

# Oakland Community College

## *Executive Summary of Institutional Self-Study*

THE HIGHER LEARNING COMMISSION 2008

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## **Vision and Mission**

### ***Vision***

Oakland Community College puts students first so they reach their highest potential. We are a caring college that values innovation, high quality service, and professionalism at every level.

### ***Mission***

OCC is a student-centered institution which provides high quality learning opportunities and services for individuals, communities, and organizations on an accessible, affordable basis.

## **OCC's Six Major Purposes**

Oakland Community College provides high quality:

- Educational experiences enabling students to transfer to other institutions of higher education
- Occupational and technical learning opportunities to improve students' employability
- Community services, including cultural, social, and enrichment opportunities for lifelong learning
- Opportunities in developmental education to prepare students for college-level studies
- Workforce development training and learning opportunities to meet the needs of business and industry
- General Educational opportunities enabling students to learn independently and develop skills for personal and career success

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# A LETTER FROM THE INTERIM CHANCELLOR

To the OCC Community:

The OCC *Institutional Self-Study* – a document of more than 300 pages – was conducted to prepare for our sixth comprehensive accreditation visit by the Higher Learning Commission (HLC) of the North Central Association, scheduled for March 17-19, 2008.

The self-study process was intensive and inclusive, involving the entire college community, and I thank all of you for your commitment of time and energy to this important effort.

The self-study allowed us to examine ourselves carefully to see how we measured up to the HLC's five criteria: Mission and Integrity; Planning for the Future; Student Learning and Effective Teaching; Acquisition, Discovery, and Application of Knowledge; and Engagement and Service. It also gave us the opportunity to:

- Provide evidence that we are indeed demonstrating each of those criteria
- Identify our strengths and challenges for the future
- Reflect upon our accomplishments
- Look forward to our best future as we put students first to help them reach their highest potential

The complete *Institutional Self-Study* is available electronically on the OCC website; a few printed copies are available for review in OCC libraries, campus presidents' offices and at the District Office.

I encourage each of you to look at this report and become familiar with it before the HLC visiting team arrives on our campuses on March 17. This *Executive Summary* provides highlights from *Institutional Self-Study*, including the conclusions for Core Components falling under each of the HLC's five criteria, along with the strengths and challenges the college community identified for each of the criteria.

Sincerely,



Clarence E. Brantley  
Interim Chancellor

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# OAKLAND COMMUNITY COLLEGE

## SELF-STUDY COMMITTEES

*M. Cathey Maze, Ph.D., Self-Study Coordinator*

*Mary Ann McGee, M.A., Self-Study Coordinator*

### **Steering Committee**

**Co-chairs:** M. Cathey Maze, Interim Vice Chancellor, Academic and Student Services; Mary Ann McGee, Counselor and Chair of the College Academic Senate

**Membership:** Thomas Boozer, Dean, Academic and Student Services; Rhonda Brown, Counselor; Gerald Faye, Faculty, Human Science; Philip Hale, Dean, Academic and Student Services; Sally Hanna, Dean, Academic and Student Services; Charles Kurzer, Counselor; David Mathews, Dean, Academic and Student Services; Gail Mays, Counselor; Martin Orlowski, Director, Office of Assessment and Effectiveness; Steven Reif, Campus President, Royal Oak/Southfield; Karen Robinson, Faculty, Communications and Humanities; Nancy Showers, Director, Office of Institutional Research; Timothy Walter, Dean, Academic and Student Services

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**Co-chairs:** David Mathews, Dean, Academic and Student Services; Gerald Faye, Faculty, Human Science

**Membership:** James Berry, Dean, Academic and Student Services; Thomas Boozer, Dean, Academic and Student Services; Joyce Carter, Administrative Assistant; Linda Churchill, Administrative Assistant; Janet Harper, Student Service Specialist; David James, Faculty, English; Michelle Kersten-Hart, Manager of College Publications; Tahir Khan, Interim Dean, Academic and Student Services; Mary Kay Lawless, Counselor; Mary Ann McGee, Counselor; David McRoberts, Student Service Specialist; Beverly Stanbrough, Counselor

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### **Criterion Four: Acquisition, Discovery and Application of Knowledge**

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### **Criterion Five: Engagement and Service**

**Co-chairs:** Philip Hale, Dean, Academic and Student Services;  
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### **Resource Team**

**Co-chairs:** M. Cathey Maze, Interim Vice Chancellor, Academic and Student Services; Mary Ann McGee, Counselor and Chair of the College Academic Senate

**Membership:** Martin Orłowski, Director of the Office of Assessment and Effectiveness;

Nancy Showers, Director of the Office of Institutional Research

**Resource Room:** Carol T. Benson, Librarian; Beth A. Garnsey, Librarian

## ACKNOWLEDGEMENTS

The Self-Study conducted by Oakland Community College in preparation for the March 2008 visit of the Higher Learning Commission was a true collaborative college effort but could not have happened without the support and participation of the Board of Trustees and the college administration.

Our sincere thanks go to the following individuals:

- Dr. George Keith, retired vice chancellor of Academic and Student Affairs, for his work to initiate and determine the organizational structure for the self-study process
- Interim Chancellor Clarence Brantley for his advocacy, support, and assistance
- The members of the Chancellor's Cabinet for their willingness to serve on various criterion committees as well as to review and give feedback on the self-study as a whole
- The members of the OCC Board of Trustees for their interest, patronage, and participation in the interviews conducted with Board members
- Gail Adams, administrative specialist at the Highland Lakes Campus, who assisted the co-coordinators in all facets of the self-study process from taking minutes at Steering Committee meetings to arranging for the site visit of the evaluation team. Gail, your hard work and organizational skills were the power behind the process. We were so lucky to have you on our team.
- The deans and faculty members who served as co-chairs of the five criterion committees. Without their professionalism, dedication, and hard work, the self-study could never have been written
- Carol Jonson, our editor. We thank you for the time, expertise, and infinite patience you brought to this process. Your calm determination to keep us on schedule was greatly appreciated, and your support made a monumental task manageable.
- Alan Crouse, Graphic Services. Alan, you're wonderful! Your attention to detail and your perfectionism comes through on every page of the Self-Study.

OCC would also like to thank the hundreds of faculty members, staff, and students college-wide who served on committees, contributed information, reviewed drafts of the self-study and attended self-study workshops. You are the college, and this self-study is a reflection of all your hard work, your energy, and your passion for learning.

# ORGANIZATION OF THE SELF-STUDY

OCC's *Institutional Self-Study* is organized into 10 chapters; two resource lists are included following the final chapter. Chapters 1, 2, and 10 are not addressed in this document which highlights how OCC meets the Higher Learning Commission's (HLC) five criteria (Chapters 3-7) and HLC-monitored federal and self-study requirements (Chapter 8), as well as how the college demonstrates the HLC's four cross-cutting themes (Chapter 9). The complete *Institutional Self-Study* is accessible on the OCC website; hard copies are available in OCC libraries, campus presidents' offices and at the District Office.

