study and award-granting programs that solicits robust feedback from throughout the college community and local community stakeholders
- support faculty development in the self-study process, methods, analysis, recommendations, and action plan development
- provide critical, grounded feedback to the college on its planning and strategic formulations, directions and objectives
- self-assess effectiveness in performing its function, and fulfilling its role, scope, and purpose
- report findings to the Faculty Council and the Office of Academic and Student Affairs

- archive self-study reports and publish executive summaries.

## **Membership**

Members of the APROC are appointed by the Faculty Council through a solicitation process, initially for 3-year terms and may seek reappointment for subsequent terms. Several members serve by position or appointment, based on their relevant expertise, which reflects the APROC's commitment to broad, robust feedback from the college community (see list below). The Faculty Council approves the APROC chair, a faculty member who is selected from and by the APROC membership.

Qualifications for membership include an interest in APR, willingness and ability to fulfill the roles and responsibilities of membership, and familiarity with APR's Guiding Principles and the LCCEA Contract. Calls for new members will be initiated by APROC, and issued and approved by the Faculty Council. Applications to serve on APROC will include a statement of interest that communicates relevant qualifications and experience.

Membership represents APROC aim to integrate APR into College planning and improvement. Members by position/institutional role are integral for continuous quality improvement

Members include:

- Faculty from non-credit (i.e., ABSE), fields of study, and award-granting programs, representing the breadth and diversity of programs (minimum 5, maximum 12);
- Faculty Curriculum Coordinator (by position);
- Faculty Assessment Coordinator (by position);
- Institutional Researcher representative (1) (by position);
- Classified Staff involved with career/workforce outlook planning, instructional technology, and/or academic advising (3);
- ASA representative (by position);
- Provost or designee (by position, non-voting).

## **Member Roles and Responsibilities**

**Chair:** The Chair is selected from the membership of the APROC by current members, and subsequently ratified by the Faculty Council. Reassignment shall be provided in a manner consistent with any and all relevant agreements between LCCEA and the College. The chair will serve for a term of 3-4 years and, in conjunction with the leadership team, support/mentor the incoming chair for at least one year post-service.

The Chair will:

- Recruit and support programs to undertake self-study;
- Create reports for relevant stakeholders: NWCCU, the Board of Education, and other members of the campus community;

- o Executive summaries that are readily available to the public via the APROC home web page.
- Promote best practices in a holistic approach to cyclical academic self-study
- Coordinate all aspects of the self-study process (i.e., campus-wide communications, recruitment, promotion, on-boarding, coaching, event planning, meeting facilitation, external peer reviews, procedures, resource documents, presenting, reporting, and record keeping)
  - o Facilitate curation of comprehensive reports and plans that may be accessed from internal and secured electronic storage by administration, the APROC chair, and designated administrative coordinator.
- Liaises with the Office of Curriculum and Assessment, Faculty Council, Center for Teaching and Learning, and the Office of Planning and Institutional Effectiveness to effectively coordinate with the College on continued improvement of the student learning environment
- Collaborate and/or serve on other campus committees, as necessary
- Support the integration of the self-study process and findings into the strategic planning and resource allocation process
- Evaluate requests for program-level APR reports that fall outside of one's academic program or field of study, or that may compromise program confidentiality
- Recruit members
- Serve as a coach, as needed
- Facilitate program's Year Two IST meetings, as needed
- Advocate for appropriate compensation for high-level, labor-intensive coaching activities

**Leadership Team Member:** The team is composed of 3-4 members, including the Chair. The team supports the Chair with problem-solving and developing policies and procedures for the larger committee. The leadership team is ideally suited for experienced committee members who have facility with the charter, principles, and handbook, as well as an understanding of college policies and procedures and the LCCEA contract. Leadership team members are encouraged to serve up to 6 years and may seek reappointment by APROC. Responsibilities include:

- Aid the Chair in problem-solving, policy and procedure development and assessment, and APR integration with institutional effectiveness and planning;
- Collaborate on APROC agenda development;
- Attend leadership team meetings, as needed;
- As necessary, serve as coach Assist the chair in providing guidance to new coaches, as necessary;
- Attend and support key events;
- Assist the chair in mentoring members of the committee;
- Engage in annual APROC process evaluation at the retreat;
- Facilitate meetings, as needed;
- Engage in subcommittee work, as needed;

- Advocate for appropriate compensation for high-level, labor-intensive coaching activities.

### **Members.**

- Promote and support programs throughout all phases of the APR cycle;
- Liaise between committees, faculty, deans, and administration across campus to provide connections between groups/people;
- Attend and support key events;
- Undertake self-assessment at the annual APROC retreat;
- Chair and/or serve on subcommittees, as needed.

**Coaching:** Coaches mentor faculty leads as they undertake the self-study, based on the support needs of the PRC lead/program. They offer direct support to faculty leads to the self-study process, and serve to guide faculty leads to appropriate information sources, personnel, and others as needed. Coaches may be compensated for coaching duties based on complexity and time commitments; any compensation is subject to bargaining between the faculty association and administration. Responsibilities may include (depending on support needs):

- Conduct orientations for faculty leads initiating the self-study process;
- Review and respond to inquiry questions for appropriateness and feasibility;
- Assist programs in data gathering and evaluation (i.e., review SDP, attend meetings with IR, facilitate creation of surveys or focus group data collection, exploration of workforce needs through Burning Glass, EMSI, etc.);
- Provide feedback on the self study report;
- Attend key events and IST meetings;
- Assist the PRC lead with the creation of an action plan associated with recommendations;
- Advocate for programs and, in collaboration with the Chair (if necessary), intercede on their behalf when there are obstacles to self-study participation and completion;
- Provide data and communications to support institutional effectiveness and planning;
- Contribute to APROC's synthesis recommendations on trends and/or barriers to relevant committees and administrative personnel; provide quality assurance to the self study process.

### **Governance Policies**

Simplified Roberts' Rules will largely apply during meetings. APROC is committed to consensus-based decision making. When consensus cannot be reached, decisions will be delayed until the next meeting and all members will be encouraged to attend. A quorum will be 80% of the membership. If consensus is still not possible, decisions will be made by a majority of 80% of the members attending. Vote by email or other electronic means may be used for decision-making when there are administrative or related barriers to attaining a quorum.

### **Charter Review**

The APROC will include a charter review in its annual reporting to the Faculty Council.