

Preface



The Oakland Community College (OCC) College-wide Academic Master Plan 2012-2017 was developed by several employee groups to further the academic direction derived from the strategic outcomes outlined in OCC's 2009-2013 Strategic Plan, as well as to project the future needs of the academic programs and activities. Despite recent economic changes this plan will prove both a highly effective guide to prudent decision-making and a central component of OCC's inclusive, budget-based strategic planning process. This plan will gather no dust on dark shelves. Instead it will serve as a well-thumbed guide for faculty and administrators throughout the Academic and Student Affairs areas, and, indeed, the college.

Unlike other institutional strategic planning guides – the College Academic Master Plan 2012 - 2017 was conceived to be one of the planning documents cited as an essential basis for budgetary requests, as well as informing other institutional plans. A new College Academic Master Planning Committee was formed during Academic Year 2011-2012, completing its first draft at the beginning of April 2012. Since that formation occurred, the College Academic Master Plan has been informed by OCC initiatives like Achieving the Dream, Project Win-Win, and the college-initiated Redesign effort, to ensure efficiencies, cost savings and restructuring, as well as by outside influences from the Higher Learning Commission. As envisioned by the campuses, the Campus Academic Master Plans have been on-going for several years and are currently being articulated to the new College Academic Master Plan through a formal mapping process.

Given the current situation in higher education over the past several years, careful and creative strategic planning has assumed even greater importance as OCC strives to make the most effective use of limited resources. With the addition of the College Academic Master Plan to OCC's overall institutional strategic planning document, the Oakland Community College 2009 – 2013 Strategic Plan, OCC will continue to be guided with implemented and realized plans.

The college's institutional goals have become better defined and more optimistic than in previous years, even though the future we face today seems less certain. That optimism is testimony to OCC's commitment to change itself to meet the needs of its community.

This work could not have been completed without a dedicated faculty, staff and administration. Sincere gratitude must also be expressed to Academic Senate Chair Shawn Dry who played a key role in serving as my co-chair of this initiative.

Richard Holcomb
Vice Chancellor of Academic and Student Affairs

OCC Strategic Outcomes

1 Offer Quality Academic Programs

2 Promote Student Success

3 Increase Student Involvement

4 Expand Community Engagement

5 Optimize Use of Resources

This draft version of the College-wide Academic Master Plan is a compilation of suggestions from the many meetings in which campus presidents and cabinet members offered suggestions. The work on this document has not yet reached its final stage, but does provide insight into the college collective. The following steps are still in progress:

Next Steps

A formalized mapping of the Campus Academic Master Plans to appreciate contributors' efforts, as well as to inform the objectives of the college plan, is still to be completed.

This document will be vetted through the College Senate, College Planning Council and College Academic and Student Services Council. Recommendations for improving the plan, as well as thoughts on prioritizations in the plan, will be sent to the Vice Chancellor of Academic and Student Affairs.

The mapping process, recommendations and prioritization will inform the second draft of the college-wide plan. Once edits are complete, the document will be posted for the college community to review and provide additional feedback. With the feedback incorporated, the plan will have reached its final written phase.

In the fall a work group will be formed around each objective. Each work group will have one designated person who will be responsible to see that the work is complete. These groups will be diverse, consisting of faculty, adjunct faculty, classified personnel, deans, managers and the Vice Chancellor of Academic and Student Affairs' direct reports. Over the summer the gathering of data for making decisions will be organized and ready for use in the fall.

The designated person from each work group will report to a college-wide implementation team. The implementation team will be charged with the responsibility of collecting information needed to move the objective forward. Clearing a path for the work group, acquiring funds to support completion of objectives and engaging additional people to move the objective forward are examples of requests that should be handled by the implementation team.

Strategic Outcome #1: Offer Quality Academic Programs

OCC is first and foremost a teaching and learning college with a long tradition of presenting quality credit and non-credit programs. With over one hundred and sixty programs, OCC and Southeast Michigan have experienced an economic downturn. The forecast for the future will be driven by new business and industry initiatives, changes in the Higher Learning Commission accreditation process, and the need for OCC to review the relevancy and currency of its credit and non-credit programs.