## **Self-Study Outline:**

### **Chapter 1**

- An introduction to the report
- A profile of Oakland Community College and its service area
- A brief accreditation history of the college
- Detailed information about the significant changes at the college since the HLC's 1998 visit and the 2003 focus visit

### **Chapter 2**

- The Self-Study process and goals
- Self-Study committee structures

### **Chapter 3**

- Higher Learning Commission Criterion One: Mission and Integrity

### **Chapter 4**

- Higher Learning Commission Criterion Two: Planning for the Future

### **Chapter 5**

- Higher Learning Commission Criterion Three: Student Learning and Effective Teaching

### **Chapter 6**

- Higher Learning Commission Criterion Four: Acquisition, Discovery, and Application of Knowledge

### **Chapter 7**

- Higher Learning Commission Criterion Five: Engagement and Service

### **Chapter 8**

- OCC recognizes and adheres to all HLC-monitored federal requirements and has successfully completed all HLC requirements for an institutional self-study

### **Chapter 9**

- OCC is a future-oriented organization
- OCC is a learning-focused organization
- OCC is a connected organization
- OCC is a distinctive organization
- OCC requests continued accreditation by the Higher Learning Commission

### **Chapter 10**

- Glossary of Terms and Acronyms used at OCC and in the Self-Study

### **Resource Lists A & B**

- Provide listings for references by chapter and alphabetically



## Chapter 3 Summary

### **CRITERION ONE: MISSION AND INTEGRITY**

*Oakland Community College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

**Oakland Community College:**  
*Articulates its mission clearly*  
*Recognizes diversity of learners and community*  
*Demonstrates understanding of mission*  
*Supports effective leadership and collaboration*  
*Is committed to integrity*

OCC's vision, mission and purposes are fundamental to all the college does and its focus on "putting students first" has been an integral part of OCC's philosophy since the college's inception. OCC has a long-standing commitment to and history of involving the entire college community in developing – and regularly reviewing – vision and value statements, mission statements, college purposes, and planning goals. The college clearly and consistently articulates and demonstrates that it is guided by its mission, vision, and purposes at all levels of the organization and in all of its planning, budgeting, and decision-making processes. In addition, OCC is proud of its record of fiscal integrity as well as its compliance with local, state, and national requirements.

### **CRITERION ONE: CORE COMPONENT 1A**

*Oakland Community College's mission documents are clear and articulate publicly the organization's commitments.*

#### **Conclusion**

Oakland Community College clearly articulates and demonstrates that it is guided by its mission, vision, and purposes at all levels of the organization and in all of its planning, budgeting, and decision-making processes. The college's mission is clear, prominently displayed on campuses and in publications and consistently shared with the college's stakeholders and constituents. Research conducted for the Self-Study with board, administration, faculty, staff, students, and Oakland County residents demonstrates that all of these groups believe OCC consistently lives up to its mission in providing learning experiences that help students reach their highest potential and provide Oakland County with

the skilled workers it needs to succeed in a highly competitive 21st century global economy.

## **CRITERION ONE: CORE COMPONENT 1B**

*In its mission documents, Oakland Community College recognizes the diversity of its learners, other constituencies and the greater society it serves.*

### **Conclusion**

Oakland Community College recognizes, responds to and celebrates the diversity of its learners, faculty, staff, and community. The diversity of OCC's students and staff mirrors the rich diversity of Oakland County. Since the early 1990s, the college has had an articulated commitment to address diversity which it acknowledges, welcomes and fosters at all levels of the organization. College and campus diversity committees, along with programs and workshops from the Professional Development and Training Center, offer the college and external communities a wide and constantly expanding range of diversity activities each year; among them are the Diversity Speakers Series and the annual Martin Luther King Convocation. OCC continues to make progress in addressing the diversity of its faculty and has implemented a process to ensure diverse applicant pools for faculty positions.

## **CRITERION ONE: CORE COMPONENT 1C**

*Understanding and support for the mission pervade Oakland Community College.*

### **Conclusion**

OCC demonstrates that understanding of and support for the mission pervade the college at all levels. Research – such as the 2006 board, PACE, student opinion, and public opinion surveys – demonstrate an awareness of the mission and an understanding that this mission is the guiding force for the college. At OCC, planning, budgeting, and decision-making at all levels consistently support and are driven by the college's vision and mission of putting students first to help them achieve their highest potential. One of the most important student-focused service enhancements at OCC in recent years is the full implementation of the Datatel Colleague information management system that has impacted all aspects of college operations and allowed students to register and access information on the web. In addition, as a result of its strategic planning process, OCC has also streamlined the mission and services of the Academic Support Services centers located on each campus.

## **CRITERION ONE: CORE COMPONENT 1D**

*Oakland Community College's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.*

### **Conclusion**

Oakland Community College's organizational model, guided by the college's mission, promotes and helps to develop effective leadership among its board, administration, faculty, and staff. The model also supports collaborative strategic planning and decision-making involving individuals from all college work groups. OCC assesses the effectiveness of the model with research such as the 2006 PACE study which has allowed it to identify and respond to concerns and perceptions of faculty and staff on issues such as strategic planning, faculty hiring, and administrative structure.

## **CRITERION ONE: CORE COMPONENT 1E**

*Oakland Community College upholds and protects its integrity.*

### **Conclusion**

OCC is proud of its record of integrity and its compliance with local, state, and national requirements. The college has clearly defined grievance procedures for faculty, staff, and students, as well as statements on rights and responsibilities for students. OCC also maintains – and has been commended for – its consistent fiscal integrity.

## **OCC'S STRENGTHS AND CHALLENGES FOR THE FUTURE**

### ***OCC's Strengths***

**OCC's vision, mission, and goals are developed and well represented in college literature; the mission appears to be well understood and supported by college staff, faculty, and students.**

OCC's vision, mission, goals, and purposes are clear and are prominently displayed at all campuses and sites. These defining statements are also used consistently in internal and external publications, and other communication vehicles. Research conducted for the Self-Study with board, administration, faculty, staff, students, and Oakland County residents demonstrates that all of these groups understand the mission and believe that OCC consistently lives up to it by providing learning experiences that put students first to reach their

highest potential and provide Oakland County with the skilled workers it needs to succeed in a highly competitive 21st century global economy. Two examples among many of OCC's recent student-focused service enhancements are streamlining the mission and services of the Academic Support Centers and fully implementing the *Datatel Colleague* information management system with all of its information management and student-friendly services.

**The college's commitment to diversity is evident in its personnel, training and hiring practices.**

OCC recognizes, responds to and celebrates the diversity of its learners, faculty, staff, and community. The college has an articulated commitment to address diversity which it acknowledges, welcomes and fosters at all levels of the organization. College and campus diversity committees, as well as the Professional Development and Training Center, provide the college and external communities with a wide and constantly expanding range of diversity activities each year; examples include the Diversity Speakers Series and the annual Martin Luther King Convocation. OCC also continues to make progress in addressing the diversity of its faculty and has implemented a process to ensure diverse applicant pools for faculty positions.

