



OAKLAND
COMMUNITY
COLLEGE

Memo

To: Patsy Fulton, Chancellor
Dan Jaksen, Vice Chancellor for Planning & Development

From: Kay Palmer, Research Analyst
Institutional Planning & Analysis

Subject: 1994-96 College Strategic Directions and Operational Plans

Date: September 6, 1994

In order to facilitate understanding of the focus of the 1994-96 operational plans developed by the College, we have compiled a second report categorized by strategic direction rather than College area. We believe that this will help to identify common themes in the strategies and objectives developed by different groups and will present a more coherent picture of the direction of the College as a whole. In addition, this format identifies more clearly duplication of effort or conflicting strategies.

We are continuing to look at new ways to present this report in order to make it easier for the college community to use it constructively and would welcome further comments from you. At the present time copies of this second report are being distributed only to you. If you would like copies sent to anyone else, please let us know. As always, if you have any questions or comments, please contact us at 7746.

**OAKLAND COMMUNITY COLLEGE
1994-96 REPORT ON OPERATIONAL PLANS
CATEGORIZED BY STRATEGIC DIRECTION**

AUGUST 1994

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OCC-VISION/VALUE STATEMENT

Oakland Community College is a dynamic, accessible, learning-centered community dedicated to excellence. This community values:

- Shared responsibility, open communication, collaboration;
- Personal empowerment, integrity, ethical commitment;
- Diversity, global awareness, responsiveness to community needs.

OAKLAND COMMUNITY COLLEGE COLLEGE STRATEGIC DIRECTIONS (1994-96)

- I. OCC will be a student-centered learning community that places meeting the needs of all students as its first priority.
- II. OCC will be a student-centered learning community that fosters trust and mutual respect among all members by means of open, effective communication, and ethical behavior.
- III. OCC will be a student-centered learning community that values the contributions of its members to student social and intellectual growth.
- IV. OCC will be a student-centered learning community that provides a dynamic, coherent, competency-based curriculum responsive to student needs with appropriate assessment to maintain professional standards and meet community expectations.
- V. OCC will be a student-centered learning community that provides leadership and service to external communities.
- VI. OCC will be a student-centered learning community that identifies and responsibly utilizes the existing resources and acquires additional resources necessary to achieve the objectives of the College.
- VII. OCC will be a student-centered learning community that employs current technology and anticipates future technological developments to enhance learning and communication, internally and externally.
- VIII. OCC will be a student-centered learning community that places a high value on a safe and healthy environment.

I COLLEGE STRATEGIC DIRECTION

"OCC will be a student-centered learning community that places meeting the needs of all students as its first priority."

Auburn Hills:

1.1 SITE OBJECTIVE: Develop a campus marketing/recruitment program which will be responsive to diverse market needs, will produce ongoing market research, outreach activities, and an annual review of results achieved.

1.1.1 STRATEGY: Design and build a Welcome Center for new and current students which will allow "one-stop shopping" for many services and for the entrance process.

EVALUATION CRITERIA: The Welcome Center will be completed by September, 1994.

RESPONSIBILITY: Carlos Olivarez

BUDGET IMPLICATIONS: \$7,500 approximately for counter, signs, remodeling and wiring

INVOLVEMENT IMPLICATIONS: Counseling, Financial Aid, Placement/Coop, Enrollment Services and other departments as needed. This strategy has been discussed with them.

1.1.2 STRATEGY: Write, get approved, and have operational the marketing/recruitment plan.

EVALUATION CRITERIA: The marketing plan will be written, be in place, and be operational by September 1, 1994, with the first annual review by Spring, 1995.

RESPONSIBILITY: David Sam

BUDGET IMPLICATIONS: \$10,000 approximately for events, materials, and publications

INVOLVEMENT IMPLICATIONS: Financial Aid, Counseling, Academic Departments, Advanced Technology Center, Student Activities, and other staff and faculty.

1.2 SITE OBJECTIVE: Develop a coordinated campus retention program which will recognize and be sensitive to the needs of the diverse students at Auburn Hills, and will annually monitor the effectiveness of retention efforts.

1.2.1 STRATEGY: Survey current students for needs, perceptions, and services desired in order to develop retention strategies to meet their needs.

EVALUATION CRITERIA: First series of surveys completed and results compiled by November, 1994.

RESPONSIBILITY: Nancy Rudary

BUDGET IMPLICATIONS: \$1,000 approximately for copying and supplies

INVOLVEMENT IMPLICATIONS: PIPA, Counseling, Student Activities, Academic Departments, and faculty

- 1.2.2 STRATEGY:** Develop a retention plan based on surveys of current students and studies of successful retention programs at other colleges.
- EVALUATION CRITERIA:** Have retention plan in place by May, 1995.
- RESPONSIBILITY:** Steve Lesser
- BUDGET IMPLICATIONS:**
- INVOLVEMENT IMPLICATIONS:** Counseling, Enrollment Services, Financial Aid, Academic Deans, Academic Departments and Faculty, PASS, IIC, Student Activities, MTI
- 1.2.3 STRATEGY:** Develop a comprehensive orientation program for some or all students.
- EVALUATION CRITERIA:** New or revised orientation program in place by July, 1995. Measure student satisfaction with orientation before and after.
- RESPONSIBILITY:** Douglas Riddering
- BUDGET IMPLICATIONS:**
- INVOLVEMENT IMPLICATIONS:** Counseling, Enrollment Services, Financial Aid, Faculty, and Student Activities
- 1.2.4 STRATEGY:** Survey and measure current levels of staff friendliness and customer services. Identify methods by November, 1994. Choose methods by January, 1995. Measures made and compiled by Spring, 1995.
- EVALUATION CRITERIA:** Survey results compiled by Spring, 1995.
- RESPONSIBILITY:** Darrell Garth
- BUDGET IMPLICATIONS:**
- INVOLVEMENT IMPLICATIONS:** Deans, Supervisors, Classified Union, and Classified Staff
- 1.2.5 STRATEGY:** Develop and implement necessary staff development programs and training as well as other strategies to improve service based on outcomes of surveys and studies made.
- EVALUATION CRITERIA:** Staff development program in place by Winter, 1995. Measurable improvements in student satisfaction on surveys.
- RESPONSIBILITY:** Richard Tillman
- BUDGET IMPLICATIONS:** \$1,000
- INVOLVEMENT IMPLICATIONS:** Deans, Supervisors, Classified Union, and Classified Staff

Highland Lakes:

1.1 SITE OBJECTIVE: Expand the current Highland Lakes Enrollment Management Plan focusing on implementing marketing, enrollment, retention, research and evaluation strategies

1.1.1 STRATEGY: Revise as needed the current Enrollment Management Plan that focuses on the areas of marketing, enrollment, retention, and evaluation/research

EVALUATION CRITERIA:

Increase (from academic year 93-94) sch's and student headcount beginning F, '94

Increase (from academic year 94-95) sch's and student headcount beginning F, '95

Maintain a 76% Student Return Rate between Fall and Winter Semesters for 94-95 and for 95-96

Increase High School penetration for the Highland Lakes Campus from 23.6% to 24.5% by F, '96

RESPONSIBILITY: The Campus Enrollment Management Team, chaired by Diane Zalapi, Enrollment Services Coordinator

BUDGET IMPLICATIONS: Budget resources for this strategy have been allocated for 94-95, and will be allocated in the 95-96 budget.

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

1.1.2 STRATEGY: Utilize Campus Enrollment Management Team with broad campus representation from Faculty, Administration, Classified, Maintenance, and Custodial Personnel to plan and implement strategies

EVALUATION CRITERIA:

Increase (from academic year 93-94) sch's and student headcount beginning F, '94

Increase (from academic year 94-95) sch's and student headcount beginning F, '95

Maintain a 76% Student Return Rate between Fall and Winter Semesters for 94-95 and for 95-96

Increase High School penetration for the Highland Lakes Campus from 23.6% to 24.5% by F, '96

RESPONSIBILITY: The Campus Enrollment Management Team, chaired by Diane Zalapi, Enrollment Services Coordinator

BUDGET IMPLICATIONS: Budget allocated for 94-95 will support these strategies

INVOLVEMENT IMPLICATIONS: This Strategy has been discussed with those involved.

1.1.3 STRATEGY: Implement the recently created emergency financial aid assistance program to deal with financial needs which, if not resolved, will cause students to drop out or fall into academic difficulty

EVALUATION CRITERIA:

Increase (from academic year 93-94) sch's and student headcount beginning F, '94

Increase (from academic year 94-95) sch's and student headcount beginning F, '95

Maintain a 76% Student Return Rate between Fall and Winter Semesters for 94-95 and for 95-96

Increase High School penetration for the Highland Lakes Campus from 23.6% to 24.5% by F, '96

RESPONSIBILITY: Jerry Self, Director of Campus Services,
Cathy Archer, Coordinator of Financial Aid

BUDGET IMPLICATIONS: The financial support of this fund will be supported by an aggressive fundraising effort

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

- 1.1.4 **STRATEGY:** Build cooperative programs and service relationships with the local school districts focusing on staff development activities, study skills for high school students, and teaching OCC classes at various high school sites throughout our feeder school districts

EVALUATION CRITERIA:

Increase (from academic year 93-94) sch's and student headcount beginning F, '94

Increase (from academic year 94-95) sch's and student headcount beginning F, '95

Maintain a 76 % Student Return Rate between Fall and Winter Semesters for 94-95 and for 95-96

Increase High School penetration for the Highland Lakes Campus from 23.6 % to 24.5 % by F, '96

RESPONSIBILITY: The Campus Enrollment Management Team, chaired by Diane Zalapi, Enrollment Services Coordinator

BUDGET IMPLICATIONS: Budget allocated for 94-95

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

- 1.1.5 **STRATEGY:** In the Fall, '94 Semester, coordinate and facilitate an area Educational Summit to discuss, brainstorm, and plan future cooperative activities with feeder schools' superintendents, counselors, principals, and teachers. This Summit will be held on the Highland Lakes Campus.

EVALUATION CRITERIA:

Increase (from academic year 93-94) sch's and student headcount beginning F, '94

Increase (from academic year 94-95) sch's and student headcount beginning F, '95

Maintain a 76 % Student Return Rate between Fall and Winter Semesters for 94-95 and for 95-96

Increase High School penetration for the Highland Lakes Campus from 23.6 % to 24.5 % by F, '96

RESPONSIBILITY: Sarah Serra, Academic Dean

BUDGET IMPLICATIONS: This strategy has been allocated in the current operating budget for the Campus

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

- 1.1.6 **STRATEGY:** Review the operation of the Financial Aid Office on the Campus, and to strive to complete all student aid requests in a timely fashion by providing consistent clerical help during its "crunch" processing period.

