

OAKLAND COMMUNITY COLLEGE®

2009 – 2013  
STRATEGIC PLAN

**“Learning is our only  
priority”**

April 2009

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Clarence Brantley  
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Gerry Faye  
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## **2009 – 2013 STRATEGIC PLAN OAKLAND COMMUNITY COLLEGE**

### **“LEARNING IS OUR ONLY PRIORITY.”**

#### **Background**

Oakland Community College was established in 1964 to expand opportunities for Oakland County residents to pursue postsecondary education. The College is a comprehensive two-year institution of higher education serving academic transfer students, career-focused students and individuals seeking personal enrichment.

Oakland Community College is the largest of Michigan’s 28 community colleges and one of the top thirty in the country, with an annual enrollment of over 74,000 students. The College offers more than 100 two-year degrees and 45 certificate programs. It has the state’s largest freshman class and the 3rd largest undergraduate enrollment, following The University of Michigan and Michigan State University.

The College has five campuses—each of which is the size of the average community college across the country—and two administrative centers in Oakland County.

With nearly 890 full-time employees and almost equal numbers of part-time staff and adjunct faculty, OCC is one of Oakland County’s larger employers. It has an annual operating budget of \$160 million and contributes over \$25 million to the regional economy.

The College is the largest provider of workforce training in the state and is a leader in the economic development of Oakland County and southeastern Michigan. The College also has the largest Nursing and English as a Second Language programs in the State.

The College founders were determined to create the best community college in the nation. The College gained national attention immediately upon opening its doors in 1965 with a record community college initial enrollment of 3,860 students. Shortly thereafter, the College again received national attention when it adopted a unique teaching system that used multi-media to meet the individual learning needs of the students. The College most recently gained national attention with the establishment of its Combined Regional Emergency Services Training (CREST) Center, the only facility of its kind in the country for combined scenario-based training for emergency first responders.

Through the years, learning has continued to be the focus of the College. By combining high-quality education with affordable tuition, OCC has been able to attract and retain a student body ranging in age from 15-90, with highly diverse backgrounds, academic preparation and life experiences. Over 700,000 students have attended classes at OCC.

## **Strategic Planning at Oakland Community College**

Strategic planning at Oakland Community College focuses on the planning process instead of the plan itself. Focusing on the plan only works if the environment is stable and forecasting is accurate. The environment in which OCC operates is dynamic, complex and unpredictable. To remain relevant, the College must identify opportunities for growth and innovation, seeking out new opportunities and rapidly respond to the needs of its constituents.

Planning at OCC is an inclusive process that uses decision-making tools to provide a multidimensional view of the organization now and in the future. Taking into account external opportunities, external and internal constraints, internal capabilities and the values of its key constituents, the planning process addresses three strategic questions:

- Where are we now?
- Where do we want to go?
- How will we get there?

### **2009-2013 Strategic Planning Process**

#### **Notable Features of the Process**

There were five notable features of the 2009-2013 planning process:

1. The planning process simultaneously focused on the individual campuses and the College as a whole. This bottom-up, top-down approach was chosen because it will increase the likelihood that the components of the Strategic Plan will be implemented over its five-year span.
2. The planning process was not only mission-driven, but data-driven as well. Campuses and the College Planning Council relied on data from many external as well as internal sources to develop their strategic outcomes and goals.
3. The process was characterized by a high degree of collaboration between the administration and the faculty, in accordance with the shared governance model that is used by the College.
4. The planning process was inclusive of all College stakeholders. Every attempt was made to provide opportunities for input from external and internal sources.
5. The strategic plan has measurable outcomes that will be linked to a series of key institutional performance indicators. These indicators will be used at a policy level to track the progress of implementing the Strategic Plan.

#### **Bottom-Up, Top Down Approach**

In the previous two planning cycles, the College used a top-down approach to planning. Without significant input and buy-in at the campus level, there were some difficulties

implementing elements of the strategic Plan. One of the recommendations from the 2002-2007 planning cycle was the use of the top-down, bottom-up approach, which recognizes the key role the campuses play in fulfilling the mission and purposes of the institution.

Figure 1 depicts how the planning process was implemented.