**There is a strong commitment to shared governance.**

Guided by the mission, Oakland Community College's organizational model promotes and helps to develop effective leadership among its board, administration, faculty, and staff. The model also supports collaborative strategic planning and decision-making involving individuals from all college work groups. The effectiveness of the model is supported by data OCC collected through research tools such as the 2006 PACE study which has allowed it to identify and respond to concerns and perceptions of faculty and staff on issues such as strategic planning, faculty hiring, and administrative structure.

***OCC's Challenges for the Future***

**The institutional climate survey reflects a disconnect between the board and the institution, as well as a lack of consensus among the board members concerning the appropriate role for administration.**

The 2006 Personnel Assessment of the College Environment study of faculty and staff raised serious concerns about board-college relationships, the extent to which the board appropriately understands its role and function relative to the college, the public behavior of some board members, and the acrimony that surrounded 2006 labor negotiations, particularly with faculty. In addition, board responses from the 2006 survey conducted with them as part of the Self-Study

indicated that the board did not function as a cohesive unit, has a reputation for disagreement and at times engages in actions at meetings that generate negative publicity.

In Fall 2007, the board began meeting with the Chancellor's Cabinet in special board meetings to review issues such as board roles and responsibilities; organizational structure; strategic planning; the HLC Self-Study and the College Academic Master Plan.

**OCC continues to grapple with issues relating to the matrix organizational structure. The organizational structure needs clarification since a shift away from the matrix model without explicit conversation has adversely affected the institution's understanding of the lines of authority and accountability, which has had a deleterious effect on academic affairs.**

The matrix approach at OCC has led to problems in planning and accountability such as campus presidents having little control over campus budgets and important staffing decisions; key staff members being assigned to campus positions and reporting to district – rather than campus – administrators; the dual nature of the deans' reporting structure leading to a lack of focus and confusion over priorities; and a disconnect between the work and recommendations of Senate standing committees and the planning and budgeting process. The Chancellor's Cabinet has reviewed this issue and the chancellor is in the process of resolving this concern.

**Future hiring to increase faculty diversity should be a priority.**

Although OCC has made tremendous strides in diversifying staff over the years, there is still a significant discrepancy within faculty ranks with only 10.4% being minorities. OCC's Human Resources department now reviews all applications to ensure a diverse candidate pool; the college requires that search committees be diverse and they submit a diverse pool of candidates. As OCC moves forward in hiring, it will continue its current diversity initiatives with underrepresented populations and also remain sensitive to the broader categories within diversity as identified in the college's *Statement on Non-Discrimination*.

## Chapter 4 Summary

### **CRITERION TWO: PREPARING FOR THE FUTURE**

*Oakland Community College's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.*

**Oakland Community College:  
Prepares realistically for the future  
Is supported by a stable, sufficient resource base  
Demonstrates effectiveness with evaluation and assessment  
Aligns mission with planning process**

By 1995, OCC recognized that continuing to function as it had in the past was no longer an option for an educational institution that wanted to flourish in a rapidly changing environment where globalism and a dramatic shift from a manufacturing to a knowledge-based economy were reshaping the business world and the educational world that would supply those businesses with their skilled workers of the future. The college set to work on the commitment to shape its dynamic future and be prepared to respond to the opportunities and challenges that lie ahead. Since then it has completed two five-year planning cycles and embarked on a third that will guide OCC from 2008 through 2013.

### **CRITERION TWO: CORE COMPONENT 2A**

*Oakland Community College realistically prepares for a future shaped by multiple societal and economic trends.*

#### **Conclusion**

Oakland County is a richly diverse area that is currently experiencing a major transition from a manufacturing-based to a knowledge-worker-based economy. OCC continues to be a key partner with Oakland County in responding to the education and training needs of local business and industry. To assure that it remains in touch with trends and needs, OCC's Office of Institutional Research and its Office of Assessment and Effectiveness gather data using a variety of tools. The Office of Assessment and Effectiveness has also developed a Program Planning Model which helps the college sustain responsive and vital curriculum-development and curriculum-revision processes.

## **CRITERION TWO: CORE COMPONENT 2B**

*Oakland Community College's resource base supports its educational programs and its plans for maintaining and strengthening quality in the future.*

### **Conclusion**

Despite decreases in state funding over the years, Oakland Community College currently has a strong and stable resource base that supports current educational programs and is adequate to maintain and strengthen these programs in the future. Oakland County voters have demonstrated their support of OCC by approving a millage increase in 1995 and renewing that increase in 2001. The college has carefully used millage revenue and other revenue sources to effectively invest in its human resources through appropriate staffing, a strong compensation package, and a wealth of professional development opportunities; in its technology, through purchases and upgrades carefully laid out in a series of technology plans; and in its campuses through plans that guide maintenance and renovation of existing facilities and infrastructure, as well as the building of new facilities. Additionally OCC is moving toward a comprehensive planning process that will tie all allocations of resources to the educational programs consistent with the college mission.

## **CRITERION TWO: CORE COMPONENT 2C**

*Oakland Community College's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

### **Conclusion**

Oakland Community College has developed several ongoing evaluation and assessment processes that assure institutional effectiveness and inform strategies for continuous improvement. These processes include an annual Institutional Dashboard, which consistently and regularly reports on OCC's progress toward accomplishing its goals and purposes; a Program Dashboard, which provides an objective process to systematically and annually review the performance of curriculum offerings; and a streamlined curriculum review process, which is overseen by the Curriculum Review Committee, a standing committee of the College Academic Senate.

## **CRITERION TWO: CORE COMPONENT 2D**

*All levels of planning align with Oakland Community College's mission, thereby enhancing its capacity to fulfill that mission.*

### **Conclusion**

Oakland Community College has developed an ongoing strategic planning process that is inclusive and collaborative. The ambitious 2002-2007 planning cycle saw the college make accomplishments toward achieving seven strategic goals with their 27 objectives. The 2008-2013 planning process is currently underway under the guidance of the College Planning Council; the plan will be managed differently and will focus on a more limited and measurable set of campus-based objectives.

## **OCC'S STRENGTHS AND CHALLENGES FOR THE FUTURE**

### ***OCC's Strengths***

#### **OCC is financially strong, despite current economic conditions and state cutbacks.**

Despite decreases in state funding over the years, Oakland Community College has a strong and stable resource base that supports current educational programs and is adequate to maintain and strengthen these programs in the future. OCC is moving toward a comprehensive planning process that will tie all allocations of resources to the educational programs consistent with the college mission.