EVALUATION CRITERIA:

Increase (from academic year 93-94) sch's and student headcount beginning F, '94

Increase (from academic year 94-95) sch's and student headcount beginning F, '95

Maintain a 76 % Student Return Rate between Fall and Winter Semesters for 94-95 and for 95-96

Increase High School penetration for the Highland Lakes Campus from 23.6 % to 24.5 % by F, '96

RESPONSIBILITY: Cathy Archer, Coordinator of Financial Aid, Jerry Self, Director of Campus Services

BUDGET IMPLICATIONS: We will attempt to implement this strategy within normal operating budget limits.

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

1.1.7 STRATEGY: The Enrollment Services staff will support the efforts of the Counseling Department to organize and deliver a more effective information system recording students' goals and progress (VCR Project)

EVALUATION CRITERIA:

Increase (from academic year 93-94) sch's and student headcount beginning F, '94

Increase (from academic year 94-95) sch's and student headcount beginning F, '95

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Increase High School penetration for the Highland Lakes Campus from 23.6% to 24.5% by F, '96

RESPONSIBILITY: Sarah Serra, Academic Dean, Peter Grass, Highland Lakes Counselor

BUDGET IMPLICATIONS: Budget support will be provided through current budget applications

INVOLVEMENT IMPLICATIONS: This Strategy has been discussed with those involved.

1.1.8 STRATEGY: Increase the promotion of the College's Articulation Agreements and to increase the College's ability to provide OCC students and counselors up-to-date transfer information to senior institutions through the ARTSYS Transfer Program

EVALUATION CRITERIA:

Increase (from academic year 93-94) sch's and student headcount beginning F, '94

Increase (from academic year 94-95) sch's and student headcount beginning F, '95

Maintain a 76% Student Return Rate between Fall and Winter Semesters for 94-95 and for 95-96

Increase High School penetration for the Highland Lakes Campus from 23.6% to 24.5% by F, '96

RESPONSIBILITY: Richard Thompson, Counselor and Coordinator of the Transfer Center, Kenn Urban, Campus Recruiter

BUDGET IMPLICATIONS: These activities are already in the Transfer Center Budget

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

1.1.9 STRATEGY: Develop and implement action plan for the Highland Lakes PASS Program (Program for Academic Support) to assure that the program is in compliance with government regulations and to increase the number of Highland Lakes students who receive mentoring, tutorial and other academic support services.

EVALUATION CRITERIA:

Increase (from academic year 93-94) sch's and student headcount beginning F, '94

Increase (from academic year 94-95) sch's and student headcount beginning F, '95

Maintain a 76% Student Return Rate between Fall and Winter Semesters for 94-95 and for 95-96

Increase High School penetration for the Highland Lakes Campus from 23.6% to 24.5% by F, '96

RESPONSIBILITY: Sarah Serra, Academic Dean

BUDGET IMPLICATIONS: This increased activity will be supported by the current Campus budget and state program funding.

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

- 1.1.10 STRATEGY:** Increase the activities of the Tech Prep Health Team by establishing a Health Occupations Council, implementing Health Career Fairs for high school students, and increase the number of high school students in Tech Prep Health Programs

EVALUATION CRITERIA:

Increase (from academic year 93-94) sch's and student headcount beginning F, '94

Increase (from academic year 94-95) sch's and student headcount beginning F, '95

Maintain a 76% Student Return Rate between Fall and Winter Semesters for 94-95 and for 95-96

Increase High School penetration for the Highland Lakes Campus from 23.6% to 24.5% by F, '96

RESPONSIBILITY: Dr. Nadia Boulos, Dean of Nursing and Allied Health

BUDGET IMPLICATIONS: This increased activity will be supported by the current Campus budget and governmental funding

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

- 1.1.11 STRATEGY:** Increase the presence of four-year college programs and opportunities on the Highland Lakes Campus for the area students; also, establish dual enrollment and additional articulation agreements with four-year colleges

EVALUATION CRITERIA:

Increase (from academic year 93-94) sch's and student headcount beginning F, '94

Increase (from academic year 94-95) sch's and student headcount beginning F, '95

Maintain a 76% Student Return Rate between Fall and Winter Semesters for 94-95 and for 95-96

Increase High School penetration for the Highland Lakes Campus from 23.6% to 24.5% by F, '96

RESPONSIBILITY: Dr. Nadia Boulos, Dean of Nursing and Allied Health, Susan Murdock, Academic Dean, Sarah Serra, Academic Dean, Richard Thompson, Counselor and Coordinator of the Transfer Center

BUDGET IMPLICATIONS: This strategy will be supported in the current Campus budget

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

- 1.1.12 STRATEGY:** Increase the Child Care Center services by introducing and implementing a service volunteer program complemented by an inter-generational volunteer program for Spring, 1994

EVALUATION CRITERIA:

Increase (from academic year 93-94) sch's and student headcount beginning F, '94

Increase (from academic year 94-95) sch's and student headcount beginning F, '95

Maintain a 76% Student Return Rate between Fall and Winter Semesters for 94-95 and for 95-96

Increase High School penetration for the Highland Lakes Campus from 23.6% to 24.5% by F, '96

RESPONSIBILITY: Shelly Moss-Brooks, Highland Lakes faculty member and Coordinator of Day Care Program

BUDGET IMPLICATIONS: This strategy will be supported in the current Campus operating budget

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved

1.2 SITE OBJECTIVE: Develop and implement a comprehensive diversity plan for the Highland Lakes Campus

1.2.1 STRATEGY: Submit a Diversity Plan which focuses on recruitment, assessment, training, and awareness raising. This plan should also include a more effective use of the student support services (student activities) to assist in the social integration of students into the campus culture and to contribute to each student's personal growth and satisfaction.

EVALUATION CRITERIA: Through the use of a survey:

Demonstrate a heightened awareness of values and beliefs related to diversity by Spring, 1996

Demonstrate increased faculty/staff/student participation in diversity awareness/celebration programs by Spring, 1996. Increase ethnic enrollment at Highland Lakes Campus by 3% by Spring, 1996

RESPONSIBILITY: Campus Cultural Committee, currently chaired by Diane K. Zalapi, Velma Jones, Student Activities Coordinator

BUDGET IMPLICATIONS: Potential budget implication of \$500 per year for programming and training

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

1.2.2 STRATEGY: Conduct an Opinion and Experience Survey to assess faculty and staff "comfort zones" related to diversity (Fall, 1994)

EVALUATION CRITERIA: Through the use of a survey:

Demonstrate a heightened awareness of values and beliefs related to diversity by Spring, 1996

Demonstrate increased faculty/staff/student participation in diversity awareness/celebration programs by Spring, 1996. Increase ethnic enrollment at Highland Lakes Campus by 3% by Spring, 1996

RESPONSIBILITY: Campus Cultural Committee, currently chaired by Diane K. Zalapi

BUDGET IMPLICATIONS: Potential budget implication of \$500 per year for programming and training

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved

1.2.3. STRATEGY: Sponsor three campus diversity training workshops for faculty and staff per year and measure attendance over a two-year period beginning Fall, 1994

EVALUATION CRITERIA: Through the use of a survey:

Demonstrate a heightened awareness of values and beliefs related to diversity by Spring, 1996.

Demonstrate increased faculty/staff/student participation in diversity awareness/celebration programs by Spring, 1996. Increase ethnic enrollment at Highland Lakes Campus by 3% by Spring, 1996

RESPONSIBILITY: Campus Cultural Committee, currently chaired by Diane K. Zalapi

BUDGET IMPLICATIONS: Potential budget implication of \$500 per year for programming and training

- INVOLVEMENT IMPLICATIONS:** This strategy has been discussed with those involved
- 1.2.4 STRATEGY:** Creation of more networks with community-based organizations such as the Urban League and the Lakes Area Diversity Council, possibly leading to joint cooperative projects.
- EVALUATION CRITERIA:** Through the use of a survey:
 Demonstrate a heightened awareness of values and beliefs related to diversity by Spring, 1996.
 Demonstrate increased faculty/staff/student participation in diversity awareness/celebration programs by Spring, 1996. Increase ethnic enrollment at Highland Lakes Campus by 3% by Spring, 1996
- RESPONSIBILITY:** Campus Cultural Committee, currently chaired by Diane K. Zalapi
- BUDGET IMPLICATIONS:** Potential budget implication of \$500 per year for programming and training
- INVOLVEMENT IMPLICATIONS:** This strategy has been discussed with those involved
- 1.2.5. STRATEGY:** Conduct a follow-up Opinion and Experience Survey to assess increased awareness - Winter, 1996
- EVALUATION CRITERIA:** Through the use of a survey:
 Demonstrate a heightened awareness of values and beliefs related to diversity by Spring, 1996
 Demonstrate increased faculty/staff/student participation in diversity awareness/celebration programs by Spring, 1996. Increase ethnic enrollment at Highland Lakes Campus by 3% by Spring, 1996
- RESPONSIBILITY:** Campus Cultural Committee, currently chaired by Diane K. Zalapi
- BUDGET IMPLICATIONS:** Potential budget implication of \$500 per year for programming and training
- INVOLVEMENT IMPLICATIONS:** This strategy has been discussed with those involved.
- 1.2.6 STRATEGY:** Improve special population participation at the Highland Lakes Campus by increasing access for physically handicapped, strengthening advisory councils, identify range of needs, and increase the recruitment activities for diverse students and staff.
- EVALUATION CRITERIA:** Through the use of a survey:
 Demonstrate a heightened awareness of values and beliefs related to diversity by Spring, 1996.
 Demonstrate increased faculty/staff/student participation in diversity awareness/celebration programs by Spring, 1996. Increase ethnic enrollment at Highland Lakes Campus by 3% by Spring, 1996
- RESPONSIBILITY:** Campus Cultural Committee, currently chaired by Diane K. Zalapi
- BUDGET IMPLICATIONS:** Potential budget implication of \$500 per year for programming and training
- INVOLVEMENT IMPLICATIONS:** This strategy has been discussed with those involved.
- 1.3. SITE OBJECTIVE:** Expand Nursing and Allied Health Programs to accommodate all candidates completing pre-requisites (Priority I)

1.3.1 STRATEGY: Develop and submit proposal and obtain approval for expansion of the Dental Hygiene Program at Highland Lakes starting Fall, 1994.