The recommended outcome from 2002-2007 that drove the current planning process was one that called for the development of an Academic Master Plan by the end of that planning cycle. At that time, the College Planning Council (CPC), which oversees the strategic planning process, referred the recommendation to the Academic Senate. The Senate established the College Academic Master Plan Committee to implement the recommendation. The Committee asked campuses to develop individual academic plans and submit them to the College Senate through their campus senates.

Campus academic plans were created and consolidated into four academic strategic outcomes; objectives were identified for each outcome. Concurrently, the College Planning Council identified four non-instructional outcomes for 2009-2013. The four non-instructional outcomes were later reduced to one, based on feedback from internal and external constituents which recognized that several of the non-instructional outcomes were subsumed under the remaining outcome.

Using the academic plans and the strategic outcomes and objectives identified by CPC as the basis, the campuses started working on their individual campus master plans, developing goals, objectives, strategies and action plans for each of their objectives.

The College Planning Council solicited input from the Board of Trustees and internal and external stakeholders on the proposed goals and objectives. The plan will be submitted to the Board of Trustees for approval in May of 2009.

Once the Board of Trustees approves the Strategic Plan, campuses will align their individual master plans to the College Strategic Plan. CPC will monitor the implementation of the College Strategic Plan. The Board of Trustees will monitor the College's progress in achieving the desired strategic results.

### **Research-based**

Data were collected and analyzed from myriad sources, both internal and external to the College. A bibliography of sources is included as Appendix A.

### **Collaborative Planning**

The College Planning Council, the College Academic Senate and the Chancellor's Cabinet were all involved in strategic planning. Under our shared governance model, the Academic Senate took responsibility for the academic planning activities. The College Planning Council managed the planning process. The Chancellor's Cabinet addressed policy issues affecting, or affected by, the Strategic Plan.

### **Stakeholder Involvement in the Planning Process**

All constituent groups of Oakland Community College were invited to participate in the strategic planning process for 2009-2013, either in person or electronically. Planning sessions were held for the Board of Trustees, external stakeholders, students and faculty and staff.

In addition, the OCC Board of Trustees participated in a visioning session during the Summer of 2007 to decide on the future of OCC over the next ten years. The Board identified the OCC of the future as a collaborative, high tech/high touch organization that offers courses anytime, anywhere; an organization that helps students who are academically underprepared to succeed; an organization that develops job opportunities, retrains the workforce and promotes lifelong learning. Their vision was a key consideration in drafting the 2009-2013 Strategic Plan.

Feedback on the first draft of the 2009-2013 Strategic Plan was solicited in January of 2008 at a community forum. The forum included members of the College's program advisory committees, collegewide advisory committees, Oakland County School Superintendents, presidents of colleges and universities in the area, members of the Workforce and Education Committee of the Oakland County Business Roundtable, local government officials and economic and workforce development staff. Of the 240 stakeholders invited to participate in the strategic planning review session, 72 attended and provided valuable feedback on the first draft of the Strategic Plan for 2009-2013. For those who could not attend the forums or focus groups, feedback on the plan was solicited electronically. A written synthesis of the event was prepared and distributed via the College's strategic planning web site.