#### **The college has used millage funds responsibly.**

Since Oakland County voters overwhelmingly supported OCC in its 1995 millage increase request, followed by a 10-year renewal of that increase in 2001, the college has carefully spent millage funds to make inroads on much-needed facility repairs and renovations; undertake new construction to enhance the learning environment for students; upgrade classroom technology and capital equipment; improve college operating systems for students; provide scholarships and employment opportunities for students; and add new programs to benefit students and ultimately Oakland County.

#### **There has been a high level of institutional involvement in strategic planning.**

Oakland Community College has developed an ongoing strategic planning process; the ambitious 2002-2007 planning cycle saw the college make accomplishments toward achieving seven strategic goals with their 27 objectives.



OCC's strategic planning efforts have been intensive, ambitious, inclusive, collaborative, data-driven, and consciously focused on mission during every step of the planning and implementation processes as it concentrates its resources – financial, human and physical – to provide for the best future of its students and the community it serves.

**OCC is data rich and has excellent research resources, including a very strong Office of Institutional Research (OIR) and Office of Assessment and Effectiveness (OAE).**

Oakland Community College has developed several ongoing evaluation and assessment processes that assure institutional effectiveness and inform strategies for continuous improvement. These processes include an annual Institutional Dashboard, a Program Dashboard, and a streamlined curriculum review process. The OIR and the OAE gather data using a variety of tools. The OAE has also developed a Program Planning Model which helps the college sustain responsive and thorough curriculum-development and curriculum-revision processes.

### ***OCC's Challenges for the Future***

**Going forward, the OCC strategic planning process needs to be streamlined.**

The college's 2002-2007 strategic planning process was overly ambitious and extremely labor-intensive, with 24 task forces resulting in an overwhelming number of recommendations. OCC needs to close the planning loop with the assessment and implementation of recommendations as it streamlines the planning process. During the 2002-2007 planning cycle, it was difficult to assess progress on the goals and to implement recommendations from all the task forces. The 2008-2013 planning process is currently underway under the guidance of the College Planning Council; the plan will be managed differently and will focus on measurable, campus-based objectives.

**Data-driven decision-making will require cultural change.**

The college is committed to enhancing its culture of assessment and integrating data-driven assessment activities as part of the "natural routine" for the institution as a whole. This will require a cultural change. One example is OCC's new data-based Program Planning Model which is not consistently applied across the college, in part due to historical methods of curriculum development, and in part due to administration issues. Additionally, the college must develop explicit and measurable criteria that determine if programs are having difficulties and need to be reviewed for possible sunseting.

**Millage renewal is crucial to continued financial health.**

OCC's millage renewal runs out in 2012. To prepare for that next millage renewal vote, OCC plans to follow a strategy similar to the one it used in previous millage renewal votes by: campaigning at least one year ahead for the renewal; running a research-based millage campaign; keeping the rate of requested renewal under one mill; and asking for a 10-year renewal period. Part of OCC's challenge will be to keep all of its constituencies informed and to garner widespread internal and external support for renewal of the millage.

**OCC needs to fully implement online services for students that include student email and a student help desk.**

Although the college has made significant enhancements in how students can register and access information online – including class schedules, grades, and unofficial transcripts – OCC still needs to provide additional services including student email and a help desk for students who need assistance with technology issues. As of Fall 2007, the Information Technology department piloted a 24/7 Helpdesk for students and plans are moving forward for student email.

## Chapter 5 Summary

### **CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING**

*Oakland Community College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.*

**Oakland Community College:**  
**Bases effective assessment on clearly stated outcomes**  
**Values and supports effective teaching**  
**Creates effective learning environments**  
**Supports learning and teaching with adequate resources**

Oakland Community College's developing culture of assessment recognizes that the test of teaching is the learning achieved by students. The college's vision and mission statements, its purposes, and the goals of its strategic plan all reflect this focus on learning and on putting students first so they reach their highest potential. OCC holds itself accountable for its performance to itself and to its many constituencies – external groups including federal and state agencies, taxpayers and regional bodies, as well as internal constituencies including elected boards, students, faculty, and staff.

### **CRITERION THREE: CORE COMPONENT 3A**

*Oakland Community College's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.*

#### **Conclusion**

Oakland Community College continues its collegewide commitment to developing a culture of assessment that focuses on the institution's fundamental mission, enhancing and improving student learning. A Student Outcomes Assessment Committee (a standing committee of the College Academic Senate) oversees assessment activities which occur at multiple levels: classroom, program, and institutional. The OCC Office of Assessment and Effectiveness facilitates assessment by conducting the administrative functions associated with an expansive assessment process and monitoring assessment activities through data collection and feedback which is used to develop action plans for improvement. Credit and noncredit programs are assessed and a major focus has been

defining, developing and refining assessment processes for General Education. This process has grown into the annual fall SAGE Week (Student Assessment of General Education) during which students are evaluated on selected General Education attributes/outcomes and an annual Assessment Day during Winter term that focuses on “authentic” assessment of OCC student work using faculty-generated rubrics. One new and interconnected assessment tool OCC has developed is the **2007-2008 Student Essay Competition**, which addresses writing, critical thinking and social responsibility in the same activity.

### **CRITERION THREE: CORE COMPONENT 3B**

*Oakland Community College values and supports effective teaching.*

#### **Conclusion**

Oakland Community College recognizes that providing the highest quality learning environment for students depends on the quality of its faculty and staff. OCC’s Faculty Master Agreement outlines the high standards set in hiring and regularly reviewing full-time faculty. The college supports academic freedom and encourages faculty to determine curricular content; campus and collegewide curriculum/instruction committees oversee course creation and alteration. The college provides faculty with numerous opportunities to share their thoughts and best practices and to grow professionally; among them are Staff Development Days, Discipline Days, new faculty orientations, technology training, Professional Development Training Center workshops on a variety of topics, data provided by OCC’s Office of Institutional Research and Office of Assessment and Effectiveness, and opportunities to reflect on the institutional climate and issues through instruments like the 2006 Personal Assessment of the College Environment (PACE) survey.

### **CRITERION THREE: CORE COMPONENT 3C**

*Oakland Community College creates effective learning environments.*

#### **Conclusion**

Oakland Community College constantly seeks to create and enhance its learning environments to help support all of the students in its diverse learner population. The college addresses this commitment at many levels, from reviewing programs and curricula on a five-year cycle and assessing its effectiveness in meeting student needs through research and testing activities such as the Community College Survey of Student Engagement, the Student Services Opinion Survey and the Student Assessment of General Education, to providing student services and learning enrichment activities such as comprehensive counseling services

and international student advisors, Programs for Academic Support Services (PASS), Academic Support Centers, the Womencenter, student orientations, service learning opportunities, and a vibrant student life initiative.