EVALUATION CRITERIA: Monitor the progression of students with Nursing or Allied Health designation toward completion of pre-requisites on a semester-by-semester basis. Follow the trends of the number of students completing the requirements relative to positions available in every program.

RESPONSIBILITY: Director/Coordinator Dental Hygiene Program, Dean of Nursing and Allied Health, President of Highland Lakes Campus

BUDGET IMPLICATIONS: Budget is pending completion of proposal

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved

1.3.2 STRATEGY: Develop and submit proposal and obtain approval for expansion of the ADN Program at Highland Lakes, starting Fall, 1995

EVALUATION CRITERIA: Monitor the progression of students with Nursing or Allied Health designation toward completion of pre-requisites on a semester-by-semester basis. Follow the trends of the number of students completing the requirements relative to positions available in every program.

RESPONSIBILITY: Nursing Director, Dean of Nursing and Allied Health, President of Highland Lakes Campus

BUDGET IMPLICATIONS: Budget allocated starting 1995

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

1.3.3 STRATEGY: Develop and submit proposal and obtain approval for starting MCL-PNE and ADN at Southfield Campus by March, 1995.

EVALUATION CRITERIA: Monitor the progression of students with Nursing or Allied Health designation toward completion of pre-requisites on a semester-by-semester basis. Follow the trends of the number of students completing the requirements relative to positions available in every program.

RESPONSIBILITY: Nursing Director, Dean of Nursing and Allied Health, President of Highland Lakes Campus

BUDGET IMPLICATIONS: Budget allocated starting 1995

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

Orchard Ridge:

1.1 SITE OBJECTIVE: The campus will internationalize its programs, services, and curriculum.

1.1.1 STRATEGY: Help create a campus community that recognizes and understands the importance of international education. Academic and Student Services will work with the academic department to re-design courses to integrate international perspectives; work with campus diversity committee to sponsor a series of educational activities that foster international education; and provide educational and financial support for the development of an ESL credit program.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective

RESPONSIBILITY: Dean Carol Brown

BUDGET IMPLICATIONS: Within existing appropriations

INVOLVEMENT IMPLICATIONS: Others are involved but this strategy has not yet been discussed with them.

- 1.1.2 **STRATEGY:** Continue to internationalize the bookstore's staff and increase a global perspective for the bookstore. Employ foreign born students as well as American students. Involvement in special days and months by providing special reading material, i.e. black history month, Native American month, women's history month. Possible involvement with a group of authors who provide a service for the homeless in our country.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective

RESPONSIBILITY: Bookstore staff: Adrienne Loftin, Barbara Derby, and Steve Hardin.

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: None

- 1.1.3 **STRATEGY:** Conduct at least one classroom session at the English Language Institute to assist eligible international students completing the Financial Aid application. Will contact the English Language Institute to identify eligible students and establish date(s) and time(s) for classroom visit.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective

RESPONSIBILITY: Enid Burnett

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: None

- 1.1.4 **STRATEGY:** Will attend campus student club meeting (at least one per semester) in order to elicit help in recruitment and retention of diverse students; continue to attend and promote campus diversity committee; visit at least two area foreign organizations to promote awareness of college/campus; and continue to attend diversity community functions to promote college/campus (e.g. Annual Jewish College Night).

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective

RESPONSIBILITY: Elaine Fett

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

1.1.5 **STRATEGY:** P.A.S.S. will provide tutorial support and counseling to all students who are in some way identified as being handicapped, academically disadvantaged, and those who have limited English proficiency. Other appropriate accommodations will also be made for handicapped students. These students may already be receiving services from the P.A.S.S. Department, or would be referred by faculty or other college departments. We will continue to provide tutoring, counseling, and other appropriate accommodations to students. Tutorial support will be provided by both professional and peer tutors. We would also like to offer seminars on learning strategies and identification of learning styles to academically disadvantaged students. The academic support coordinator will meet with each student individually to discuss his/her needs and appropriate services. Mid-semester progress reports will be sent out on all P.A.S.S. students to monitor progress.

EVALUATION CRITERIA: Successful completion of majority of strategies for this objective

RESPONSIBILITY: P.A.S.S. personnel

BUDGET IMPLICATIONS: Within existing budget

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

1.1.6 **STRATEGY:** The Counseling Department will continue to prepare itself to work with the rapidly growing body of international students and students from other nations/cultures who have immigrated to the Detroit area so that it can adequately help those students to meet their educational and career objectives. During the past year the Counseling Department has had several in-service training sessions with various experts on other cultures and the English Language Institute. Two counselors are members of the Campus Diversity Committee, and one currently chairs the committee. Several members have attended relevant conferences off-Campus from which they brought back materials and reports. Counselors have spoken to ELI classes about admission to and registration for regular OCC classes and are involved in the committee for improvement of services for International Students. Through one of its members the Department has been involved with the Mid-West Institute for International Students and Foreign Language. That same counselor is the Campus representative to the Michigan International Development Education Outreach Network, an organization which sponsors programs on international education. We will continue these and similar activities throughout this coming year.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective

RESPONSIBILITY: All full-time members of the Counseling Department

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

1.1.7 **STRATEGY:** Promote understanding among faculty and staff by providing information about multicultural topics and communicating ideas for effective instructional strategies. Develop a newsletter which addresses specific instructional strategies and/or focuses on specific information about various multicultural topics. Provide workshops to counselors and faculty about strategies which promote multicultural awareness. Develop a program for Speaker's Series--World Religions. Communicate procedures for ESL students enrolling at OCC. Increase enrollment of international students at OCC.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective.

RESPONSIBILITY: Scott Seppala, Carol Brown, Sue Wilkinson, Patty Briggs, John Bergman, and Helen Habib

BUDGET IMPLICATIONS: Approximately \$2,300 (possible additional staff member needed due to increasing enrollment)

INVOLVEMENT IMPLICATIONS: Others will be involved

1.1.8 STRATEGY: Through the OR Office of Student Activities (i.e. the Clubs and Organizations; including the International Club), the Campus Diversity Committee and programming in the Smith Theatre, programs, services and events will be continued and developed to support the social and intellectual needs of international students.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective.

RESPONSIBILITY: Jamie Mason, Helen Habib and Gail Adams

BUDGET IMPLICATIONS: Student Activities budget supports events and activities of International Club; Diversity Committee (to some degree); Smith Theatre programming funds not designated at this time.

INVOLVEMENT IMPLICATIONS: Clubs and Organizations: ESL; Smith Theatre; Womencenter; Service Learning; and Enrichment Center. This strategy has been discussed with them.

1.1.9 STRATEGY: Design staff development activities for various employee groups that focus on skills required for working with ESL populations. Fully implement ESL course offerings at the campus, with appropriate resources identified to support staff, instructional and student needs. Develop appropriate in-service activities for faculty to assist with the revision and expansion of curriculum and instructional methodology to reflect our international focus.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective.

RESPONSIBILITY: Academic and Student Services (Dean Mary Ann McGee)

BUDGET IMPLICATIONS: Within existing budget

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with them in part.

1.1.10 STRATEGY: We want to modify the music program so that we can reach out to the international community which we serve. We would like to see more foreign student-faculty exchanges in order to internationalize the campus and its programs. We would like to see an additional three to four hour credit graduation requirement, namely a course in world religions-world civilizations and in any of the foreign languages offered. As yet, not all OCC student avail themselves of these international experiences because they are not required in most of the Associate degree programs and curricula.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective.

RESPONSIBILITY: Humanities Department (Gary Scavnicky)

BUDGET IMPLICATIONS: Minor

INVOLVEMENT IMPLICATIONS: Others will be involved. This strategy has not yet been discussed with them.

- 1.1.11 **STRATEGY:** Provide tutorial support for ESL students in new ESL classes, reading and writing. Provide self-learning multi-media and computer support for ESL students. Continue contacts with Solihull Technical College, Solihull, England.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective.

RESPONSIBILITY: IIC Department

BUDGET IMPLICATIONS: Currently, ESL specific tutoring has been funded from a special grant. Little money has been spent in the past on ESL multi-media and computer programs. Additional money will be required for both tutoring and computer related support. Support for other courses may have to be cut.

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

Administrative Services:

- 1.1 **SITE OBJECTIVE:** Enrollment Management: This strategy will increase the number of financial aid applications processed and students enrolled.

- 1.1.1 **STRATEGY:** Review the Financial Aid Office procedures related to processing and completing student applications for aid.

EVALUATION CRITERIA: Documentation of current procedures and recommendations for improvements.

RESPONSIBILITY: Clarence E. Brantley

BUDGET IMPLICATIONS: No additional budget is needed to conduct the review. The recommendations, if executed, may have budget implications.

INVOLVEMENT IMPLICATIONS: Financial Aid Office staff, Financial Aid Director, Campus Presidents and Directors of Campus Services. The strategy has been discussed with them.

Chancellor's Office:

- 1.1. **SITE OBJECTIVE:** Provide direction for development of an experimental college plan.

- 1.1.1 **STRATEGY:** Seek grant funding; develop appropriate process for implementation; implementation process in place; college started.

EVALUATION CRITERIA: Funds to begin college in place and implementation by 1996.

RESPONSIBILITY: Chancellor to provide direction.

BUDGET IMPLICATIONS: No implication on existing resources; funds to be received from grant.

INVOLVEMENT IMPLICATIONS: Requires support from Grants office and interested faculty and administrators. Discussion has taken place.

Curriculum & Professional Development:

1.1 SITE OBJECTIVE: Promote uniformity of the Student Academic Success Plan (SASP) among all campuses where necessary, or equivalency where it is acceptable, and in the best interest of students.

1.1.1 STRATEGY: Continue to work with College SASP Committee and Subcommittees, Campus Deans, Registrar's Office and ITS.

EVALUATION CRITERIA: Submission of reports on all aspects of SASP including:

- Directed Admission Guidelines and Practices
- Developmental Education Activities
- Verified Counselor Record Program
- Career and Employment Services Activities
- Transfer Assistance

RESPONSIBILITY: Vice Chancellor for Curriculum and Professional Development

BUDGET IMPLICATIONS: To be accomplished within existing budget allocations, with a more aggressive approach should additional funding be available.

INVOLVEMENT IMPLICATIONS: This strategy has been discussed although continued dialogue is required.