Oakland Community College should:

- Objective 1.** Embed Student Learning Outcomes, Assessment and Results into all service centers and disciplines for continuous improvement.
 - A. Improve the ways and means by which students are evaluated.
 - B. Use the results to improve learning.
- Objective 2.** Develop academic programming priorities through 2015, as well as resources for those priorities. The new programs should cover the credit through non-credit spectrum in collaboration with internal and external partners such as universities, colleges, businesses and industries.
 - A. Embed graduation benchmarks as a success measure.
- Objective 3.** Expand the offering of programs through a variety of learning modalities to accommodate students' learning styles.
 - A. Develop innovative pedagogical techniques.
- Objective 4.** Encourage accreditation of programs where appropriate.
- Objective 5.** Investigate, establish, rewrite, communicate and evaluate Academic Standards. Review of Higher Learning Commission's new pathway and criteria; COMPASS and placement; and college, career and transfer readiness. Included under this objective are elements of currency of the curriculum and academic rigor.
 - A. Prepare the college community for the change in HLC requirements.
 - B. Select a pathway in academic year 2012-2013.
 - C. Establish a college-wide committee to develop definitions around academic rigor.
- Objective 6.** Review, rework, implement and evaluate the curriculum process in a Curriculum Handbook that addresses all aspects of the curriculum, from initiation to the sun-setting of a program.
- Objective 7.** Review current technology, establish academic technology outcomes, implement and evaluate how each service and academic program can assist in strengthening the OCC student's understanding and skills.
 - A. Provide students with 21st -century learning tools.
 - B. Provide training for the service areas with assessment methods to better understand what needs to be provided to students.

Strategic Outcome #2: Promote Student Success

The college recognizes that it needs to continue its tradition of offering quality academic programs, with an emphasis on articulation and partnerships with K-12, colleges and universities and businesses and industries to promote student success. OCC has chosen to use data to drive its decision-making process. This is supported in a variety of ways by the Higher Learning Commission, which emphasizes assessment to measure progress, and the results will drive improved student learning.

Oakland Community College should:

- Objective 8.** Establish and strengthen high-quality partnerships with K-12 systems, community colleges, universities and colleges through dual enrollment, early college, reverse transfer and global studies.
- Objective 9.** Build upon the “Achieve the Dream” initiatives in developing a First Year Experience program. Areas for further investigation and implementation include orientation and transition to college, developmental education, assessment of Student Learning Outcomes (SLO) and programs (effectiveness), and all academic programs.
- Objective 10.** Establish data sets that enable academic data-driven decisions. These data sets would establish the viability of existing courses and programs, and incorporate market research, as well as links between changing external factors and curriculum offerings.
- Objective 11.** Review current and future needs of students, and respond with appropriate teaching, learning and service methodologies and content.
 - A. Develop a list of needs for returning students including: displaced workers, late starters, reverse transfers, re-degreed, guest, and occupational/license seeking students.
 - B. Create thorough teaching areas of focus to address learning styles and strategies, completion/goal attainment, assessment and predictive analytics through new technology.
- Objective 12.** Investigate, establish, implement and evaluate faculty professional development.
 - A. Continue to elaborate on the academic portion of the orientation.
 - B. Create a new faculty academy and a faculty leadership academy.
 - C. Encourage the use of best practices, continuing education, removal of barriers.
- Objective 13.** Investigate, expand all learning opportunities and support services through the use of contemporary technology tools. Develop a plan for implementation.
- Objective 14.** Create a student friendly flexible schedule for the academic year.

Strategic Outcome #3: Increase Student Involvement

Paragraph needed for final draft

Oakland Community College should:

Objective 15. Move to college-wide faculty to address the student needs and demands.

A. Break down internal barriers that inhibit cross-college conversations and internal collaborations.

Objective 16. Identify the “value” of student involvement to the college and community through the development of criteria for student activities. Included in this objective is the assurance that all students will have equal access to technology, student clubs, career planning, social media and student life, as well as opportunities for involvement with the external community through professional association involvement, mentoring, internships and service learning.

Objective 17. Review and incorporate an interactive, media-driven orientation.

Objective 18. Investigate, establish and evaluate a mandatory Career Planning course.

Objective 19. Create student activities that will embrace success and involvement.

A. Create programs like a Summer Readiness, Mandatory Orientation and Career Fairs that focus on skills and knowledge learned in academic programs, Bridge program, OCALP.

Strategic Outcome #4: Expand Community Engagement

Paragraph needed for final draft

Oakland Community College should:

Objective 20. Formalize and create a centralized office for the management of external partnerships, articulation agreements, service learning, Virtual College and Honors College through the Office of Academic and Student Affairs that assures accountability and transparency.