### **CRITERION THREE: CORE COMPONENT 3D**

*Oakland Community College's learning resources support student learning and effective teaching.*

#### **Conclusion**

A variety of resources – underpinned by integrated, ongoing planning and budgeting processes – support student learning and effective teaching at Oakland Community College. A sampling of these resources available to students are OCC's libraries (one on each campus); on-line and enhanced courses making learning more accessible; new or upgraded facilities for the college's nursing, allied health, and life science programs; upgraded technology available to students in libraries and classrooms; supportive services such as PASS (Programs for Academic Support Services) and the Academic Support Centers; and Student Life and Service Learning initiatives.

Nearly three dozen advisory boards and 280 partnerships with educational, government, and social service agencies, as well as with business and industry, assist OCC in keeping its programs current and relevant so they provide students with training and skills in demand in the community. OCC's Office of Institutional Research and Office of Assessment and Effectiveness provide the college community with a wealth of data upon which curriculum decisions can be based; and OCC's first Collegewide Academic Master Plan has been developed to guide curriculum planning.

Finally, the college's assessment program is comprehensive and faculty-driven, supported by a strong administrative, technological, and research-based infrastructure. The assessment program has led OCC to develop numerous initiatives aimed at enhancing student learning.

### **OCC'S STRENGTHS AND CHALLENGES FOR THE FUTURE**

#### ***OCC's Strengths***

##### **The college has a qualified faculty.**

Providing the highest quality learning environment for students depends on the institution's commitment to hiring qualified faculty and staff. At OCC this

commitment is assured through the Faculty Master Agreement. Ninety-three percent of Oakland Community College's full-time faculty members hold master's degrees and more than 19% of these hold doctorates.

**OCC has a comprehensive, faculty-driven assessment program and a strong infrastructure for assessment.**

OCC focuses on its fundamental mission of enhancing and improving student learning by fostering a culture of assessment. A Student Outcomes Assessment Committee oversees assessment activities which occur at multiple levels: classroom, program, and institutional. The OCC Office of Assessment and Effectiveness facilitates, administers and monitors a range of assessment activities and provides feedback which is used to develop action plans for improvement. Credit and noncredit programs are assessed and a major focus has been defining, developing and refining assessment processes for General Education.

**The college offers strong student support services.**

A variety of resources support student learning at OCC. These include five libraries; accessible on-line and enhanced courses; new or upgraded facilities for the college's nursing, allied health, and life science programs; upgraded classroom technology; online services such as web registration available through Datatel; supportive services such as fully licensed counselors, PASS (Programs for Academic Support Services), and the Academic Support Centers; and Student Life and Service Learning initiatives.

**OCC supports professional development through a variety of mechanisms.**

OCC provides faculty and staff with numerous opportunities for personal and professional growth, including Professional Development Training Center workshops on a variety of topics, technology training roundtables and centers, Staff Development Days, Discipline Days, conference travel, tuition reimbursement, adjunct convocations/workshops, and conferences.

**Strong support structures exist for faculty teaching online.**

The college first offered online courses in 2000, using the Blackboard course management system. In 2005, a second course management system, Educator (UCompass), became available as an option for faculty. The Winter 2001 term offerings consisted of 14 fully online sections and 124 sections for which faculty augmented their classroom teaching through use of course management software. In the Winter 2007 term, the number of fully online sections had grown to 71 (2.6% of total sections) and the number of augmented sections to 328 (12% of total sections).

In addition to providing technology for online courses, OCC has enhanced 70% of its classrooms with technology for instructor use. Teaching and Learning

Technology Centers on each campus have staff dedicated to supporting this academic technology.

**OCC has a renewed commitment and focus on student life.**

OCC has a vigorous Student Life initiative with strong support from all levels of the organization. From July 2006 through December 2007, the interim administrative appointment of an executive director of Student Services helped streamline the path to student success by coordinating a multitude of vital student support services. Because that position successfully served to highlight and focus attention on OCC's student life initiatives, it will be continued, however at a changed level, reporting to the Vice Chancellor of Academic and Student Services. An OCC **Student Life Committee** has created a Student Development Planning Model that has made recommendations for a range of enhancements and improvements improvement to each campus's physical environment.

***OCC's Challenges for the Future***

**OCC must continue efforts to strengthen the climate for assessment and use assessment data to make changes in curriculum and pedagogy.**

OCC is still in the process of trying to convince faculty of the real value of assessment. Each year more faculty become involved and increased numbers of faculty members understand the process and begin to believe in the efficacy of assessment. Two elements are needed to enhance this process: greater administrative involvement and accountability – currently being addressed; and greater integration of assessment into managerial responsibility and faculty expectations. Both will be facilitated by the inclusion of assessment in the current Collegewide Academic Master Plan.

**The college needs to work on developing tools to assess out-of-classroom learning experiences.**

As OCC continues to offer more out-of-classroom learning experiences – study abroad programs, internships, practicums, co-op experiences, Service Learning opportunities – it needs to develop the requisite tools to evaluate, measure and document how out-of-classroom experiences enhance learning.

**OCC needs to continue integrating data collected by the Office of Assessment and Effectiveness (OAE) and Office of Institutional Research (OIR) into planning for curriculum and pedagogy.**

OCC has a wealth of data available from the extensive research, data-based tools, and multiple surveys completed by its OAE and OIR. The institution's challenge is to exchange established, traditional patterns of decision-making for those that are data-driven.

**The college must continue its efforts to create and support a full-scale developmental education program.**

Goal 2 of OCC's Academic Master Plan is to develop a collegewide developmental education initiative. OCC's Developmental Education Committee is currently in the process of working on a new model for the delivery of services and instruction for students whose skills are determined to be below entry level for college work. Piloted initiatives such as the TEAM (Teach English and Math) program have been successful in delivering instruction to students who score below the cut-off score on the COMPASS English placement test and may be added into the Developmental Education program. Community colleges face an increasing challenge in this area, as the number of high school graduates requiring remedial instruction prior to entering post-secondary courses is growing.

**Adjunct faculty need to be integrated more fully with the institution, including PDTC activities, classroom and program assessment and ongoing evaluation.**

Although the college has made progress in involving adjunct faculty with the institution there is room for continued improvement, for example expanding involvement in classroom and program assessment, including expanding upon the success of 2007 Faculty Assessment Day, which adjuncts attended along with full-time faculty.