1.2 SITE OBJECTIVE: Redesign the Schedule of Classes for more efficient student registration.

1.2.1 STRATEGY:

- Meet with department representatives for "technical" changes for Fall, 1994
- Form a review committee to begin work during Fall, 1994
 - review/revise content and layout
 - consider format redesign
- Committee recommendations to Registrar by Dec. 1, 1994, for Spring/Summer 1995 changes

EVALUATION CRITERIA:

- Decrease in administrative "messages" in the document
- Redesign information presentation
- Reconsider overall format and cover stock
- Redesign content to align all modes of registration (telephone, walk-in) as well as all periods (T*T I, T*T II, Final)

RESPONSIBILITY: Christine Beacco

BUDGET IMPLICATIONS:

-One-time resources may be needed to change layouts and formats
-ITS programming support may be required to effect changes to course information presentation and collection

INVOLVEMENT IMPLICATIONS: There will be others involved but this strategy has not been discussed with them yet as the full extent of involvement is not known at this time.

1.3 SITE OBJECTIVE: Coordinate college services to special population students and provide reports to funding agencies as required.

1.3.1 STRATEGY:

Form a coordinating group of campus administrators and academic support coordinators.
Communicate overall and site specific objectives and activities to each campus.
Work with academic support coordinators and deans to monitor progress, develop final reports, and prepare annual grant applications.

EVALUATION CRITERIA:

Special population program (PASS) objectives and activities are communicated to campuses.
Joint planning takes place between campus based programs.
Reports (financial and activity) are submitted in a timely manner.

RESPONSIBILITY: Dean, Academic Services

BUDGET IMPLICATIONS: Funding will be from federal grants and from new campus cost centers to be established.

INVOLVEMENT IMPLICATIONS: Academic Support Coordinators, Deans, Presidents

Information & Telecommunication Systems:

1.1 SITE OBJECTIVE: In cooperation with the college community, implement appropriate administrative systems (Student Information and Human Resources) to support the college mission into the next century.

1.1.1 STRATEGY:

Review existing and proposed solutions
Determine appropriate software and hardware for SIS/HRS
Choose and implement the best solution(s)

EVALUATION CRITERIA:

Increased admissions at a lower cost
Increased Financial Aid processed and used at a lower cost
Reduced cost to process payroll
Integrated information for accuracy and access to make better institutional decisions

RESPONSIBILITY: John Valentine and Fred Charbonneau.

BUDGET IMPLICATIONS: Additional capital and operating budget will be necessary, but the exact amount is based on the chosen solution. The range is anywhere from \$500,000 -\$2,000,000.

INVOLVEMENT IMPLICATIONS:

The following groups are working together on the appropriate teams:
Enrollment Services, Human Resources
Financial Services, Counseling
Campus Administration, Financial Aid

Planning and Development:

1.1 SITE OBJECTIVE: Initiate a review of the College Mission statement, its relationship to the Strategic Directions, Institutional Effectiveness and Environmental Scanning in order to streamline the planning process and more effectively respond to student needs.

1.1.1 STRATEGY: Implement appropriate discussions, meetings and working retreats to accomplish a review process.

EVALUATION CRITERIA: Completion of a comprehensive review of the planning process.

RESPONSIBILITY: Vice Chancellor for Planning & Development, Chancellor.

BUDGET IMPLICATIONS: Existing budget.

INVOLVEMENT IMPLICATIONS: College-wide involvement.

1.2 SITE OBJECTIVE: Develop a cohesive College-wide marketing effort.

1.2.1 STRATEGY: Lead a college-wide effort to develop a more defined direction for the marketing efforts of the College.

EVALUATION CRITERIA: Demonstration of more effective marketing within the target community.

RESPONSIBILITY: Dan Jaksen, Mary Ann McGee and Marketing Committee.

BUDGET IMPLICATIONS: \$10,000 from existing budget provisions.

INVOLVEMENT IMPLICATIONS: George Cartsonis, admissions staff, recruiters, Institutional Planning & Analysis.

1.3 SITE OBJECTIVE: Provide leadership for the Planning & Development Council.

1.3.1 STRATEGY: Coordination of educational and development initiatives including marketing, School to Work, re-employment legislation, contract development, workforce planning, OCC Technology Plan, institutional research and resource development.

EVALUATION CRITERIA: Timely and effective decision making by the council.

RESPONSIBILITY: Dan Jaksen.

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: Chairs of sub-committees

- 1.4 **SITE OBJECTIVE:** Support the implementation of continuous quality improvement initiatives within the College.
- 1.4.1 **STRATEGY:** Institute a pilot TQM exercise within the Office of Institutional Planning & Analysis in cooperation with Dr. Dabney Park and coaches trained by him.
- EVALUATION CRITERIA:** Completion of pilot exercise and implementation of its findings.
- RESPONSIBILITY:** Dan Jaksen, Marty Orłowski.
- BUDGET IMPLICATIONS:** Existing budget provisions.
- INVOLVEMENT IMPLICATIONS:** Dr. Dabney Park, Brenda Vesprini
- 1.5 **SITE OBJECTIVE:** BPI will provide students with customized credit and non-credit instructional courses and programs based on specific student/client objectives utilizing multiple and varied delivery systems.
- 1.5.1 **STRATEGY:** BPI will develop internal alliances for achievement of mutual gains; offer a variety of customized courses and programs; utilize new technologies to deliver programs.
- EVALUATION CRITERIA:** Feedback from Vice Chancellor of Planning and Development - quarterly review and baseline analysis by Vice Chancellor of Planning and Development; provide customized programs to 10,000 students 1994-96.
- RESPONSIBILITY:** All BPI Staff
- BUDGET IMPLICATIONS:** Allocation of budget involving BPI and inter-department/campus activities; Additional equipment; Operating costs associated with entrepreneurial activities.
- 1.6 **SITE OBJECTIVE:** Design new data collection systems and revise existing processes to identify the needs of students within the context of measuring and reporting on the College's Institutional Effectiveness.
- 1.6.1 **STRATEGY:** Design and implement a Non-Matriculating Student Survey (NMS) of those students who apply for admission, but do not enroll.
- EVALUATION CRITERIA:** Full implementation, by June 1996, of a comprehensive student data collection system starting at pre-matriculation through post-graduation; All data collection systems are in direct support of measuring institution's effectiveness; All collection systems are designed to facilitate direct comparisons of data for trend and tracking analysis.
- RESPONSIBILITY:** Martin Orłowski with intern support.
- BUDGET IMPLICATIONS:** \$3,873 for interviewers
- INVOLVEMENT IMPLICATIONS:** New college-wide marketing committee will assist in the design of the survey and be provided with results of collected data.
- 1.6.2 **STRATEGY:** Revise all existing student surveys (FTS, CSS, SWS, GES, GFS) in order to standardize phrasing and scaling which will better facilitate long term tracking and comparisons.

EVALUATION CRITERIA: Full implementation, by June 1996, or a comprehensive student data collection system starting at pre-matriculation through post-graduation; All data collection systems are in direct support of measuring institution's effectiveness; All collection systems are designed to facilitate direct comparisons of data for trend and tracking analysis.

RESPONSIBILITY: Martin Orlowski with intern support.

BUDGET SUPPORT: None

INVOLVEMENT IMPLICATIONS: None

1.7 SITE OBJECTIVE: Design new data collection systems which identify the needs of students within the context of college-wide Student Outcomes Assessment activities.

1.7.1 STRATEGY: Design appropriate assessment techniques which measure student outcomes based on a cohort model. This includes modification of existing data collection systems as well as the implementation of a Non-Returning Student Survey and a Transfer Student Survey.

RESPONSIBILITY: Kay Palmer with intern support.

BUDGET IMPLICATIONS: \$23,482 for intern and interviewers

INVOLVEMENT ACTIVITIES: Student Outcomes Assessment Committee

Pontiac Center:

1.1 SITE OBJECTIVE: Increase the number of class offerings at Pontiac Center from the existing five credited classes on site.

1.1.1 STRATEGY: Work cooperatively with Auburn Hills Campus administration to ensure we gain maximum utilization of available instructional space at Pontiac Center.

EVALUATION CRITERIA: Provide a total of eight evening classes at Pontiac Center during the Fall and Winter semesters. This would include two classes on Monday through Thursday evenings.

RESPONSIBILITY: Gordon May and Barbara Einhardt working together.

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: This strategy involves Barbara Einhardt and the Auburn Hills campus. It has been discussed with them.

1.2 SITE OBJECTIVE: To meet the needs of a wider range and more diverse population, the Center will develop and deliver three initiatives for alternative training options 1) non-traditional training for women, 2) Preparation for Technology training for those with lower than average skills, and 3) Independent training built on regular semester offerings.

1.2.1

STRATEGY:

- Collaborations with the Adult Resource Dept. will be utilized to bring services to Center clients
- In-service with the counseling department to explain objectives of developing independent training packages
- An increased network of manufacturing employers will be established.
- Program planning with Auburn Hills Applied Technology Department.

EVALUATION CRITERIA: A minimum of 40 people will be targeted for enrollment with placement rates following training of at least 70% by the end of program year.

RESPONSIBILITY: Karen Pagenette/Sharon Miller/Shelley Starr-Kaye/Pamela Janczarek

BUDGET IMPLICATIONS: Special funding will be utilized

INVOLVEMENT IMPLICATIONS: The Applied Technology Dept. at AH and Counseling/Academic Support Coordinators Departments at all campuses. Discussion has taken place.

1.3

SITE OBJECTIVE: Coordinate & deliver Placement and Cooperative Educational Services to students and Alumni

1.3.1

STRATEGY: Continue to provide services such as: pre-employment skills, job search/location, application preparation, resume development, interviewing & network development, on campus recruitment and development of co-op work sites

EVALUATION CRITERIA:

- Generate and Distribute Dept. Annual report
- Monitor employer and labor force feedback
- Review and analyze student and graduate follow-up reports

RESPONSIBILITY: ADM.- Gordon May, MGT.- Sally Kalson, Cooperative Education Coordinator, MGT.- Willie L. Lloyd, Director, Placement & Co-op, CLERICAL- Tammy Roy (F.T.), Lydia Thomas (P.T.)

BUDGET IMPLICATIONS: Will require continued budget support at a level to insure success of the program area. Program expansion will require additional budget allocations

INVOLVEMENT IMPLICATIONS: This strategy will require an ongoing interfacing with other departments & office groups.