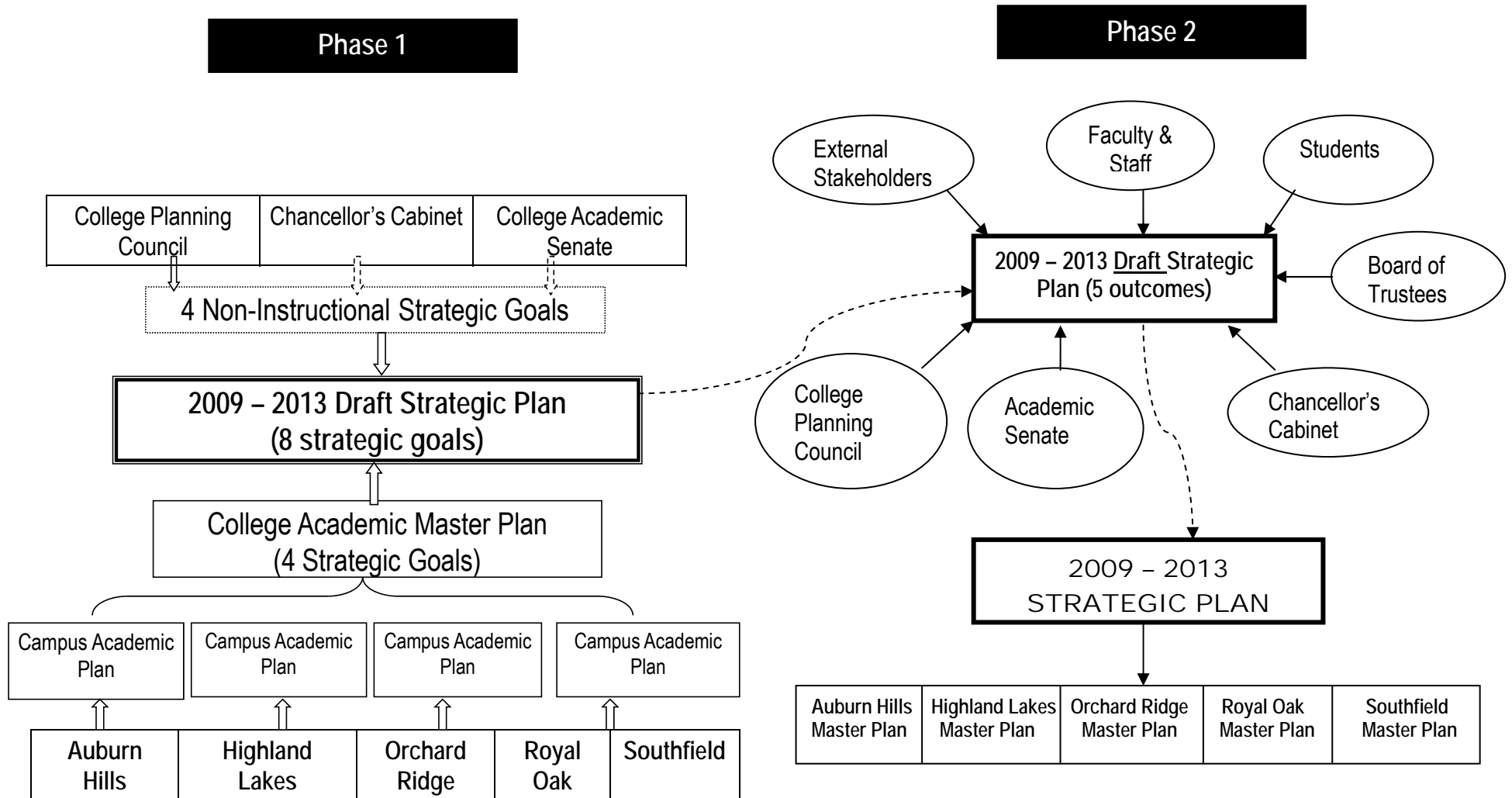
Site-based forums were held by the College Planning Council during late January of 2008 at all five campuses and the District Office to describe the strategic planning process and the proposed goals and objectives for 2009-2013. The forums were conducted by one faculty and one administrator from the College Planning Council. Written and electronic comments were solicited from all faculty and staff. The comments from the forums were included in the synthesis for the community forum.

Student focus groups were organized at two of the campuses during March of 2008. Half of the students invited participated and all campuses were represented. Students were asked to offer their opinions and/or feedback about each proposed strategic goal. Written summary reports were prepared for each event.

In November of 2008, a college-wide Visioning Summit was held with over 150 faculty, staff, students and Trustees in attendance. Additional participation was invited via the web. The result of the stakeholder input was a reaffirmation of the values of the College and its strategic vision over the next five years. Proceedings of the Visioning Summit were published electronically for the college community.

# 2009-2013 Strategic Planning Process

Figure 1



College Planning Council held several day-long strategic planning retreats, which culminated in the renaming of strategic goals to strategic outcomes, and the reduction of strategic outcomes from eight to five.

In the Spring of 2009, the Strategic Plan was finalized and reviewed by the College Planning Council before being submitted to the Board of Trustees for acceptance.