## Chapter 6 Summary

### **CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE**

*Oakland Community College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.*

**Oakland Community College:**

***Values a life of learning***

***Integrates acquiring breadth of knowledge and intellectual inquiry in its educational programs***

***Has created a culture of assessment***

***Supports responsible acquisition and application of knowledge***

### **CRITERION FOUR: CORE COMPONENT 4A**

*Oakland Community College demonstrates, through the actions of the board, administrators, students, faculty, and staff that it values a life of learning.*

#### **Conclusion**

To best achieve its commitment to helping students achieve their highest potential, OCC consistently and deliberately seeks to involve the entire college community in planning and decision-making processes and to provide faculty, staff, and students with opportunities for professional and personal development inside and outside of the college. OCC has broadened and clarified its academic planning process, and planning initiatives are in place on all campuses with the full support of a variety of campus staff, faculty, and administration. The college is also committed to funding new initiatives arising from planning academic activities. A key element in facilitating student learning is ensuring that faculty and staff can access opportunities for personal and professional development, from technology workshops and classes offered by the Professional Training and Development Center to opportunities to participate in scholarly conferences, professional organizations, and other leadership opportunities outside of the college. For students, as well, OCC offers opportunities to enhance learning beyond the walls of the classroom: internships, Student Life and Service Learning initiatives, and opportunities abroad for study and cultural exchange. The college consistently

demonstrates that it values a life of learning; evidence of this commitment can be found in OCC's collaborative planning for learning, in the way it models learning and in the many ways it celebrates the accomplishments of faculty, staff, and students.

#### **CRITERION FOUR: CORE COMPONENT 4B**

*Oakland Community College demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.*

##### **Conclusion**

Oakland Community College demonstrates that acquisition of a breadth of knowledge and skills, a love of learning, and the exercise of intellectual inquiry that is a prerequisite to a life of learning are integral to its educational programs. The college has carefully reviewed and refocused its General Education curriculum in an inclusive process that has incorporated graduate and alumni feedback. It also provides students with many avenues for curricular and co-curricular learning through a wealth of Student Life and Service Learning opportunities; access to the Diversity programs, the Speakers Series and Performing Arts Series; and cultural exchange programs such as those with Oaxaca, Mexico, and the Salzburg Seminars.

#### **CRITERION FOUR: CORE COMPONENT 4C**

*Oakland Community College assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.*

##### **Conclusion**

OCC is committed to developing a responsive and responsible curriculum. Using a variety of means, Oakland Community College continuously assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society. Among the college's assessment instruments are processes for curriculum development and review; many research instruments administered by the Office of Institutional Research and the Office of Assessment and Effectiveness; and the collaboration with advisory boards whose members are experts in their fields. The college expects, supports, teaches and models skill mastery for its students so that they can become knowledge workers in an increasingly competitive and globally oriented workforce.

## **CRITERION FOUR: CORE COMPONENT 4D**

*Oakland Community College provides support to ensure that faculty, students, and staff acquire, discover and apply knowledge responsibly.*

### **Conclusion**

Oakland Community College provides support to ensure that faculty, students, and staff acquire, discover and apply knowledge responsibly. It is committed to informing the college community – faculty, staff, and students – about copyright and privacy policies and to learning about and supporting intellectual property rights. Among the information sources available to the college community are a copyright website, library resources, Student Life publications, and faculty workshops. Each campus has a copyright dean who has been trained on copyright procedures by the PDTC and will be a resource for faculty and staff who have questions about copyright issues.

## **OCC'S STRENGTHS AND CHALLENGES FOR THE FUTURE**

### **OCC's Strengths**

#### **CREST serves the community.**

OCC's unique, 22-acre Combined Regional Emergency Services Training facility is a direct response to an expressed need of area police, fire, and EMT personnel for scenario-based training. The replica town, which contains homes, streets, a bank, a gas station, and other buildings, along with educational space and a five-story, live-fire training tower, has been used by thousands of local, national, and even international emergency services personnel.

#### **All members of the OCC family benefit from the PDTC.**

A key element in facilitating student learning is ensuring that the entire college community – faculty, administration, and staff – can access opportunities for personal and professional development. The Professional Development and Training Center provides many workshops and classes on topics of interest and training in areas of need, such as cutting-edge technology, enabling OCC to stay current in many areas and effecting institutional growth in areas such as federal compliance and assessment. Classes on environmental health and safety, sexual harassment, FERPA, and assessment have provided essential groundwork in these key areas. The faculty contract provides an incentive to faculty to participate in PDTC programs.

**Active diversity committees encourage learning about and valuing other cultures.**

OCC's campus and collegewide diversity committees provide faculty, staff, students, and the community a wealth of opportunities to learn about different cultures and experience different ways of thinking. A Diversity Speaker Series, an annual Martin Luther King Convocation, Diversity Month activities, articles on diversity in OCC publications, and many cultural events hosted by OCC reflect the great diversity found in the larger community.

**OCC upholds its strong commitment to academic freedom.**

Oakland Community College empowers its well-qualified faculty with the tools of academic freedom, enabling them to create both the content and presentation of their courses. This freedom, guaranteed in the Faculty Master Agreement, says that no special limitation shall be placed upon faculty investigation, presentation, and interpretation. Faculty are also committed, however, to teach their courses consistent with the content described in the *College Catalog*. In addition, Oakland Community College faculty members adhere to the statement of ethics crafted by the American Association of University Professors, holding themselves to high standards of intellectual integrity and institutional involvement.

**The college is dedicated to participatory decision-making.**

To best achieve its commitment to helping students achieve their highest potential, OCC consistently and deliberately seeks to involve the entire college community in planning and decision-making processes. OCC has broadened and clarified its planning process and planning initiatives are in place on all campuses with the full involvement of a variety of campus staff, faculty, and administration. The college needs to continue on this path of participatory decision-making in all of its planning and curriculum development and assessment activities.

**The OCC family celebrates learning.**

Oakland Community College consistently demonstrates that it values a life of learning in many ways. Evidence of this commitment can be found in the way the college plans collaboratively for learning, models learning and celebrates the accomplishments of faculty, staff, and students. Among these opportunities the college takes to recognize faculty and staff are events such as service awards ceremonies and Excellence Day, as well as publication of articles on the OCC web-site and in college publications. Students are recognized through the Deans List, honors convocations, and formal events such as the nurse pinning ceremony and graduation.

## ***OCC's Challenges for the Future***

### **General Education attributes/outcomes must be fully integrated into the curriculum, including integration into the General Education distribution list.**

OCC has carefully reviewed and refocused its General Education curriculum in an inclusive process. Faculty and administration are deeply invested in developing General Education attributes/outcomes and a General Education assessment process that will positively impact the learning environment at the college. Faculty receive the full support of the college in developing quality, innovative learning experiences and teaching techniques that reflect developments in their fields and positively impact student learning.

### **The college needs to determine measures for General Education attributes/outcomes and close the assessment loop by incorporating findings into changes for curriculum, teaching, and programs.**

When OCC made its 2005 report on assessment to the HLC, that organization's report said OCC needed to do more to close the feedback loop and provide evidence of how improved pedagogy and curricula have led to increased student learning and understanding. The feedback is now rich and continuous. The challenge remains to more thoroughly integrate these findings and improve instruction. Despite the challenges of being a large, multi-campus system with the associated limited faculty interaction and with a diverse student population that presents its own set of challenges to assessment, OCC is committed to continually working to build a culture of assessment. Many assessment processes are now in place, as is the momentum needed to continue the work of assessment. Piloting activities such as the 2006-2007 action research project, "Becoming a Self-Reflective Teacher to Increase Student Engagement," is just one example of how OCC continues to make progress in closing the loop in general education assessment. The college recognizes that it still has work to do, but also recognizes how far it has come since 1998.