1.4

SITE OBJECTIVE: The Oakland Literacy Council will develop a student incentive program and a learner support group

1.4.1

STRATEGY:

- Local businesses will be identified and solicited for contributions
- Criteria and implementation plan will be developed for incentive program
- Workshops based on students concerns will be planned and presented

EVALUATION CRITERIA:

- Learner incentive program will begin in January 1995
- Learner support groups and English as a Second Language clubs will be started in specific communities by January 1995

RESPONSIBILITY: Cathryn Weiss, Executive Director; Monica Smith, Assistant to the Director; Anne Green, VISTA Volunteer; Nancy Geddes, Student Assessment Coordinator.

BUDGET IMPLICATIONS: N/A

INVOLVEMENT IMPLICATIONS: None

1.5 SITE OBJECTIVE: Work with the focus group of the College Wide Diversity Committee. Disseminate Committee findings to Pontiac Center staff

1.5.1 STRATEGY: Participate with Committees. Inform Pontiac Center regarding activities and findings of the committee.

EVALUATION CRITERIA: Attendance and participation with Focus group and College Wide Committee. Information dissemination to Pontiac Center staff

RESPONSIBILITY: Gloria Grady Mills

BUDGET IMPLICATIONS: Committee has budget resources through the office of Jim Warner

INVOLVEMENT IMPLICATIONS: None

II. COLLEGE STRATEGIC DIRECTION

"OCC will be a student-centered learning community that fosters trust and mutual respect among all members by means of open, effective communications and ethical behavior."

Auburn Hills:

2.1 **SITE OBJECTIVE:** Improve employee morale through improved communication.

2.1.1. **STRATEGY:** Develop and implement department-level strategic directions.

EVALUATION CRITERIA: Review the strategy in December, 1994, to determine the level of completion and degree of impact.

RESPONSIBILITY: Constance Jones

BUDGET IMPLICATIONS: \$700 total (miscellaneous materials for five strategies)

INVOLVEMENT IMPLICATIONS: None

2.1.2 **STRATEGY:** Improve efforts to keep the staff informed of changes that may or may not affect them.

EVALUATION CRITERIA: Review the strategy in December, 1994, to determine the level of completion and degree of impact.

RESPONSIBILITY: Constance Jones

BUDGET IMPLICATIONS: \$700 total (miscellaneous materials for five strategies)

INVOLVEMENT IMPLICATIONS: None

2.1.3. **STRATEGY:** Display motivational posters around campus (employee lounges, work stations, etc.)

EVALUATION CRITERIA: Review the strategy in December, 1994, to determine the level of completion and degree of impact.

RESPONSIBILITY: Constance Jones

BUDGET IMPLICATIONS: \$700 total (miscellaneous materials for five strategies)

INVOLVEMENT IMPLICATIONS: None

2.1.4. **STRATEGY:** Encourage the staff to plan and participate in social activities.

EVALUATION CRITERIA: Review the strategy in December, 1994, to determine the level of completion and degree of impact.

RESPONSIBILITY: Constance Jones

BUDGET IMPLICATIONS: \$700 total (miscellaneous materials for five strategies)

INVOLVEMENT IMPLICATIONS: None

2.1.5 STRATEGY: Establish a committee to oversee the strategies.

EVALUATION CRITERIA: Review the strategy in December, 1994, to determine the level of completion and degree of impact.

RESPONSIBILITY: Constance Jones

BUDGET IMPLICATIONS: \$700 total (miscellaneous materials for five strategies)

INVOLVEMENT IMPLICATIONS: None

Highland Lakes:

2.1 SITE OBJECTIVE: To establish more open, effective communications with various campus groups

2.1.1 STRATEGY: Expand the number of publications for the President's Corner Newsletter, and publish a special edition, featuring faculty staff development activities

EVALUATION CRITERIA: To review the administrators' evaluation results for Spring Semester, 1995 and 1996, under the communication section, striving to increase the positive responses from the Spring, 1994, evaluation.

RESPONSIBILITY: Preston Pulliams, Campus President

BUDGET IMPLICATIONS: This strategy has been included in the current campus operating budget

INVOLVEMENT IMPLICATIONS: This Strategy has been discussed with those involved.

2.1.2 STRATEGY: Set up monthly meetings with the President of the Campus Senate to facilitate communications between the Campus Administrative Council and the Campus Senate

EVALUATION CRITERIA: To review the administrators' evaluation results for Spring Semester, 1995 and 1996, under the communication section striving to increase the positive responses from the Spring, 1994, evaluation.

RESPONSIBILITY: Preston Pulliams, Campus President

BUDGET IMPLICATIONS: No current budget implications

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

2.1.3 STRATEGY: Schedule annual meetings between Department Chairs and the Campus President

EVALUATION CRITERIA: To review the administrators' evaluation results for Spring Semester, 1995 and 1996, under the communication section, striving to increase the positive responses from the Spring, 1994, evaluation.

RESPONSIBILITY: Preston Pulliams, Campus President

BUDGET IMPLICATIONS: No current budget implications

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

2.2 SITE OBJECTIVE: To build an effective administrative team for Highland Lakes

2.2.1 STRATEGY: Review the responsibilities and roles of each administrative staff member, including the Campus administrative organization, and revise and re-organize where necessary or appropriate to achieve the District's Vision.

EVALUATION CRITERIA: To increase the positive responses on the Campus Administrative Evaluation Survey evaluation. To increase the ratings for the PADS Administrative Evaluation Program

RESPONSIBILITY: Preston Pulliams, Campus President

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

2.2.2 STRATEGY: Sponsor a series of teambuilding workshops, facilitated by an outside consultant, for the administrative staff members.

EVALUATION CRITERIA: To increase the positive responses on the Campus Administrative Evaluation Survey evaluation. To increase the ratings for the PADS Administrative Evaluation Program

RESPONSIBILITY: Preston Pulliams, Campus President

BUDGET IMPLICATIONS: This strategy has been budgeted in the Campus operating budget

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

Orchard Ridge:

2.1 SITE OBJECTIVE: Improving Campus Communications and Services (includes media integration). Campus will employ benchmarking to improve the quality of services and communication.

2.1.1 STRATEGY: Better time line for Campus budget development; increase efforts to keep Campus community informed of "events"; develop Department of Campus Services members into having a stronger service orientation.

EVALUATION CRITERIA: Successful completion of majority strategies specified for this objective

RESPONSIBILITY: George Mergner

BUDGET IMPLICATIONS: Minimal

INVOLVEMENT IMPLICATIONS: This strategy has been discussed in part.

2.1.2 STRATEGY: Complete and implement plan to integrate campus communications with benchmarks established to ensure quality product and process. Initiate staff development activity to assist staff with communication skills, project planning and team building. Initiate quality assurance review for campus

services, in collaboration with other campus managers. Identify faculty to participate in classroom assessment projects, with presentation of results to the campus community.

EVALUATION CRITERIA: Successful completion of majority strategies specified for this objective.

RESPONSIBILITY: Academic and Student Services (Dean Mary Ann McGee).

BUDGET IMPLICATIONS: Minimal

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

Royal Oak:

2.1. SITE OBJECTIVE: Conduct and coordinate a comprehensive staff development process.

2.1.1 STRATEGY: All staff will be surveyed to identify staff development need, willingness to plan/conduct activities, and for identification of job functional teams and thematic issues; staff development activities will be implemented.

EVALUATION CRITERIA:

- a) Annually, at least 20% of total staff will directly plan and conduct a staff development activity; the majority of all staff will participate in a staff development activity related to their job function.
- b) The campus communication plan is distributed, implemented and documented within stated time lines.
- c) Annual campus climate survey will demonstrate improved staff morale.

RESPONSIBILITY: Martha Smydra; Janet Hemmen

BUDGET IMPLICATIONS: No new resources.

INVOLVEMENT IMPLICATIONS: None.

2.1.2 STRATEGY: Expand campus communication plan to include regular meetings of administration with all employee groups, and student advisory committee; adopt standard that all meetings will be announced in advance, agenda and minutes posted, and both RO and SF sites scheduled on equal basis.

EVALUATION CRITERIA:

- a) Annually, at least 20% of Total staff will directly plan and conduct a staff development activity; the majority of all staff will participate in a staff development activity related to their job function.
- b) The campus communication plan is distributed, implemented and documented within stated time lines.
- c) Annual campus climate survey will demonstrate improved staff morale.

RESPONSIBILITY: Martha Smydra; Janet Hemmen

BUDGET IMPLICATIONS: No new resources.

INVOLVEMENT IMPLICATIONS: None.

2.1.3 STRATEGY: Maintain recognition events, i.e., all employee meetings (Sept., Jan., May); holiday party, service awards and outstanding staff ceremonies; orientation and mentoring activity for new staff.

EVALUATION CRITERIA:

- a) Annually, at least 20% of Total staff will directly plan and conduct a staff development activity; the majority of all staff will participate in a staff development activity related to their job function.
- b) The campus communication plan is distributed, implemented and documented within stated time lines.
- c) Annual campus climate survey will demonstrate improved staff morale.

RESPONSIBILITY: Martha Smydra; Janet Hemmen

BUDGET IMPLICATIONS: No new resources.

INVOLVEMENT IMPLICATIONS: None

Administrative Services:

2.1 SITE OBJECTIVE: Implement a work order acknowledgement procedure for work orders handled by the District Office.

2.1.1 STRATEGY: The action required to attain Site objective is:

- a) Notify initiator of work order upon receipt at D.O.
- b) Notify initiator of work order upon completion of work.

EVALUATION CRITERIA: Site objective will have been achieved when the work order acknowledgement procedure is "in-place and working."

RESPONSIBILITY: Matt Daly

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: None

Chancellor's Office:

2.1. SITE OBJECTIVE: Provide principle-centered leadership and lead other units in providing same.

2.1.1 STRATEGY: Direct that communication surveys be administered to administrators, faculty, and support staff.

EVALUATION CRITERIA: Evidence of increased trust, respect, and communication on surveys.

RESPONSIBILITY: Chancellor

BUDGET IMPLICATIONS: Survey costs

INVOLVEMENT IMPLICATIONS: Involves Research Department. Discussion has taken place.

Curriculum & Professional Development:

2.1 SITE OBJECTIVE: The Operating Schedules of Enrollment Services will be reviewed - including representatives of all groups, entities, and operations expected to perform in that schedule.