Objective 21. Build awareness and support of OCC events, programs and services, including cultural events and health services. Included in this objective is the education of political, community, business and industry leaders, as well as the community at large, about the role and importance of OCC.

A. Collaborate with College Marketing to create a list of talking points to inform external stakeholders.

B. Collaborate with College Marketing to seek innovative ways to build support for OCC events and services.

Objective 22. Build awareness and support for the Foundation, as well as solicit the support from the Foundation.

Objective 23. Create a centralized office for External Stakeholders Engagement within which an Alumni Network can be established. Included in this objective are the following: create a clear focus on External Stakeholder Engagement; set College-wide priorities that create a college-wide agenda; establish who will set the vision; set a clear integration of the college resources to leverage these stakeholders; and identify and share information about critical external stakeholder groups.

Objective 24. Promote life-long learning.

Strategic Outcome #5: Optimize Use of Resources

Paragraph is needed for final draft

Oakland Community College should:

Objective 25. Create a centralized office for institutional planning which will develop a framework of institutional planning, improve communication, transparency and accountability, develop a clear vision for student success, define links between CAMP and other institutional planning, and develop an annual assessment of progress in meeting college outcomes.

Objective 26. Inventory, assess current resources and project future needs for academic, human resources, technology, facilities and financial services.

A. Develop academic summaries that inform the HR, IT, Facilities, Health/Safety, Budget, Financial Services and External Affairs Master Plans.

B. Review, plan, integrate technology and its use for universal needs.

Objective 27. Review, collect and establish a searchable, accessible web page containing data, policies, practices, procedures and pilots.

Objective 28. Establish an Enrollment Management Plan that will review, edit and publish OCC's Open Door Policy, investigate and define OCC's capacity for delivery of services; develop a process for implementation of long-range plans for each area; develop student retention plans for tech and credit programs that facilitate graduation.

Objective 29. Establish academic direction.

A. New curriculum structures (credit to non-credit or non-credit to credit).

B. Create a First Year Experience.

C. Investigate and create a Developmental Education department to house Developmental Math, English and ESL.

D. Embed sustainability in the curriculum.

Members of the College Community Participating

Auburn Hills:

Syed Ahsan	Faculty – Engineering & Technological Sciences
Patrick Baldwin	Public Safety Sergeant
Deborah Bayer	Director of Emergency Services/CREST
Clarisse Bolduc	Program Manager – Economic & Workforce Development Services
Tom Boozer	Interim Dean – Academic & Student Services
Evelyn Chan	Faculty – Business
Linda Churchill	Administrative Specialist – Academic & Student Services
Marikay Clancy	Manager of Campus Academic Services
Jennifer Craft	Faculty - ESL
Niko Dawson	Director Workforce Development Services
Patricia Dolly	Campus President
Rick Driscoll	Faculty – Engineering & Technological Sciences
Shawn Dry	Co-Chair – CAMP Faculty – Social Science
Jeffrey Farrah	Faculty – Social Science
Gail Foster	Research Assistant
Philip Hale	Dean of Applied Technologies
Tony Hildebrandt	Faculty – Engineering & Technological Sciences
Kathie House	Coordinator of Placement Services & Cooperative Education
Laurie Huber	Athletic Director
William Isanhart	Faculty – Art & Humanities
Pamela Janczarek	Program Coordinator – Economic & Workforce Development Services
Tahir Khan	Faculty – Engineering & Technological Sciences
Barbara Konopka	Faculty – Health Professions & Technologies
Willie Lloyd	Director of Placement/Cooperative Education
Gail Mays	Counselor
Celeste McDermott	Adjunct Faculty
Katherine McMullen	Director Student Services
Jeremy Mertz	Faculty – Mathematics
Victoria Nikiforov	Faculty – English
Steve Ogg	Building Facilities Manager – Health & Physical Education
Anne Palmer	Learning Resources Technician
Janet Peart	Faculty – Mathematics
Judith Portwood	Learning Resources Technician
Heidi Renton	Bookstore Manager
Michael Robinson	Faculty – Academic Support Center
Cari Rummel	Faculty – English

Michelle Samtouni	Faculty – Social & Behavioral Science
Nancy Showers	Director of Institutional Research
Stephanie Spears-Boothe	Admissions Recruiter – Marketing
Suba Subbarao	Faculty – English
Henry Tanaka	Dean – Academic & Student Services
Deborah Taylor	Oakland County Tech Prep Consortium Director
Gheorghita Tres	Faculty – Arts & Humanities
Audra Westberg	Business Services Manager

