Foundation for the Future

Governance and Administration,
Policy, Procedure, and
the
Educational Master Plan

IN THE BEGINNING....

OCC CH. 1 (VS. 1) 1964

IN THE BEGINNING GEORGE MOSHER AND FRIENDS CREATED THE CAMPUSES AND THE BUILDINGS.

THE COLLEGE WAS WITHOUT FORM, AND VOID;

OCC CH. 2 (VS. 1) 2008:

A NEW BEGINNING. NO STRATEGIC PLAN, NO PLANNING, NO ACCOUNTABILITY, NO UNDERSTANDING OF AUTHORITY, NO ASSESSMENT OF LEARNING, NO ACADEMIC DIRECTION

THE COLLEGE WAS WITHOUT FORM, AND VOID;

Sample Question: Is planning important?

1. Yes
2. No

0% **0%**

1 2

Sample Question:
Has OCC done a good job planning?

1. Yes
2. No

0%   0%

1   2

Sample Question:
Have we executed the plans we make?

1. Yes
2. No

0%   0%
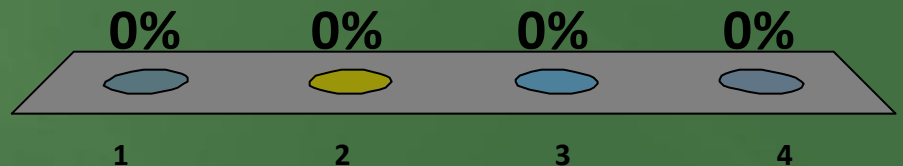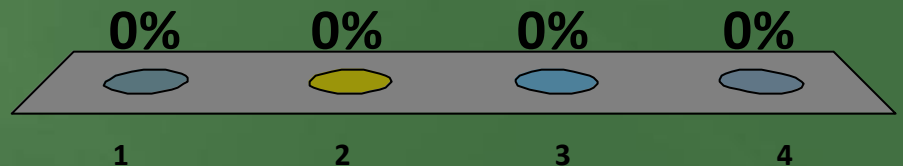
1   2

Rank these college constituents based on their political influence:

1. Board of trustees
2. Cabinet
3. Management
4. Faculty and Staff

0%   0%   0%   0%

1   2   3   4

Rank these based on their responsibility for planning:

1. Board of trustees
2. Cabinet
3. Management
4. Faculty and Staff

0%   0%   0%   0%

1   2   3   4

Politics vs. Policy/Planning

Allowed to Occur

- Random
- Driven by special interests
- Prone to gaps
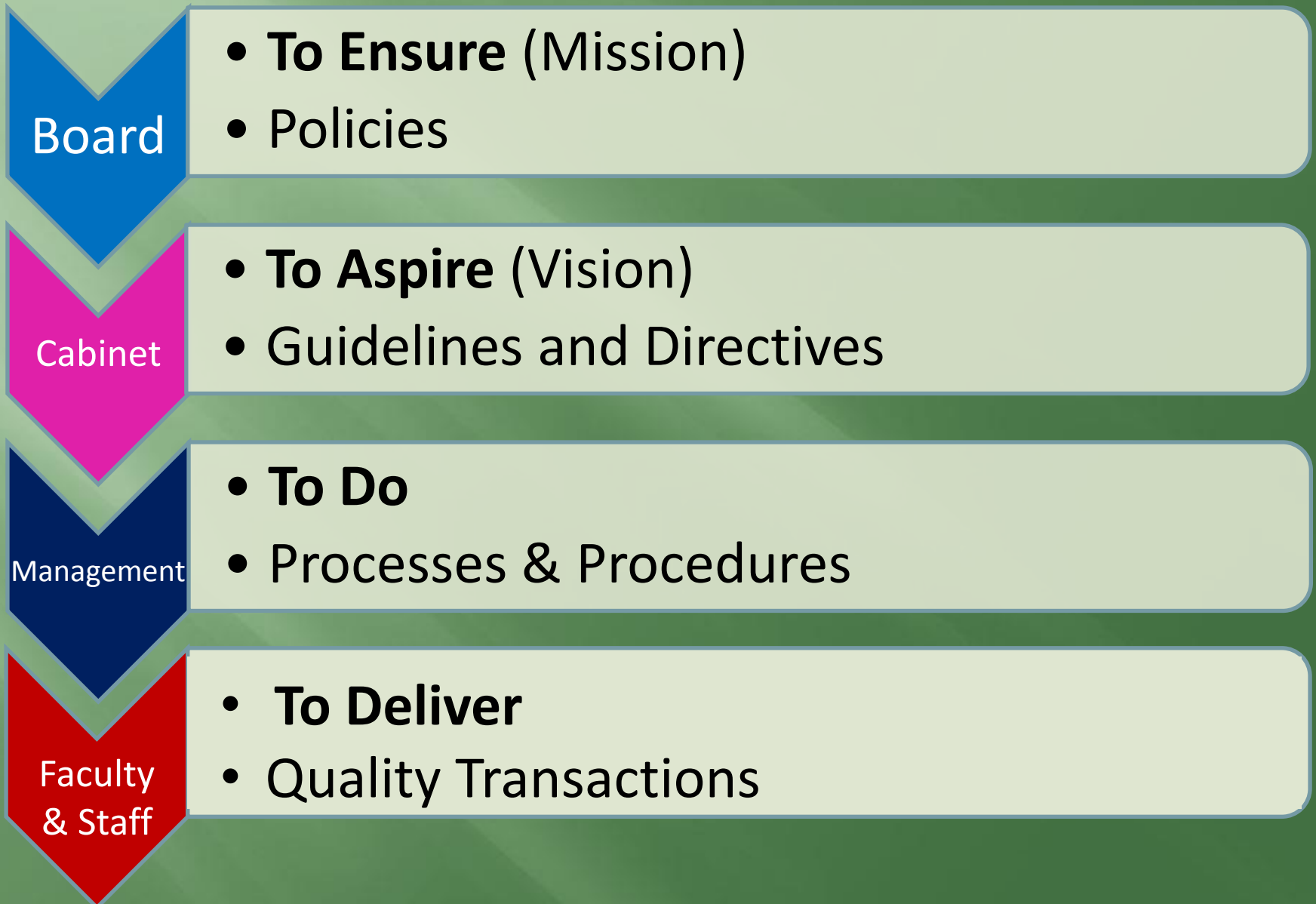- Poor controls /poor implementation

Intentional

- Directional/Informed
- Driven by community needs and student interest
- Creates scope for each layer of institution

CBT Report : Governance, Administration and Communication

- Empowerment: Authority = Accountability
- Guiding principle categories:
  - Delegation of Authority, Decision Making, Planning
  - Communications
  - Administration
  - Advisory Groups

Governance Structure

Board
- **To Ensure** (Mission)
- Policies

Cabinet
- **To Aspire** (Vision)
- Guidelines and Directives

Management
- **To Do**
- Processes & Procedures

Faculty & Staff
- **To Deliver**
- Quality Transactions

CBT Report:
Academic Policies and Procedures

- Policy, guidelines and procedures clearly defined

- Guiding principle categories:
  - Framework for delegating authority, powers of interpretation, decision-making and implementation
  - Policy, Guidelines and Procedures

Example: Delegation of Authority

Board

- **Policy:** Curriculum will be driven by the needs of the community and interest of students

Cabinet

- **Guideline:** All programs should be prioritized reflecting community need index and student interest index

Mgt

- **Procedure:** New programs determined by environmental scan and needs analysis. Existing programs participate in program review to ensure relevance

Course Review Yields Results

InfoMart News

OCC TO DEACTIVATE 72 COURSES THIS YEAR

Each year the college identifies courses subject to deactivation due to lack of enrollment or community need. Courses affected by the process include those that have not been offered in three or more years, or that have been offered, but are persistently canceled. In some cases, the courses under question may have been replaced by more up-to-date classes or are no longer relevant.

Academic deans review the list of courses with their faculties and, in some cases, a rationale is provided to academic administration to not deactivate a particular course.