- 2.1.1 **STRATEGY:**
 -Schedule drafts shared and discussed with various groups
 -Schedule operation evaluation collected throughout year via debriefing meetings
 -Briefings conducted to recall scheduled elements/changes
- EVALUATION CRITERIA:** Production of a "no surprises" Operation Schedule
- RESPONSIBILITY:** Martha Mueller
- BUDGET IMPLICATIONS:** None
- INVOLVEMENT IMPLICATIONS:** None

Human Resources:

- 2.1 **SITE OBJECTIVE:** Offer training programs based on assessment needs identified by Professional Development Committee requiring faculty, management, and classified staff.
- 2.1.1 **STRATEGY:** Improve communications and supervisory skills of employees.
- EVALUATION CRITERIA:** All supervisory/management and classified employees to be trained in 1995 based on assessment needs developed by Professional Development and C4 Committees.
- RESPONSIBILITY:** Ed Callaghan and Sue Lorton
- BUDGET IMPLICATIONS:** None
- INVOLVEMENT IMPLICATIONS:** This strategy requires support from or involvement of other department/office/groups. To date, this strategy has not been discussed with them.
- 2.2 **SITE OBJECTIVE** Negotiate collective bargaining agreements.
- 2.2.1 **STRATEGY:** Negotiate successor public safety, maintenance, classified, and faculty master agreement(s) within economic targets consistent with vision/values statement.
- EVALUATION CRITERIA:** Ratification by employee groups and Board of Trustees on or before expiration of labor agreement.
- RESPONSIBILITY:** Ernie Harrison, Sue Lorton, and Ed Callaghan.
- BUDGET IMPLICATIONS:** None
- INVOLVEMENT IMPLICATIONS:** This strategy requires support from or involvement of other department/office/groups. To date, this strategy has not been discussed with them.
- 2.3 **SITE OBJECTIVE:** Improve cost effectiveness of benefits plans.
- 2.3.1 **STRATEGY:** Flexible compensation plans for public safety, maintenance, and other Bargaining Units (at expiration).

EVALUATION CRITERIA: Program implemented (communicated) booklets at contract renewal.

RESPONSIBILITY: Ed Callaghan

BUDGET IMPLICATIONS: \$3,000, Printing; \$3,000, Consulting; \$1,000, Stationery in FY 94-95.

INVOLVEMENT IMPLICATIONS: This strategy requires support from or involvement of other department/office/groups. To date, this strategy has not been discussed with them.

2.4 **SITE OBJECTIVE:** Establish exit interviews.

2.4.1 **STRATEGY:** Develop exit interview process for College.

EVALUATION CRITERIA: Publish process by 12-95.

RESPONSIBILITY: Ed Callaghan

BUDGET IMPLICATIONS: \$2,000 for Printing in FY 94-95.

INVOLVEMENT IMPLICATIONS: This strategy requires support from or involvement of other department/office/groups. To date, this strategy has not been discussed with them.

2.5 **SITE OBJECTIVE:** Codify personnel policy consistent with vision/value statement.

2.5.1 **STRATEGY:** Review policies, delete and/or modify as appropriate.

EVALUATION CRITERIA: Completed by 9-96.

RESPONSIBILITY: Ed Callaghan

BUDGET IMPLICATIONS: \$1,000 for Printing, \$500 for Stationery, \$3,000 for Consulting.

INVOLVEMENT IMPLICATIONS: This strategy requires support from or involvement of other department/office/groups. To date, this strategy has not been discussed with them.

2.6 **SITE OBJECTIVE:** Evaluate College management style.

2.6.1 **STRATEGY:** Review Compensation Schedule for administration and management staff.

EVALUATION CRITERIA: System in place by 7-96.

RESPONSIBILITY: Ed Callaghan

BUDGET IMPLICATIONS: \$10,000 for Consulting, \$1,000 for Printing, \$1,000 for Miscellaneous in FY 94-95.

INVOLVEMENT IMPLICATIONS: This strategy requires support from or involvement of other department/office/groups. To date, this strategy has not been discussed with them.

- 2.7 SITE OBJECTIVE:** Improve employee communication.
- 2.7.1 STRATEGY:** Develop employee handbook.
- EVALUATION CRITERIA:** Publish by 6-95.
- RESPONSIBILITY:** Ed Callaghan
- BUDGET IMPLICATIONS:** \$35,000 for Consultants, \$3,000 for Printing, \$3,000 for Stationery.
- INVOLVEMENT IMPLICATIONS:** This strategy requires support from or involvement of other department/office/groups. To date, this strategy has not been discussed with them.
- 2.7.2 STRATEGY:** Develop effective union/management groups with bargaining units
- EVALUATION CRITERIA:** Demonstrated accomplishments published at each fiscal year end.
- RESPONSIBILITY:** Ed Callaghan, Ernie Harrison, Sue Lorton
- BUDGET IMPLICATIONS:** None
- INVOLVEMENT IMPLICATIONS:** Support required from the appropriate union leadership. This has been discussed with them.

Planning and Development:

- 2.1 SITE OBJECTIVE:** Establish a Business and Professional Institute Advisory Committee, 1994-95.
- 2.1.1 STRATEGY:** Design a BPI Advisory Committee membership to include college, community and client representatives; Articulate the mission of the Advisory Committee.
- EVALUATION CRITERIA:** Assemble advisory committee by June, 1995; Mission statement will be developed by September, 1995.
- RESPONSIBILITY:** Carol F. Stencel and Advisory Board
- BUDGET IMPLICATIONS:** Line item for Advisory Board expenses.
- INVOLVEMENT IMPLICATIONS:** Has been discussed with appropriate personnel but not lately.
- 2.2 SITE OBJECTIVE:** Develop a comprehensive reporting system which effectively communicates information on current institutional issues.
- 2.2.1 STRATEGY:** Develop an annual calendar of reports based on key decision making points throughout the college.
- EVALUATION CRITERIA:** Information will be disseminated based on stated dates; Reports address issues of concern/interest to members of the Oakland Community College community.
- RESPONSIBILITY:** Martin Orlowski with support from all office staff.

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: None

2.2.2 STRATEGY: Design and produce a standard program (curriculum) review report in conjunction with the Curriculum Review Committee.

EVALUATION CRITERIA: Information will be made available on a timely basis; Reports address issues of concern/interest to members of the OCC community.

RESPONSIBILITY: Martin Orlowski with support from appropriate office staff.

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: Curriculum Review Committee

2.2.3 STRATEGY: Conduct a quality improvement exercise on the existing Needs Assessment process, by June 1995. This will ensure that the process is fulfilling the information needs of the College Curriculum Committee as well as appropriate faculty and staff involved in making decisions on curriculum.

EVALUATION CRITERIA: a. Information will be made available on a timely basis; b. Reports address issues of concern/interest to members of the OCC community.

RESPONSIBILITY: Kay Palmer with intern support.

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: College Curriculum Committee, faculty, Deans;

Pontiac Center:

2.1 SITE OBJECTIVE: Each CDW staff member will commit to attend at least two professional development activities for better communication and/or ethical behavior or a combination of one professional activity and one concept sharing presentation at staff meetings based on readings and personal experience.

2.1.1 STRATEGY: Each staff member will survey opportunities and share information for appropriate activities.

EVALUATION CRITERIA: An inventory of participation will be reported to supervisor during performance review sessions.

RESPONSIBILITY: Karen Pagenette, Pamela Janczarek, Tracey Resendez, Sharon Miller, Lynn Bowman, Shelley Starr-Kaye, Madelyne Bernard

BUDGET IMPLICATIONS: Special funding budget should be sufficient

INVOLVEMENT IMPLICATIONS: None

2.2 SITE OBJECTIVE: Disseminate and publish information on services available to students, alumni and employers.

2.2.1 **STRATEGY:** Review and update publication material such as: brochures; Communicate: A Student Job Search Guide, Student Employment-Pocket Resume, Placement Services Newsletter.

EVALUATION CRITERIA: Compare and monitor performance statistics from program data and compare to professional standards.

RESPONSIBILITY: ADM-Gordon May, MGT-Sally Kalson, Cooperative Education Coordinator; MGT-Willie L. Lloyd, Director, Placement & Coop; CLERICAL-Tammy Roy (F.T.); Lydia Thomas (P.T.)

BUDGET IMPLICATIONS: Will require continued budget support at a level to insure success of the program area. Program expansion will require additional budget allocations.

INVOLVEMENT IMPLICATIONS: Strategy will require an ongoing interfacing with other department and office groups.

III COLLEGE STRATEGIC DIRECTION

"OCC will be a student-centered learning community that fosters and recognizes the contributions of its members to student social and intellectual growth."

Auburn Hills:

3.1 SITE OBJECTIVE: In response to our committee's student survey that focused on fostering and recognizing the contributions of its members to student social and intellectual growth, we will establish a new Study Center. This area will provide students or study groups a place that is quiet and relaxing with comfortable chairs, tables, and good lighting thus fostering good study habits and academic success.

3.1.1 STRATEGY: The subcommittee is proposing that the games room on the second level of G-Building be renovated into a quiet study area because of its current lack of use. The renovations should include carpeting, drapes or blinds, study carrels for private study, larger tables for group work and some comfortable chairs and sofas. This space would be supervised by the staff of the Student Activities Office since this room is adjacent to the office of its director. No food or drinks would be allowed in this room.

EVALUATION CRITERIA: This would be measured by future student surveys at six and twelve-month intervals, thus evaluating the use of this student study area in fostering social and intellectual growth.

RESPONSIBILITY: Pat Nowaczynski

BUDGET IMPLICATIONS: \$1,500 estimated for vertical blinds and two large area rugs

INVOLVEMENT IMPLICATIONS: None

Highland Lakes:

3.1 SITE OBJECTIVE: Provide staff development opportunities for faculty in recognition of their work with students.

3.1.1 STRATEGY: Develop an enhanced staff development program for the Highland Lakes Campus allowing faculty members to participate, based on their work with students.

EVALUATION CRITERIA: Positive responses on a faculty survey to determine if staff development opportunities are adequate (Spring, '96). Increase the amount of budgeted travel funds in the Campus budget available for faculty staff development activities (Spring, '96). Increase by 5% the number of faculty participating in staff development travel.

RESPONSIBILITY: Campus Staff Development Committee, co-chaired by a Campus Academic Dean and a faculty member.

BUDGET IMPLICATIONS: The Campus budget for 1995-96 would have to increase its travel funds for faculty staff development. This strategy could also be supported through federal or state grants.