### **Expanding the effective use of advisory committees to a larger, more diverse number of degree programs will benefit the college, its students and the community.**

Nearly three dozen advisory boards made up of more than 300 community leaders and experts in particular fields help provide OCC with current and relevant information that can be used to modify, evaluate and keep current its career and technical offerings. The input of such groups is essential to give OCC input on industry trends, changing technologies, and demand for graduates and should be expanded further to benefit more OCC programs.

## Chapter 7 Summary

### **CRITERION FIVE: ENGAGEMENT AND SERVICE**

*As called for by its mission, Oakland Community College identifies its constituencies and serves them in ways both value.*

**Oakland Community College:**  
***Serves and learns from its constituencies***  
***Engages with the communities it serves***  
***Demonstrates responsiveness to its constituencies***  
***Provides services that its internal and external constituencies value***

OCC's vision, mission, and purposes, as well as the goals of its strategic plan, are focused on putting students first. The college does this by providing quality learning experiences that meet the needs of students, the community, and the businesses and industries in that community. Those learning experiences are not developed in a vacuum, since OCC connects with its constituents using a range of direct and indirect methods – from environmental scanning and research to advisory boards and joint programming with businesses and other educational institutions – to discover and respond to community needs.

### **CRITERION FIVE: CORE COMPONENT 5A**

*Oakland Community College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

#### **Conclusion**

OCC's vision, mission, and purposes, as well as the goals of its strategic plan, are focused on putting students first. The college does this by providing quality learning experiences that meet the needs of students, the community, and the businesses and industries in that community. Those learning experiences are not developed in a vacuum, since OCC connects with its constituents using a range of direct and indirect methods – from environmental scanning and research to advisory boards and joint programming with businesses and other educational institutions – to discover and respond to community needs.

## **CRITERION FIVE: CORE COMPONENT 5B**

*Oakland Community College has the capacity and the commitment to engage with its identified constituencies and communities.*

### **Conclusion**

OCC has historically demonstrated its commitment to engaging its constituencies in a meaningful and sustained way. Programs outlined in this chapter – along with others not mentioned here – are examples of multi-year efforts involving significant resources. Each continues to be supported, with some receiving college funding to offset shortfalls in federal or state contributions. During the next review period, dual enrollment, apprenticeship, student support services, and Foundation fund-raising activities will all continue to be refined and expanded to meet constituent needs.

## **CRITERION FIVE: CORE COMPONENT 5C**

*Oakland Community College demonstrates its responsiveness to those constituencies that depend on it for service.*

### **Conclusion**

Program descriptions highlight the diversity of some of OCC's major efforts to engage its constituencies and, more importantly, to learn from them as the college continues to evolve in its educational programs. Other examples of OCC's commitment to engaging a variety of constituencies include its key role in Automation Alley – Oakland County's emerging technologies program – and its having the largest Tech Prep program in Michigan. Oakland Community College is committed to interacting with its community, being responsive in that interaction, ensuring continued support for its current programs and new initiatives and helping students reach their highest potential.

## **CRITERION FIVE: CORE COMPONENT 5D**

*Internal and external constituencies value the services that Oakland Community College provides.*

### **Conclusion**

OCC is able to measure the value placed on its contribution to the community through a variety of means, some of which were identified in Component 5D. The single greatest measure, though, is the continued growth in the OCC student population which has increased each year since the last accreditation. This, in no small measure, is due to the value placed on the institution by its constituents on

an ongoing basis. Students demonstrate value very simply, by attending or moving to a competitor institution. Over the last 10 years, many value-added programs have caused OCC to increase its effectiveness in meeting community needs.

## **OCC'S STRENGTHS AND CHALLENGES FOR THE FUTURE**

### ***OCC's Strengths***

#### **OCC's CREST facility helps keep communities safe.**

OCC's unique, 22-acre Combined Regional Emergency Services Training facility is a direct response to an expressed need of area police, fire and EMT personnel for scenario-based training. The replica town, which contains homes, streets, a bank, a gas station and other buildings, along with educational space and a five-story, live-fire training tower, has been used by thousands of local, national, and even international emergency services personnel.

#### **College's Workforce Development Services address individual, corporate needs.**

OCC's nationally acclaimed Workforce Development Services (WDS) provides three critical services to area businesses, industries and residents: career development for job seekers and the underemployed; business and industry training to strengthen the workforce of the county; and economic development services to retain and attract new businesses. Through the efforts of WDS, OCC has demonstrated its ability to identify its constituencies and serve them in ways both entities value. This is evidenced by the multitude of partnerships which have been created with community organizations and the revenues realized through competitive processes.

#### **Strong tech prep and articulation agreements benefit students.**

OCC has long-standing transfer articulation agreements with 28 Oakland County high schools and has well established partnerships with Oakland Schools that include the Oakland County Tech Prep Consortium (the largest tech prep program in Michigan), the Walter P. Chrysler Manufacturing Technology Academy, and the Oakland Schools Vehicle Design and Engineering Academy. The college has reciprocal agreements with Macomb Community College for shared programs in fields such as veterinary technician and physical therapy assistant, and more than 100 articulation agreements to four-year institutions throughout Michigan.



### **Community service and outreach programs are OCC hallmarks.**

OCC is actively engaged with its community in a variety of ways. In addition to offering speaker series and fine arts programming, the college reaches out to Oakland County residents in some more unique ways: through its new Service Learning programs; through field work and clinical requirements that make a mobile nursing lab, and dental hygiene and massage clinics available to the public. Community members can also enjoy meals and special dining events in OCC's restaurant where Culinary Arts students practice their craft.

### ***OCC's Challenges for the Future***

#### **Expanding the effective use of advisory committees to a larger, more diverse number of degree programs will benefit the college, its students and the community.**

Nearly three dozen advisory boards made up of more than 300 community leaders and experts in particular fields help provide OCC with current and relevant information that can be used to modify, evaluate and keep current its career and technical offerings. The input of such groups is essential to give OCC input on industry trends, changing technologies and demand for graduates; it should be expanded further to benefit more OCC programs.

#### **The college will work to resolve issues concerning the status of entities such as CREST, Emergency Services Training and Workforce Development.**

OCC will need to determine whether certain entities are enterprise activities that could and should be self-sufficient or whether those entities should continue to be subsidized. CREST, for example, has been engaged in developing a long-term master plan that addresses current needs, enhances existing programs and explores future expansion of programs and facilities.

#### **The OCC Foundation faces challenges in a competitive market.**

The OCC Foundation faces increasing competition for its fundraising to support OCC programs and students as other public agencies attempt to resolve funding shortfalls with private-sector donations. In addressing this issue, the Foundation has identified two long-term goals for improvement: increasing the amount of contributions and the prospective donor base each year and increasing the number of donors by 10% per year.