OAKLAND COMMUNITY COLLEGE

CBT Report:
The Educational Master Plan

- Guiding principle categories:
  - Culture of Evidence and Integrated Planning
  - Student Success Focus
  - Quality and Relevance
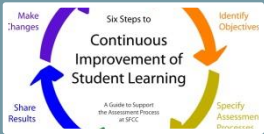
Educational Master Plan
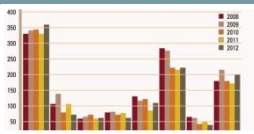
Five Major Areas of Priority

 Developmental Education

 Curriculum

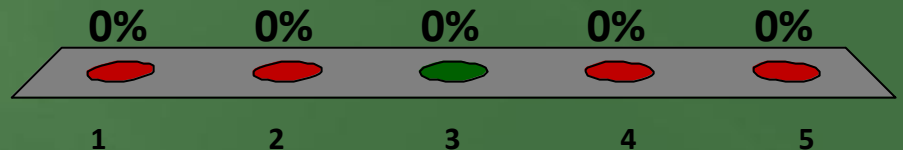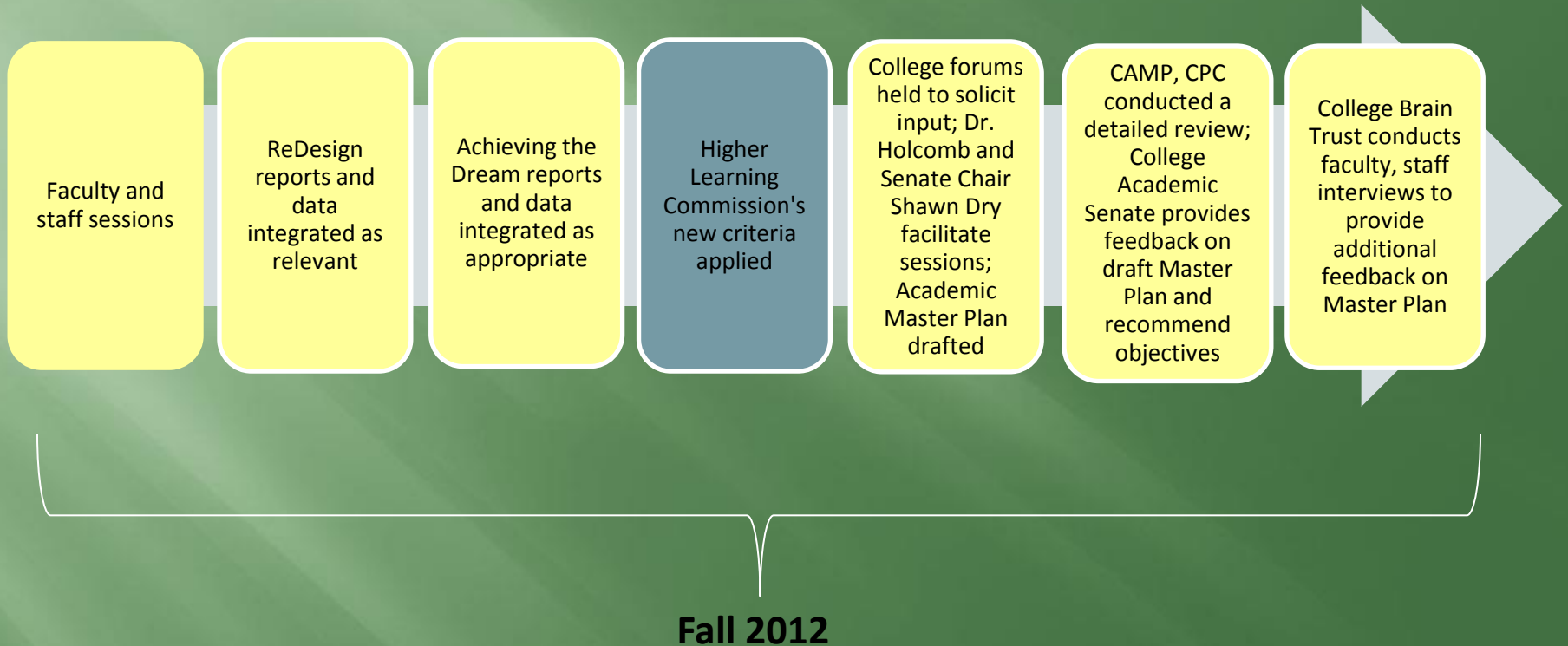 Student Learning Assessment

 Enrollment Management

 Distance Learning

What is the appropriate role of the Board in regard to the Educational Master Plan?