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

Orchard Ridge:

3.1 SITE OBJECTIVE: The campus will implement programs to increase enrollment and retain students.

3.1.1 STRATEGY: P.A.S.S. will facilitate student support groups to cover issues of socialization, college survival skills, transition, and disability related concerns. A get-acquainted with P.A.S.S. session is planned for the end of August. New P.A.S.S. students will be invited to this session. Support groups will meet once or twice monthly. Through the get-acquainted session, and the support groups, students will have the opportunity to meet other students, and problem solve and brainstorm with peers and staff. This will also give them the opportunity to become familiar with and comfortable with utilizing campus facilities and participating in campus activities.

EVALUATION CRITERIA: Successful completion of all strategies specified for this objective

RESPONSIBILITY: This objective will be carried out by Mary-Jo Lord, Mary Jo Schuster and Denise Whipple.

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: None

3.1.2 STRATEGY: The Counseling Department will assist in programs designed to recruit and retain students. A counselor is working as liaison with the Office of Enrollment Services in order to assure relevant full support of that Office's activities. Each counselor will have a liaison function with one of the Campus' service area high school counseling centers. The Research, Evaluation, and Development Committee of the Counseling Department will continue to work closely with the College Office of Institutional Planning & Analysis on such projects as the "new student with less than 2.0 GPA study." The Counseling Department will continue to work with other student support offices like P.A.S.S.

EVALUATION CRITERIA: Successful completion of all strategies as specified for this objective

RESPONSIBILITY: All full-time counselors

BUDGET IMPLICATIONS: Adequate personnel budget to provide counselor services, and appropriate budget for research activities when they cannot be absorbed by Planning & Analysis.

INVOLVEMENT IMPLICATIONS: Others will be involved, this strategy has not yet been discussed with them.

3.1.3 STRATEGY: Work with other campus constituent groups to develop a comprehensive recruitment and retention plan. Identify under-served populations and actively recruit to the campus. Develop joint enrollment programs with four year institutions. Target at-risk students on campus and work with them through an early alert program. Review programs that work with at-risk students. Identify new methods of marketing campus to service area. Develop a comprehensive plan which targets programs with low retention rates.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective

RESPONSIBILITY: Dean Carol Brown

BUDGET IMPLICATIONS: Within allocation

INVOLVEMENT IMPLICATIONS: Some discussion of this strategy has taken place.

- 3.1.4 STRATEGY:** Conduct at least four Financial Aid workshops for potential and current students. Contact Admissions to establish date for College Night. Contact Project Yes Coordinator to establish dates/times for external visits for application workshops. Advertise on-campus workshops for currently enrolled students.

EVALUATION CRITERIA: Successful completion of majority of strategies for this objective

RESPONSIBILITY: Enid Burnett

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

- 3.1.5 STRATEGY:** Visit area high schools at least twice during fall and winter semesters; follow-up in spring. Hold an Open House for adult education students during the fall semester. Hold a College Night during the fall semester. Hold an information tour/event for senior/retirees during the spring semester. Attend area fairs and expos as deemed necessary. Attend, at minimum, two conferences and/or in-service for enrollment/retention/marketing strategies. Mail schedules for each semester to area schools, businesses, and libraries. Develop a brochure/poster highlighting Orchard Ridge Campus advantages.

EVALUATION CRITERIA: Visits will be completed as detailed on the yearly recruitment report.

RESPONSIBILITY: Elaine Fett

BUDGET IMPLICATIONS: Existing budget

INVOLVEMENT IMPLICATIONS: Orientation staff; discussion has taken place.

- 3.1.6 STRATEGY:** Implement an advising process, instructional (ESL) program and mentoring program for ESL students (Fall/Winter '95) by establishing clear communication of policies with training for staff; by establishing intake system to identify and address specific needs; evaluating need for linkages with content courses; evaluating need for off-campus offerings; and by communicating with community organizations to establish network.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective

RESPONSIBILITY: Scott Seppala, Sue Wilkinson and a Counselor

BUDGET IMPLICATIONS: Minimal

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

- 3.1.7 STRATEGY:** Develop on-site credit courses to meet the needs of older adult learners; further the Campus/College's mission as it pertains to "Charter Schools." Provide academic and developmental support through outreach efforts in Adult and Alternative Ed with Project YES! Improve retention through developing more efficient and productive mentoring and "O" programs.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective.

RESPONSIBILITY: Jamie Mason, Kelly Masters, Gail Adams, Judy Leslie, Khal Hanna, and Milo Karhu. "Orientation," Mentoring, Recruitment Support.

BUDGET IMPLICATIONS: Project YES! - request for foundation (external) support; orientation general funds; orientation general funds; student activities general funds, charter schools? Skillman Foundation being tapped for funds. Some "in-kind" counseling support needed as students come to campus for classes. Already in general fund orientation budget.

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with them.

3.1.8 STRATEGY: Working with various campus groups, develop a campus recruitment plan. Identify specific retention problems and develop targeted plans to address and resolve. Review outcomes of implementation of SASP activities on campus and assess effectiveness, with appropriate modifications as required. Work with faculty and staff to design new curriculum, update existing programs and develop non-traditional outreach programs to broaden delivery to community

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective.

RESPONSIBILITY: Academic and Student Services (Dean Mary Ann McGee).

BUDGET IMPLICATIONS: Will have implications in year two

INVOLVEMENT IMPLICATIONS: This strategy has been discussed in part with those involved.

3.1.9 STRATEGY: Continued work with Project YES! Offer IIC 057 for probationary students. Continue to offer and promote regular IIC 057 sections. Develop independent study skills modules. Work with Campus Recruiter to provide information to attract students.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective.

RESPONSIBILITY: IIC Department, Assistance from Institutional Planning & Analysis for follow-up research.

BUDGET IMPLICATIONS: Budget required for full-time and adjunct faculty for IIC 057 sections. Budget required for follow-up research.

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with them in part.

Chancellor's Office:

3.1 SITE OBJECTIVE: Implement Excellence Day in recognition of faculty, administrators, and support staff.

3.1.1 STRATEGY: Assemble a committee composed of all unions and senate to make recommendations for Excellence Day. Implement recommendations.

EVALUATION CRITERIA: Evaluation sheets submitted by participants at Excellence Day.

RESPONSIBILITY: Chancellor

BUDGET IMPLICATIONS: Cost of location, food, and speakers for day; estimated cost \$4,000.

INVOLVEMENT IMPLICATIONS: Involves support from Vice Chancellor of Curriculum and Staff Development. Discussion has taken place.

3.2 SITE OBJECTIVE: Support Covey, brain dominance, and gender based staff development.

3.2.1 STRATEGY: Provide dollars to internal people to continue training.

EVALUATION CRITERIA: Evaluations of people in attendance.

RESPONSIBILITY: Chancellor for monies; internal staff for implementation.

BUDGET IMPLICATIONS: \$150,000

INVOLVEMENT IMPLICATIONS: Director of Staff Development. This Strategy has been discussed.

Curriculum & Professional Development:

3.1 SITE OBJECTIVE: Functions which do not require District Office oversight will be transferred to campus discretion and documentation.

3.1.1 STRATEGY:

- Review and activate our plan for handling scannable applications beginning Jan. 1995
- During Fall, 1994, devise a plan on the advisability, security and other considerations for the decentralized scanning of grades
- Activate Continuous Improvement Projects to improve registration

EVALUATION CRITERIA:

- Campus processing of applications
- Campus processing of scannable grades
- Campus condensing of registration resources

RESPONSIBILITY: Martha Mueller

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

Planning and Development:

3.1 SITE OBJECTIVE: Lead a review of the College PADS evaluation system in a spirit of continuous improvement.

3.1.1 STRATEGY: Review and modify the PADS system

EVALUATION CRITERIA: Implementation of a modified PADS system.

RESPONSIBILITY: Dan Jaksen.

BUDGET IMPLICATIONS: Existing budget provisions.

INVOLVEMENT IMPLICATIONS: PADS committee

3.2 SITE OBJECTIVE: Stabilize the administration of the college-wide athletic program following the departure of Penn Ryan, College Athletic Director.

3.2.1 STRATEGY: Support the interim administration for athletics while working towards longer term stability for the program.

EVALUATION CRITERIA: Successful administration of the program.

RESPONSIBILITY: Dan Jaksen

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: Steve Ogg, Don Roehl

3.3 SITE OBJECTIVE: Recognize significant contributions of internal and external colleagues.

3.3.1 STRATEGY: Implement informal and formal recognition activities; Sponsor visits and promote invitation for faculty and industrial experts to exchange information and ideas.

EVALUATION CRITERIA: Track on-going, informal recognitions; Hold one formal recognition event per year; Ten interactions per year.

RESPONSIBILITY: All BPI Staff

BUDGET IMPLICATIONS: Line item for hospitality, mileage, travel.

INVOLVEMENT IMPLICATIONS: Has been discussed with appropriate personnel.

3.4 SITE OBJECTIVE: Develop a performance review system for part-time staff that recognizes their contributions in the Office of Institutional Planning & Analysis and in supporting the directions of the college.

3.4.1 STRATEGY: Design a performance review system within the context of individual part-time staff job descriptions by September 1994.

EVALUATION CRITERIA: All part-time staff are fully oriented in terms of their job responsibilities; New part-time staff are adequately trained/oriented to the office; All staff will be involved in the performance review process; Satisfaction among all part-time staff will be high.

RESPONSIBILITY: Martin Orłowski with support from appropriate office staff.

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: Human Resources

3.5 SITE OBJECTIVE: All Planning & Analysis office staff will be proactive in assisting councils, committees, departments and other groups throughout the college in achieving their strategic objectives.

3.5.1 STRATEGY: Work with all appropriate groups and staff based on a review of the 1994-96 Operational Plan.

EVALUATION CRITERIA: Office staff will be perceived to be proactive in supporting the attainment of strategic objectives on an on-going basis; Support will be provided on a timely basis.

RESPONSIBILITY: Martin Orłowski

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: None

Pontiac Center:

3.1 SITE OBJECTIVE: Each CDW staff member will individually take responsibility to recognize special efforts made by faculty or other OCC staff who perform an outstanding service to a class member/(s) by sending a note or other mementos to such individual.

3.1.1 STRATEGY: Individual staff member will take responsibility for sending out a timely correspondence to faculty member, etc. and presenting information to other staff members.

EVALUATION CRITERIA: As recognitions are made by individual staff, this individual will make note at regular staff meetings, with eventual coverage in quarterly report put out by CDW.

RESPONSIBILITY: Karen Pagenette, Pamela Janczarek, Tracey Resendez, Sharon Miller, Lynn Bowman, Shelley Starr-Kaye, Madelyne Bernard

BUDGET IMPLICATIONS: Some funds will have to be put aside from general CDW funds to cover cost of cards and mementos.