#### **OCC faces external challenges.**

While clearly, there is no challenge to the college's strong commitment to engaging with identified constituencies, it faces several significant external challenges: funding for Tech Prep and PASS programs through Carl Perkins

funding is only secure for the next three years; school districts continue to struggle as funding levels remain under protracted pressure; state funding formulas penalize school districts from engaging in dual enrollments to any great extent; an increased emphasis on math and science at the high school level is reducing a focus on technical and career education; companies are reducing their commitments to employee education as can be evidenced by the drop in new apprenticeships and co-op placements available in recent years. Another overarching challenge to engaging community partners at the high school level is the number of high school graduates requiring remedial instruction prior to entering post-secondary courses. OCC is currently enhancing its developmental education programming to address this problem. In addition, Michigan's economy is in a state of flux, moving from a manufacturing-based to a knowledge-based economy. This change strongly impacts Southeast Michigan with its manufacturing-heavy automobile-industry focus.

## Chapter 8 Summary

### OCC MEETS FEDERAL COMPLIANCE

**Oakland Community College:  
Recognizes and adheres to all  
HLC-monitored federal requirements  
Has successfully completed all of the HLC's  
requirements for an institutional Self-Study**

Chapter 8 covers the following topics:

- Credits, program length, tuition
- Title IV student financial assistance programs
- Campus security
- Campus health and safety
- Professional accreditations
- Advertising and recruiting materials
- Records of student complaints
- Public notification of a comprehensive evaluation visit
- Drug-free, smoke-free workplace
- Family Educational Rights and Privacy Act (FERPA)
- Technology Appropriate Use Regulations (TAUR)
- Americans with Disabilities Act (ADA), Rehabilitation Act
- Title IX athletics
- Employment practices

## Chapter 9 Summary

### SUMMARY AND REQUEST FOR RE-ACCREDITATION

**Oakland Community College is:**

***A future-oriented organization***

***A learning-focused organization***

***A connected organization***

***A distinctive organization***

#### **A future-oriented organization**

Oakland Community College is shaped and driven by its mission, which is articulated and well understood by faculty, staff, students, and its external constituents. The college's mission demonstrates a clear sense of purpose by *putting students first*. The ideals promoted in the vision, mission and purposes are fulfilled through structures, policies, and procedures throughout the institution.

The college's strategic planning process – entering its third five-year cycle – is mission-driven and inclusive; at all levels planning, budgeting and decision-making consistently support OCC's vision and mission.

OCC is also proud of the way it recognizes, responds to, fosters and celebrates the diversity of its learners, faculty, staff and community, as the activities of collegewide and campus diversity committees attest.

#### **A learning-focused organization**

The college is actively creating a culture of assessment, recognizing that the test of teaching is the learning achieved by its students. OCC's vision and mission statements, its purposes, and the goals of its strategic plan all reflect this focus on learning, and on putting students first so they reach their highest potential.

A robust, collegewide assessment program and supporting infrastructure are in place at OCC, encompassing for-credit occupational programs, general education, non-credit programs, and classroom assessment.

A wide array of supportive student services, as well as learning environments enhanced with technology, supports students and facilitates teaching and learning.

In addition, OCC's unique Professional Development and Training Center (PDTC) provides unparalleled training and professional development opportunities for

faculty and staff. In addition to offering many technology-focused classes, the PDTC provides many diversity workshops and activities each year.

### **A connected organization**

Oakland Community College is an organization that is connected both internally and externally.

Internally, the college has well developed technology, facility and academic plans (including the new Collegewide Academic Master Plan) that are linked to OCC's comprehensive strategic planning and budgeting processes. OCC continues to make progress on linking its assessment of student learning, curriculum development, curriculum/instruction and curriculum review processes into the other plans and processes in place.

The college is also connected to its external community. OCC serves the 900-square-mile area of Oakland County, where many national and international companies are headquartered, and where high-tech Automation Alley is centered. The college's partnerships and collaborations with educational institutions, businesses, industries, communities, government entities, social agencies, and regional and national organizations connect OCC to needs and trends locally and nationally to benefit students. In addition, nearly three dozen advisory boards with members who are experts in their fields, along with members of the OCC Business and Community Alliance, help keep the college connected with community and workplace needs.

Among OCC's most visible collaborations are the Combined Regional Emergency Services Training (CREST) program, the Michigan Technical Education Center (M-TEC<sup>SM</sup>), and the college's nationally recognized Workforce Development Services programs. OCC continues to develop significant articulation agreements with institutions of higher education. It also continues to foster many long-standing secondary school partnerships (such as the Oakland County Tech Prep Consortium and the Walter P. Chrysler Manufacturing Technology Academy), as well as summer enrichment programs for area high school students.

### **A distinctive organization**

Oakland Community College is distinctive in many ways: its size, the diversity of its student body, the connectedness of its programs with the community, and its outreach programs into the community.

According to the August 31, 2007 issue of *The Chronicle of Higher Education*, Oakland Community College – Michigan's largest community college – is the 26th largest community college in the nation and the 111th largest among all institutions of higher education in the country. Four of OCC's five campuses are

larger than the average community college and its freshman class is the largest in the state.

OCC has attracted students from 80 countries around the world; *Community College Week* (3/29/04) ranked OCC 17th in the nation for foreign students with nearly 1,000 students – the only Michigan community college listed in the top 40 institutions of higher education nationally in terms of number of foreign students.

Active collegewide and campus diversity committees help the OCC family appreciate and celebrate the diversity of its student body, faculty, and staff, and of the vibrant and increasingly diverse communities of Southeast Michigan which the college serves.

OCC's wide range of partnerships and collaborations – with area educational institutions, government, business and industry – make it part of the very fabric of the community, intimately involved in anticipating and responding to the changing needs of students, community, business, and industry.

Finally, the college's outreach programs – from summer enrichment programs for high school students and the services of its unique Womencenter, to a well-rounded and culturally diverse performing arts schedule and its hosting of the Adult Learning Institute, an Elderhostel affiliate – weave it further into the heart of the community. In the words of Oakland County's Executive, L. Brooks Patterson, OCC "is a crown jewel among Oakland County's superior institutions of higher learning...OCC greatly adds to Oakland County's growing reputation as a premiere location in which to live, work, play and raise a family" (August 2006).

Oakland Community College is proud of its faculty, staff and students and is proud of its commitment to Oakland County. As this Self-Study demonstrates, OCC has an enduring commitment to excellence, as well as to providing the resources, knowledge, and determination to continue to enhance that commitment by *putting students first*.

***Oakland Community College respectfully requests continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools for a period of 10 years.***



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**Highland Lakes Campus** • 7350 Cooley Lake Road • Waterford MI 48327-4187  
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OAKLAND COMMUNITY COLLEGE®

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