1. Seek feedback from faculty

2. Provide content

3. Hold CEO accountable for outcomes

4. Determine community needs

5. All of the above

0% 0% 0% 0% 0%

1   2   3   4   5

EMP Development Process

| Faculty and staff sessions | ReDesign reports and data integrated as relevant | Achieving the Dream reports and data integrated as appropriate | Higher Learning Commission's new criteria applied | College forums held to solicit input; Dr. Holcomb and Senate Chair Shawn Dry facilitate sessions; Academic Master Plan drafted | CAMP, CPC conducted a detailed review; College Academic Senate provides feedback on draft Master Plan and recommend objectives | College Brain Trust conducts faculty, staff interviews to provide additional feedback on Master Plan |

Fall 2012

College Community Involvement

EMP Development Process Continued

Academic restructuring creates Academic Leadership Team (ALT) to ensure plan based on culture of evidence and accountability; Master Plan renamed Educational Master Plan (EMP)

ALT maps objectives to key themes; verifies data; some objectives combined; some determined value statements and omitted; others to be added in future

ALT, in consultation with CBT, evaluates and develops data sets, draft plans and templates; ALT develops 5 main priorities; ALT creates framework to operationalize objectives

ALT presents draft EMP to Chancellor's Cabinet; EMP finalized and presented to Board; Board adopts as college blueprint

ALT identifies Implementation Teams; solicits team members; charges teams to:

