

## **Reactions and comments from Orchard Ridge Academic Senate General Meeting 12 April 2012 as requested**

- ***It is our assumption that editing, checking the accuracy and suggesting alternative outcomes was the work of what is a first and admittedly incomplete master plan***
- ***After a lengthy and unsystematic consideration of the 29 outcomes we have a collection of reactions and specific examples of what might make the document more useful and they are included within this document***
- ***From the beginning we suggest that there are style issues with a declarative voice that at times seems inappropriate for the purpose of the document (“. . . plan will gather no dust on dark shelves. . .”)***
- ***The document overall seems thrown together and at time the “stick-in” nature of some inclusions leads us to conclude that the writing and organization need serious editing by a knowledgeable person or persons***
- ***The document makes statements without regard to what currently exists and is in play within the college.***
- ***The document is disappointing to the OR Senate for is lack of consideration even avoidance of any inclusion of shared governance in this Master Plan.***
- ***There is little if any reference to the work of ReDesign or other major work using traditional Senate sources***
- ***One repeating reaction was “What is the role of CAMP?” as it currently exists representing all campuses and all levels of the academic community.***
- ***The number of us who attended the input meetings could not figure how some of the items (designated within this document) ended up on the list.***
- ***We noticed that Discipline input for specific areas objectives was not mentioned as a valuable source***

### **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

*No problem with these five.*

- 1 Offer Quality Academic Programs
- 2 Promote Student Success
- 3 Increase Student Involvement
- 4 Expand Community Engagement
- 5 Optimize Use of Resources

## ***The bold below brought out comments from the OR Senate***

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.

- ***Why was this the plan?***
- ***Why was this the process?***
- ***Who chooses the team?***
- ***Whose agenda will be highlighted?***
- ***Input sessions were not representative of those who need to be involved and the results indicate the lack of information of what is actually going on in the academic areas of the college***
- ***The Senate standing committee CAMP considers itself "blindsided" with the last minute schedule of meeting and lack of consultation***

**Only objective #5 was a source of concern as reflected by those attending (approximately 30-35). This the format used in the OR Senate discussion.**

### **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.**

## **Looking for gaps, clarifications & prioritization**

*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.

- *Questions on rewriting Academic Standards were many*
- *What does this mean? New academic standards!*
- *Raising cut scores was the conclusion without further information*
- *Needs Discipline input*

**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 21<sup>st</sup> -century learning tools.

B. Provide training for the service areas with assessment methods to better understand what needs to be provided to students.

**gaps, responsible people & prioritization????**

## Outcome 2

*Only objectives #8, #9, #11& #14 were a source of concern as reflected by those attending the OR Senate discussion.*

*Additionally the outcome that  
 “the College communicate better with students”  
 was introduced as a gap in the promote student success outcome.*

### **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.****

- *This appears to be a case of unrelated stick -in*

**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 program (effectiveness), and all academic programs.**

- *This seems like a shopping list*
- *“Implementation” of what with such a wide list*
- *This has contract implications*
- *Perhaps an evaluation of the data from the “Achieve the Dream” would be best before referencing it as a model*
- *“Building on the work done on these areas over the past five years might be the basis as we move ahead*

**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.**

- *Do we not have these already?*
- *What is meant by this jargon? Sounds like Workforce Development selling. Clarify the language.*

**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.**

- *This produced a good deal of general comment as to what is meant*
- *Do we not have opportunities for this currently?*
- *Do we mean changing the semester setup or students writing their own schedules or times as they want them?*
- *What evidence exists that the schedule is inflexible?*
- *STUDENT response & question: "We already have flexibility. What isn't flexible now?"*
- *This is a contract issue; a bargaining issue*

gaps, responsible people & prioritization???

## Outcome 3

*Only objectives #15 & #18 were a source of concern as reflected by those attending the OR Senate discussion.*

**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.
- *This brought an enormous amount of comment none of which supported the concept*

First draft 3/22/12

- *What purpose does this serve concerning student learning?*
- *Where does the student need come into this*
- *The college needs to foster partnerships within the institution*
- *This would undermine a good system and introduce the “adjunct” mentality of moving from place to place leading to a homelessness both for faculty and students trying to contact their instructors who are on the road driving to another destination*
- *Where in the world does this come from? No one could recall such a conversation in any of the meetings*
- *Students need faculty available for their issues*
- *The seeming benefits might be met with the technology that we currently use for communication across the county. The barriers to internal collaboration has little to do with location*
- *Hardly an efficiency or savings for the college*
- *Undermines the representative structure of the Senate*
- *This seems already in place with recent ASC listing*
- *There is a difference between being a college employee and moving about the college*

**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.**

- *For whom?*
- *We already have such a program! No need to establish one*
- *Why mandatory?*
- *Is this a workforce development idea*

**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.

**gaps, responsible people & prioritization???**



**None of these objectives were a source of concern to those attending the OR Senate discussion.**

## **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.**

**gaps, responsible people & prioritization?????**

**All of these objectives were generally a source of concern as reflected by those attending the OR Senate discussion. The last #29 was another with much comment and one specific rewrite to reflect our point of view.**

- **All of the objectives #25-29 lead to the question of how and who these might be accomplished**
- **There is no evidence of any shared governance within the objectives**
- **Too vague**
- **Shopping list of items without reference to responsible parties leading to the general concern about “work groups” and implementation teams in the process section coming full circle to original comments**

### **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.

- *Is there not to be Discipline direction in “establishing academic direction”?*
- *What does “A” mean? Seems like another workforce initiative*
- *“B” was supported in light of the amount of work already done*
- *On “C”, why lump all these together*
  - *Why not “investigate the creation of. . .” instead of giving the result “create” before investigation?*
  - *Where is Disciplines contact and consideration of what has been done already appear/*
  - *We are proud that we have not “ghettoized” our developmental education unlike many other institutions. This seems to head toward that approach.*
  - *Bargaining issue*
- *“D” does not recognize the level of inclusion of sustainability already existing within the curriculum*
- **SUGGESTED REWORDING TO SHOW HOW “D” MIGHT BE IMPROVED:**
  - **Continue to embed sustainability into the curriculum and reflect best practices throughout college resource management**
- *Why was sustainability singled out here? Another shopping list?*
- *What about diversity or global awareness or any of the General Education outcomes?*

**FINAL OBSERVATIONS:**

- *In general this seems less a plan than a collection of trendy education language*
- *The structure to focus around the five areas is sound*
- *The vague unfocused language doesn’t inform others not attending these input sessions*
- *Say what you mean*
- *The draft document is in need of serious editing, clarification winnowing to make it coherent*
- *The conversation led to a motion from the OR Senate:  
“Seeking clarity through the use of the established proper processes, the Orchard Ridge Senate moves that this draft document of the Oakland Community College-wide Academic Master Plan 2012-2017 go to the College Academic Master Planning Committee for editing, revisions and solicitation of additional feedback*