### **Measurable Outcomes**

The strategic plan defines three types of success: student success, community success and institutional success. Once the Strategic Plan is approved by the Board of Trustees, the College Planning Council will identify key institutional performance measures, supported by a measurement framework which will link internal measures to external benchmarks so that the measures are meaningful and aligned with what we will be doing. Accountability measures will also be built into the framework.

### **Timetable for Planning Process**

#### **2007**

- April - Academic Plans Developed by Each Campus
- May - College Academic Master Plan Developed by Senate
- June - Visioning Exercise for Board of Trustees
- September - CPC Endorses College Academic Master Plan
- October - BOT Review of 2002-2007 Goals

#### **2008**

- January - BOT reviews 2009-2013 Strategic Goals and Objectives; site-based forums were held; external stakeholder event held
- March - Student focus groups
- August - CPC Retreat
- November - Visioning Summit

#### **2009**

- February - Strategic Plan Timeline Presented to Board
- March - CPC finalizes 2009-2013 Strategic Plan
- April - Academic Senate approves 2009-2013 Strategic Plan
- May - 2009-2013 Strategic Plan is Presented to Board for Acceptance

### **Strategic Planning Principles for 2009 - 2013**

The College Planning Council adopted five principles in designing the strategic plan.

1. The plan would be manageable and realistic
2. There would be a limited number of outcomes



3. There would be a limited number of key institutional performance indicators
4. The planning process would be inclusive and
5. The planning process would be dynamic.

### **Environmental Trends**

Over the next five years, Oakland County and southeastern Michigan will continue their transition from a manufacturing economy heavily reliant on the domestic auto industry, to a knowledge-based economy. Leveraging strengths in research, engineering and manufacturing, Michigan and Oakland County have developed and will implement plans to attract and retain high-wage, high-skill, high-demand jobs, many of which will come from other countries around the world.

Higher education will be challenged by a student body that lacks basic academic and work skills, retirees seeking retraining for “encore” careers, recent immigrants who will need supplemental language and cultural education and a declining resource base. Since knowledge-based jobs require highly skilled workers, the need for continuous training poses new challenges for employers and workers as well. The traditional higher education model is not sufficient to meet this demand. Educational curricula, delivery systems and credentialing must become more flexible, adaptable and accessible to meet the demands of Michigan’s new economy. The process must be seamless and transparent for the students. Degree completion will need to be accelerated through partnerships among local school districts, two-and four-year colleges and universities.

As an educational leader in southeastern Michigan, Oakland Community College envisions a future that responds to these career and educational realities. The College has developed strategic outcomes for the next five years that will allow it to (1) shape its academic programs and delivery options to enhance the academic enterprise, (2) design and implement programs to address and accommodate the needs of an increasingly diverse student body, (3) develop an educated citizenry prepared to meet the challenges of the 21st century, (4) be a leader in economic and workforce development and a partner in building a strong and vibrant community, and (5) strive for excellence in realizing its missions, managing resources effectively, and maintaining public trust.

### **Strategic Planning Components**

The purpose statement for this five-year plan is that “*Learning is our only priority*”. All of our resources will be focused on delivering or supporting learning, not just for students but for faculty, staff and the community. It is the College’s distinctive competence that cannot easily be matched or imitated.

### **Mission**

The College’s mission statement, which explains why the College exists, supports that statement:

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

### **Purposes**

We fulfill our mission through our six purposes, which are:

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.

### **Core Values**

Both internal and external stakeholders helped reaffirm what the College stands for.

- Oakland Community College is committed to student success, valuing its contribution towards transforming students from what they are to what they want to become.
- Oakland Community College is committed to serving the community by contributing to the economic well being of students and the County, making a difference in the lives of individuals and in the community, and promoting social justice by providing higher education access and opportunity to everyone.
- Oakland Community College is an institution which values the professional fulfillment for its faculty and staff through a shared sense of purpose, the growth of intellectual capital and high levels of professionalism.

- Oakland Community College is an institution which contributes to the personal fulfillment of its employees by creating an environment where individuals are recognized for their contributions to students, the institution and the community.

### **Strategic Outcomes**

It is the intent of Oakland Community College over the next five years to pursue five strategic outcomes in the categories of student success, community success and institutional success. Student success includes the areas of curriculum, student success skills and student engagement. Community success also includes the area of student engagement as well as external communities. Institutional success is directed at human, financial, physical and social capital.