1) Determine readiness,

2) Create timeline,

3) Propose budget,

4) Establish benchmarks,

5) Formulate action Steps and implement,

6) Evaluate and adjust as needed

ALT and Implementation Teams provide college community regular updates to ensure culture of evidence maintained; new objectives implemented throughout 5-year cycle; EMP systematically evaluated and revised as appropriate to meet community needs and student interest
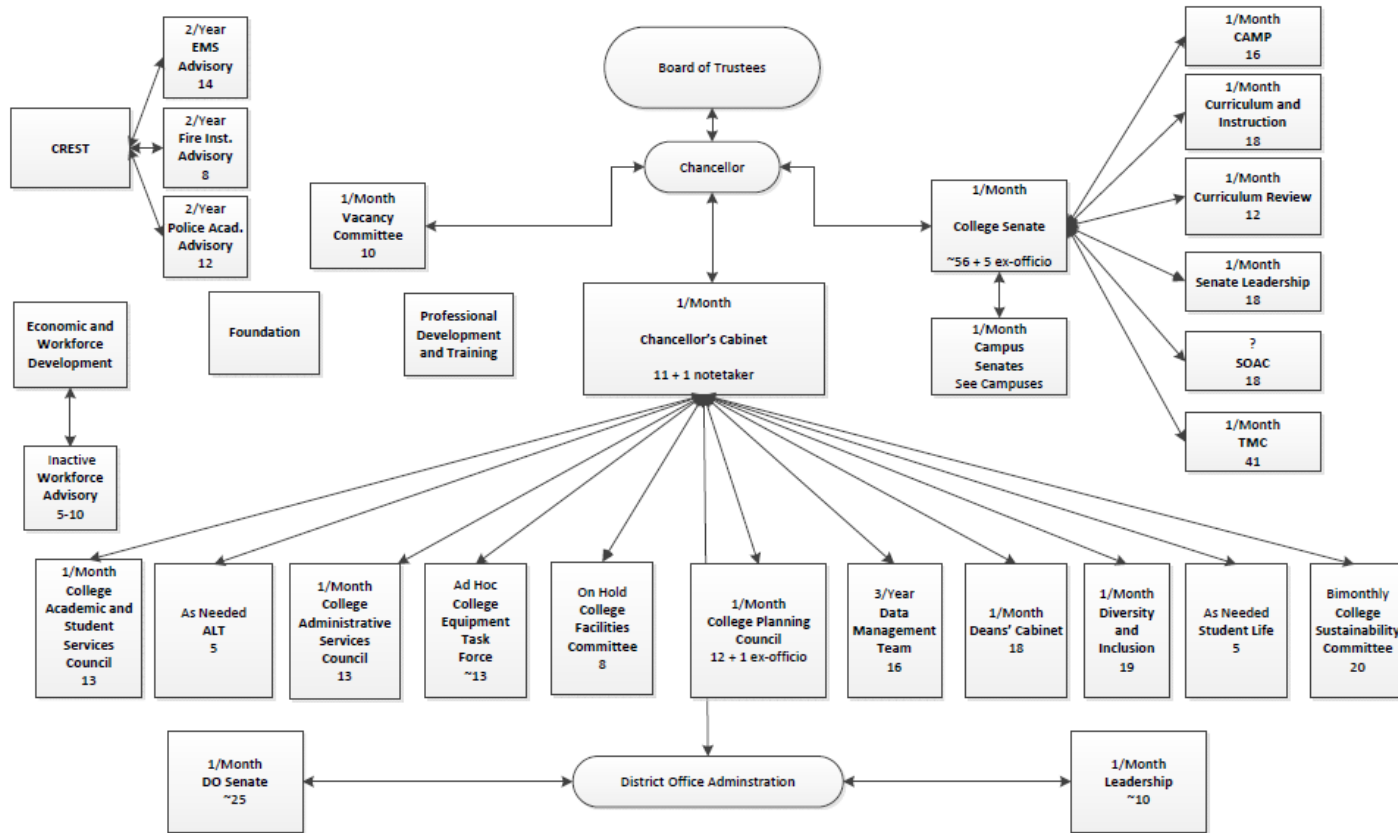
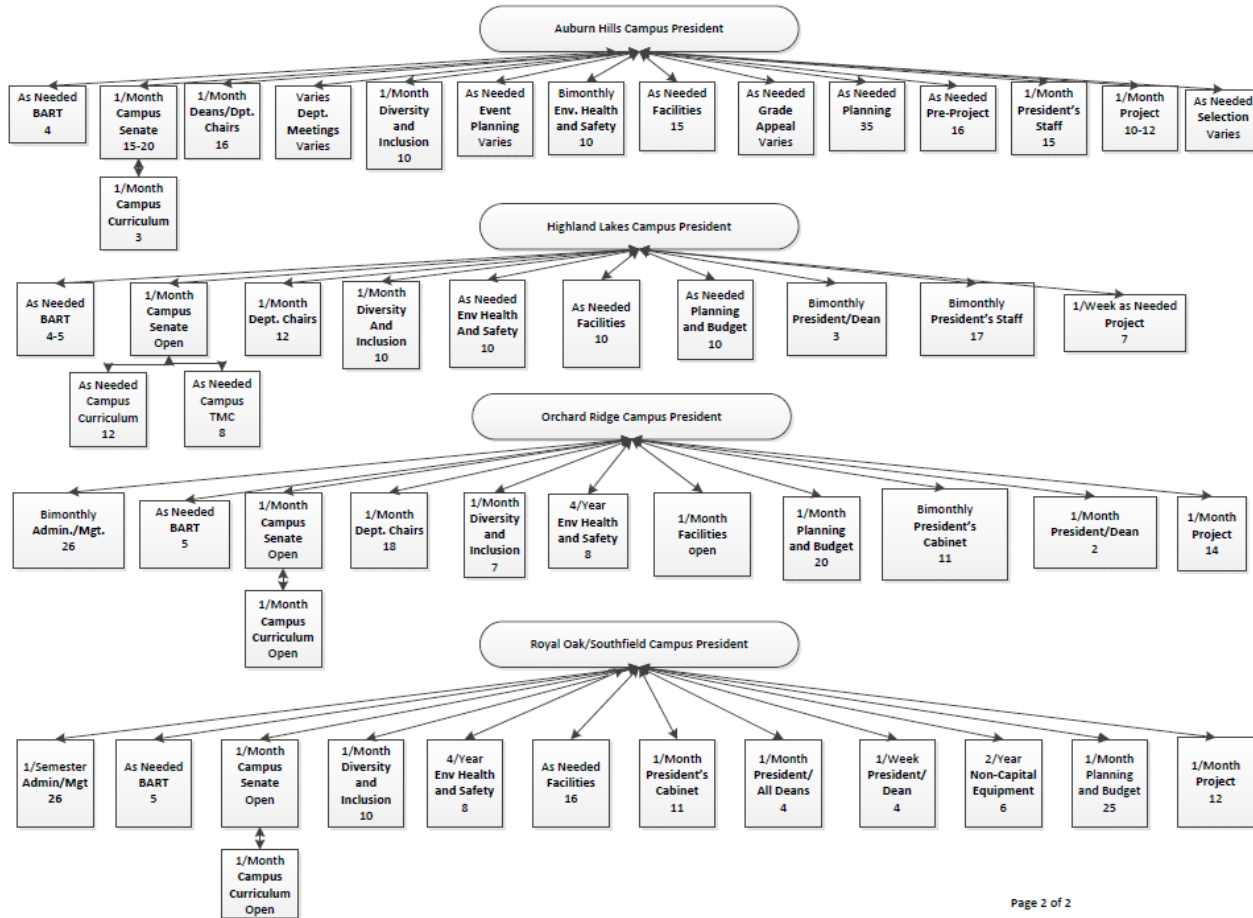**Late Fall 2012 – Winter 2013**