District Office/Pontiac Center:

George Cartsonis	Director College Communications
Marie Cooper	Student Services Specialist
Mary Anne Cotton	Administrative Assistant
Pamela Dorris	Director Professional Development & Training
Chuck Flagg	Director Client Technology Services
Andy Hillberry	Chief Information Officer
Selvia Hines	Administrative Assistant – Marketing
Richard Holcomb	Co-Chair – CAMP Vice Chancellor of Academic & Student Affairs
Julie Jurmo	Training Assistant – PDTC
Alkinie Lewis	Secretary – Enrollment Services
Steve Linden	College Registrar
Carla Mathews	Dean of Enrollment Services
Sharon Miller	Vice Chancellor External Affairs
Robert Montgomery	Executive Director, Infrastructure
Leanne Nadlicki	Administrative Specialist – Enrollment Services
Renee Oszust	Budget Analyst
Cissie Patterson	Training Assistant – PDTC
Wilma Porter	Director Student Financial Resources & Scholarships
Janet Roberts	Executive Director – Marketing
Cathy Rush	Chief Human Resources Officer
Michael Schmidt	Manager, Environmental Health & Safety
Mary Ann Sheble	Dean of Libraries
Laura Summerfield	Administrative Specialist
Cynthia Tanner	Director Foundation
Kelly Taylor	Administrative Specialist – Physical Facilities

Highland Lakes:

Kirstine Evans	Counselor
Elaine Fett	Counselor
Sally Hanna	Dean – Academic & Student Services
Naela Jadoun	Adjunct Faculty
Robert Lamphear	Faculty – English
Gina Mandas	Faculty – Communications/Humanities
Gordon May	Campus President
Cathey Maze	Dean – Academic & Student Services
Gayle Mazzocco	Faculty – Health Professions & Technologies
Janine McKay	Program Coordinator – Massage Therapy
Lori Przymusinski	Interim Dean – Nursing
Karen Robinson	Faculty – Communications/Humanities
Lawrence Stark	Faculty – Communications/Humanities
Mary Ston	Faculty – Business

Orchard Ridge:

Rhonda Brown	Counselor
Phyllis Curtis-Tweed	Dean – Academic & Student Services
Diann Dupuis	Administrative Specialist
Kenneth Faulk	Theater Manager
Anthony Ingram	Dean – Academic & Student Services
Marilynn Kokoszka	Faculty – Human Sciences
Brenda Lowery	Bookstore Manager
Mary Ann McGee	Faculty – Psychology
Vicki McNiff	Counselor
John Mitchell	Faculty – English
Lisa Nemitz	Faculty – Academic Support Center
Dennis North	Faculty – Fine & Performing Arts
Michelle Pergeau	Faculty – Fine & Performing Arts
Dale Rohrbach	Academic Support Coordinator
Peter Schade	Faculty – Fine & Performing Arts
William Schanerberger	Faculty – CIS
Mary Jo Schuster	Counselor
Jackie Shadko	Campus President
Kelli Van Buren	Director of Student Services
Timothy Walter	Dean – Academic & Student Services
Sherie Wells	Faculty – Physical Education

Royal Oak/Southfield:

Samvel Babasyan	Faculty - Mathematics
Stacy Charlesbois-Nordan	Faculty – Libraries
Dennis Choinere	Instructional Technologist
Charlott Couch	Faculty – ESL
Lloyd Crews	Dean – Academic & Student Services
Aletia Droba	Faculty – Philosophy
Steve Hardin	Bookstore Manager
Thomas Hendricks	Manager of Campus Academic Services
Stacey Jackson	Coordinator of Student Development
Darlene Johnson-Bignotti	Librarian
Laura Kendall	Faculty – Humanities
Marcia Kosovec	Academic Support Coordinator
Mary Kay Lawless	Counselor
Karen Lee	Faculty – Mathematics
David Mathews	Dean – Academic & Student Services
Judith Matteson	Faculty – CIS
Cindy Mooty-Hoffman	Faculty – English
Caroline Oneill-Nacy	Director DMS & RAD – Health Professions & Technologies
Alan Paulson	Faculty – Humanities
Wanda Pernell-Harris	Academic Support Coordinator
Steve Reif	Campus President
Crystal Sanford-Brown	Childcare Coordinator
Susan Spelker	Bookstore Assistant
Beverly Stanbrough	Dean – Academic & Student Services
David West	Faculty – Science