### **Strategic Objectives**

The strategic objectives for 2009-2013 represent what the College hopes to achieve within the given timeframe. They are derived from and supported by the campus master plans.

### **Strategic Directions**

The 2009-2013 strategic directions are the key areas in which the College must excel in order to achieve its mission and deliver value to constituents, or they are areas where the College has sustainable competitive advantage.

The following chart (Figure 2) depicts the relationship of strategic outcomes, objectives and directions.

## 2009-2013 Strategic Outcomes and Objectives

Figure 2

	<b>STUDENT SUCCESS</b>		<b>STUDENT <i>AND</i> COMMUNITY SUCCESS</b>	<b>COMMUNITY SUCCESS</b>	<b>INSTITUTIONAL SUCCESS</b>
<b>STRATEGIC OUTCOMES</b>	<b>Curriculum</b>	<b>Student Success Skills</b>	<b>Student Engagement</b>	<b>External Communities</b>	<b>Human, Financial, Physical and Social Capital</b>
<b>STRATEGIC OBJECTIVES</b>	<p>The College will develop and innovatively deliver a curriculum that helps all students achieve their educational, social, personal, and professional goals. This curriculum will:</p> <ul style="list-style-type: none"> <li>• expand opportunities for students to transfer credits to other institutions;</li> <li>• respond to the career realities of the twenty-first century; and.</li> <li>• develop global awareness competencies.</li> </ul>	<p>The College will initiate and expand comprehensive programs that enable students to succeed in college level courses. These programs will include:</p> <ul style="list-style-type: none"> <li>• a comprehensive assessment of student learning;</li> <li>• a college-wide developmental education initiative.</li> </ul>	<p>The College will enhance students' connection to their campus community in order to aid their academic success. These connections will include:</p> <ul style="list-style-type: none"> <li>• a comprehensive student-college communication system; and</li> <li>• curriculum-generated and student life activities that encourage involvement in the campus and community.</li> </ul>	<p>The College will build stronger alliances with the external community to help students meet their educational goals, to support program development, and to drive the economic, social, and cultural transformation of our communities. These alliances will:</p> <ul style="list-style-type: none"> <li>• integrate OCC with K-12, 4 year, and post graduate educational institutions;</li> <li>• reflect a broad spectrum of community connections; and.</li> <li>• develop broader global connections.</li> </ul>	<p>The College will maximize its human, financial, physical and social capital to optimize student learning and to maintain a sustainable operating environment.</p>
<b>STRATEGIC DIRECTIONS</b>	<p><b>TRANSFER PROGRAMS</b></p> <ul style="list-style-type: none"> <li>▶ Liberal Arts</li> <li>▶ Human Services</li> <li>▶ Business</li> </ul> <p><b>CONTINUING EDUCATION/LIFELONG LEARNING/WORKFORCE DEVELOPMENT PROGRAMS OF PROMINENCE</b></p> <ul style="list-style-type: none"> <li>• Health</li> <li>• Technology</li> <li>• Public Service</li> </ul> <p><b>GLOBAL AWARENESS</b></p>	<p><b>COLLEGE READINESS</b></p> <p><b>CO-CURRICULAR PROGRAMMING</b></p> <p><b>ACADEMIC SUPPORT</b></p> <p><b>ASSESSMENT OF STUDENT LEARNING</b></p>	<p><b>CO-CURRICULAR PROGRAMMING</b></p> <p><b>CIVIC AND SOCIAL RESPONSIBILITY</b></p>	<p><b>TRANSFER PROGRAMS</b></p> <ul style="list-style-type: none"> <li>▶ Liberal Arts</li> <li>▶ Human Services</li> <li>▶ Business</li> </ul> <p><b>CONTINUING EDUCATION/LIFELONG LEARNING/WORKFORCE DEVELOPMENT</b></p> <p><b>GLOBAL AWARENESS</b></p> <p><b>K-12 RELATIONSHIPS</b></p>	<p><b>PLANNING AND BUDGETING DRIVEN BY STUDENT LEARNING</b></p>

## Appendix A

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