Spring 2013 – Fall 2013

Fall 2013 - 2017

College Community Involvement

Existing Community Consultation Structure

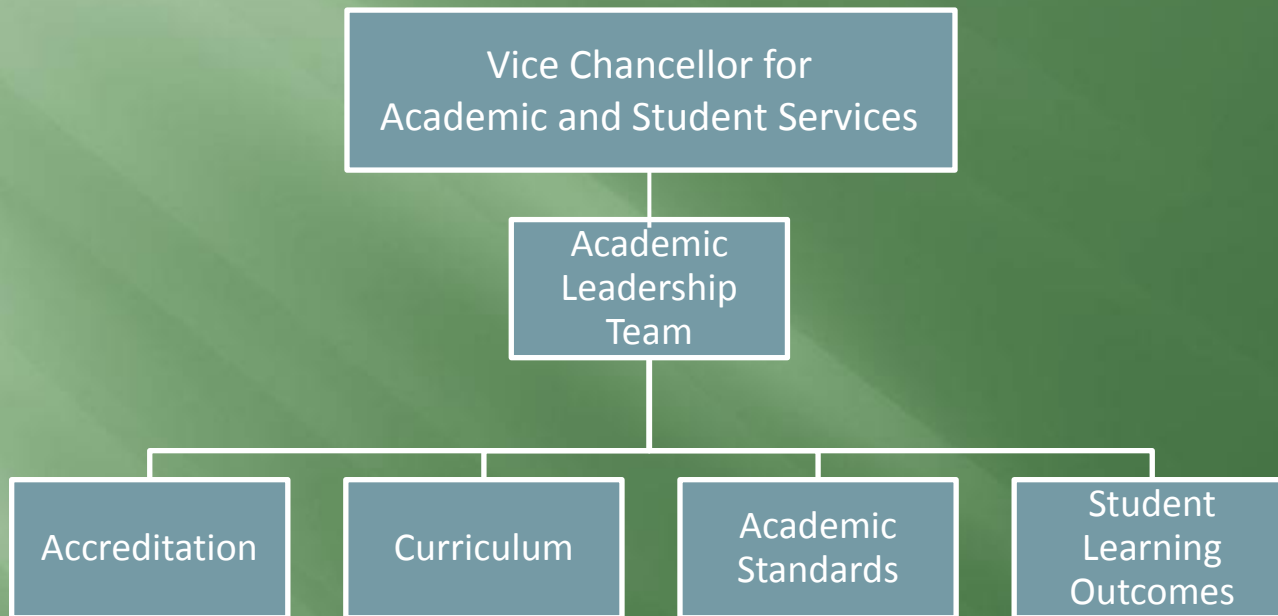# Existing Community Consultation Structure

Drivers of Recommended Changes to Community Consultation Structure

- CBT Governance and Administration Reports recommendations for the Academic Senate:
  - Primary focus of the academic senate should be academic and professional matters
  - Vice Chancellor for Academic and Student Affairs is the primary liaison
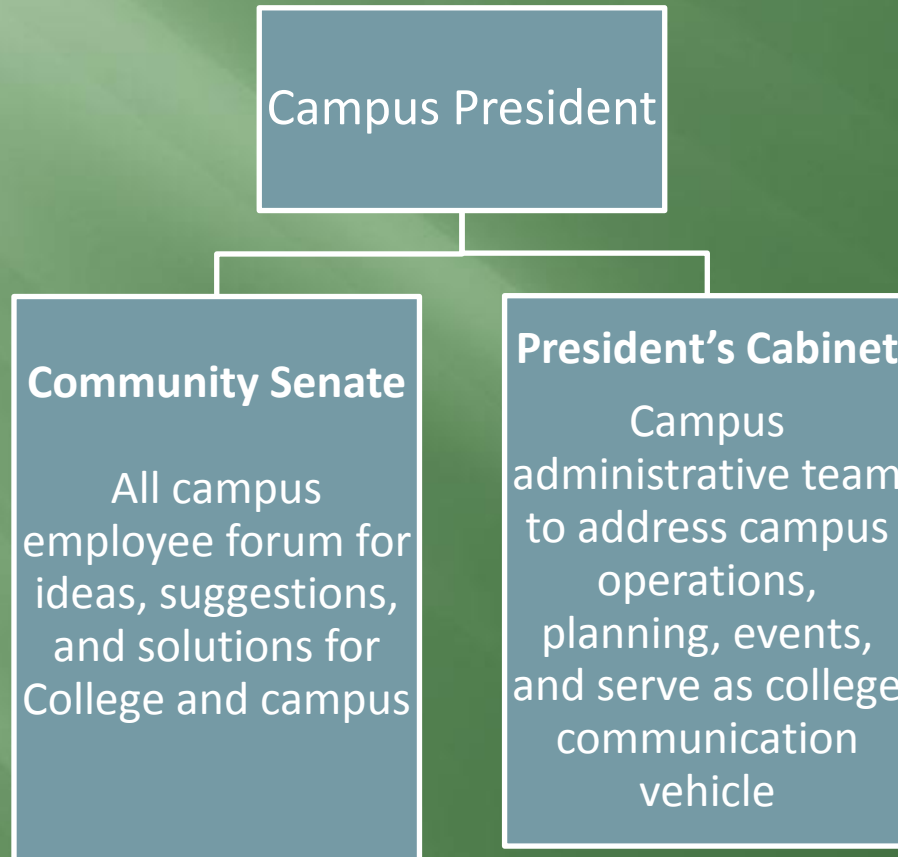
Drivers of Recommended Changes to Community Consultation Structure

- HLC Criteria Adopted Feb. 2012 clearly defines role of faculty:
  - Participate substantially in oversight of curriculum
  - Assurance of consistency in level and quality of instruction
  - Academic qualifications for instructional personnel
  - Assessment of student learning outcomes and program completion

Proposed Community Consultation Structure for Academics

Vice Chancellor for Academic and Student Services

Academic Leadership Team

- Accreditation
- Curriculum
- Academic Standards
- Student Learning Outcomes

Proposed Community Consultation Structure for Campus Innovation

Campus President

Community Senate

All campus employee forum for ideas, suggestions, and solutions for College and campus

President's Cabinet

Campus administrative team to address campus operations, planning, events, and serve as college communication vehicle

Summary: Planning Not Politics

- Planning is Essential
  - Organizational Relevancy
  - Efficient use of resources
  - Accountability
- Decision making
  - Clear lines of authority
  - Efficient community consultative structure
  - Level of empowerment

Summary:
2012-2017 Educational Master Plan

- First documented plan which embodies the principles:
  - Accountability
  - Culture of evidence driving objectives
  - Transparency
  - Relevant to community
  - Focused on student success

Moving Forward:
CBT Reports, Guiding Principles, and Prospective Actions

- Cabinet:
  - Reviewed report for accuracy and completeness
  - Interpreted the College Brain Trust reports into guiding principles
  - Prospective actions identified

- Available to Board of Trustees in BoardBooks

- To be published on InfoMart tomorrow

Thank you!