INVOLVEMENT IMPLICATIONS: None

3.2 SITE OBJECTIVE: Produce and distribute a quarterly report to the College community which recognizes special contributions of faculty and staff and student achievements.

3.2.1 STRATEGY: Information will be gathered by Karen J. Pagenette. Lynn Bowman will assemble and arrange for printing and distribution.

EVALUATION CRITERIA: Four reports to be distributed quarterly with the first report to be produced in January 1995.

RESPONSIBILITY: Karen Pagenette, Lynn Bowman

BUDGET IMPLICATIONS: Printing charges will be covered from special funding.

INVOLVEMENT IMPLICATIONS: None

3.3 SITE OBJECTIVE: Conduct and Coordinate the Student Employee, and Cooperative Education Employer Support Award Program.

3.3.1 STRATEGY: Conduct Annual Student Employee Award Program, Conduct Annual Cooperative Education Employer Support Award Program

EVALUATION CRITERIA: Distribution of Student Employee Awards, Distribution of Cooperative Education Employer Support Awards

RESPONSIBILITY: ADM-Gordon May, MGT-Sally Kalson, Cooperative Education Coordinator,

MGT-Willie L. Lloyd, Director, Placement & Coop, CLERICAL-Tammy Roy (F.T.), Lydia Thomas (P.T.)

BUDGET IMPLICATIONS: Will require continued budget support at a level to insure success of the program area. Program expansion will require additional budget allocations.

INVOLVEMENT IMPLICATIONS: This strategy will require an ongoing interfacing with other department and office groups.

IV COLLEGE STRATEGIC DIRECTION

"OCC will be a student-centered learning community that provides a dynamic, coherent, competency-based curriculum responsive to student needs with appropriate assessment to maintain professional standards and meet community expectations."

Auburn Hills:

4.1. SITE OBJECTIVE: During 1994-95, implement a campus professional development plan that focuses on the core competencies and outcomes assessment tools.

4.1.1 STRATEGY: Review discipline and program outcomes & assessments with campus faculty to determine appropriate professional development activities.

EVALUATION CRITERIA:

1. A menu of professional development activities will be identified.
2. A roster of faculty resource persons who can conduct workshops will be developed, indicating outcomes assessments employed by each.
3. Ten (10) faculty will attend professional development activities (conferences, etc.) specifically related to core competencies or outcomes assessment tools.
4. Four (4) workshops will be offered on campus.
5. One (1) mentor per core competency area will be identified.
6. File and bibliography will be created in LRC, as a resource.

RESPONSIBILITY: Teaching Strategies Task Force and additional faculty representatives; Academic Senate; Department Chairs; and Deans. Cheryl Krakow, Robert Powell, Lisa Downing

BUDGET IMPLICATIONS: Up to \$10,000 specifically earmarked for professional development activities related to core competencies and outcomes assessments.

INVOLVEMENT IMPLICATIONS: Teaching Strategies Task Force, Professional Development Committee, Deans, Department Chairs, and Faculty. Some discussion has taken place.

4.1.2 STRATEGY: Identify local experts.

EVALUATION CRITERIA:

1. A menu of professional development activities will be identified.
2. A roster of faculty resource persons who can conduct workshops will be developed, indicating outcomes assessments employed by each.
3. Ten (10) faculty will attend professional development activities (conferences, etc.) specifically related to core competencies or outcomes assessment tools.
4. Four (4) workshops will be offered on campus.
5. One (1) mentor per core competency area will be identified.
6. File and bibliography will be created in LRC, as a resource.

RESPONSIBILITY: Teaching Strategies Task Force will conduct a survey of faculty and staff. Carlos Olivarez

BUDGET IMPLICATIONS: Up to \$10,000 specifically earmarked for professional development activities related to core competencies and outcomes assessments.

INVOLVEMENT IMPLICATIONS: Teaching Strategies Task Force, Professional Development Committee, Deans, Department Chairs, and Faculty. Some discussion has taken place.

4.1.3 STRATEGY: Identify available professional development activities and support attendance of at least ten (10) faculty from ten (10) disciplines.

EVALUATION CRITERIA:

1. A menu of professional development activities will be identified.
2. A roster of faculty resource persons who can conduct workshops will be developed, indicating outcomes assessments employed by each.
3. Ten (10) faculty will attend professional development activities (conferences, etc.) specifically related to core competencies or outcomes assessment tools.
4. Four (4) workshops will be offered on campus.
5. One (1) mentor per core competency area will be identified.
6. File and bibliography will be created in LRC, as a resource.

RESPONSIBILITY: Professional Development Committee; Department Chairs; and Deans. Cheryl Krakow

BUDGET IMPLICATIONS: Up to \$10,000 specifically earmarked for professional development activities related to core competencies and outcomes assessments.

INVOLVEMENT IMPLICATIONS: Teaching Strategies Task Force, Professional Development Committee, Deans, Department Chairs, and Faculty. This strategy has been discussed to some extent.

4.1.4 **STRATEGY:** Offer a schedule of four (4) workshops, two (2) per semester, for full- and part-time faculty, focusing on competencies and assessments.

EVALUATION CRITERIA:

1. A menu of professional development activities will be identified.
2. A roster of faculty resource persons who can conduct workshops will be developed, indicating outcomes assessments employed by each.
3. Ten (10) faculty will attend professional development activities (conferences, etc.) specifically related to core competencies or outcomes assessment tools.
4. Four (4) workshops will be offered on campus.
5. One (1) mentor per core competency area will be identified.
6. File and bibliography will be created in LRC, as a resource.

RESPONSIBILITY: Teaching Strategies Task Force; Department Chairs; and Deans.

BUDGET IMPLICATIONS: Up to \$10,000 specifically earmarked for professional development activities related to core competencies and outcomes assessments.

INVOLVEMENT IMPLICATIONS: Teaching Strategies Task Force, Professional Development Committee, Deans, Department Chairs, and Faculty. This strategy has been discussed to some extent.

4.1.5 **STRATEGY:** Develop a faculty mentor program.

EVALUATION CRITERIA:

1. A menu of professional development activities will be identified.
2. A roster of faculty resource persons who can conduct workshops will be developed, indicating outcomes assessments employed by each.
3. Ten (10) faculty will attend professional development activities (conferences, etc.) specifically related to core competencies or outcomes assessment tools.
4. Four (4) workshops will be offered on campus.
5. One (1) mentor per core competency area will be identified.
6. File and bibliography will be created in LRC, as a resource.

RESPONSIBILITY: Department Chairs and Deans.

BUDGET IMPLICATIONS: Up to \$10,000 specifically earmarked for professional development activities related to core competencies and outcomes assessments.

INVOLVEMENT IMPLICATIONS: Teaching Strategies Task Force, Professional Development Committee, Deans, Department Chairs, and Faculty. This Strategy has been discussed with them to some extent

4.1.6 STRATEGY: Keep a file in the LRC of written reports and other materials.

EVALUATION CRITERIA:

1. A menu of professional development activities will be identified.
2. A roster of faculty resource persons who can conduct workshops will be developed, indicating outcomes assessments employed by each.
3. Ten (10) faculty will attend professional development activities (conferences, etc.) specifically related to core competencies or outcomes assessment tools.
4. Four (4) workshops will be offered on campus.
5. One (1) mentor per core competency area will be identified.
6. File and bibliography will be created in LRC, as a resource.

RESPONSIBILITY: Librarians. Ann Walaskay

BUDGET IMPLICATIONS: Up to \$10,000 specifically earmarked for professional development activities related to core competencies and outcomes assessments.

INVOLVEMENT IMPLICATIONS: Teaching Strategies Task Force, Professional Development Committee, Deans, Department Chairs, and Faculty. This has been discussed to some extent.

Highland Lakes:

4.1 SITE OBJECTIVE: To obtain continuing or initial accreditation for Nursing and Allied Health Programs.

4.1.1 STRATEGY: Organize and complete a self-study of ADN Program at Highland Lakes and submit it for continuing accreditation of the program in Fall, 1996.

EVALUATION CRITERIA: Securing full accreditation.

RESPONSIBILITY: Nursing Faculty, Nursing Director, Dean of Nursing and Allied Health, President of Highland Lakes Campus

BUDGET IMPLICATIONS: Budget to be submitted for release time and external consultant

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

4.1.2 STRATEGY: Complete and submit the self-study and application for continuing accreditation of the Respiratory Therapy Program in Fall, 1994.

EVALUATION CRITERIA: Securing full accreditation.

RESPONSIBILITY: Director of Respiratory Therapy Program, Dean of Nursing and Allied Health, President of Highland Lakes Campus

BUDGET IMPLICATIONS: Budget already allocated

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

4.1.3 STRATEGY: Complete and submit the self-study and application for the initial accreditation of the Medical Assisting Certificate and the continuing accreditation of the Medical Assisting Associate Degree Program in Fall, 1994

EVALUATION CRITERIA: Securing full accreditation.

RESPONSIBILITY: Director of Medical Assisting Program, Dean of Nursing and Allied Health, President of Highland Lakes Campus

BUDGET IMPLICATIONS: Budget already allocated

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

4.2 SITE OBJECTIVE: Improve the image and functions of the Highland Lakes BIS faculty and programs through the re-alignment of the structure of course offerings and instructional delivery systems.

4.2.1 STRATEGY: There will be certification of BIS skills (competencies) with remediation in order to meet required skill levels for certification. This strategy will also involve designing modules for all our present credit courses.

RESPONSIBILITY: Sarah Serra, Academic Dean, Ann Craigmile, BIS Coordinator and faculty member

BUDGET IMPLICATIONS: The cost for this strategy has already been included in the current campus operating budget.

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

4.2.2 STRATEGY: The BIS program will design a model for certifying competencies with the following strategies: incorporate structure for converting competencies into credit; align model with Tech Prep; align model with CDW to facilitate retraining needs, and explore expanding certification opportunities to the community.

EVALUATION CRITERIA:

RESPONSIBILITY: Sarah Serra, Academic Dean, Ann Craigmile, BIS Coordinator and faculty member

BUDGET IMPLICATIONS: The cost for this strategy has already been included in the current campus operating budget.

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

4.2.3 STRATEGY: The BIS program will rewrite two present BIS courses to align with Business Management Development -- Office Option degree: Bis 145, Technological Communications, and BIS 170, Business Procedures

RESPONSIBILITY: Sarah Serra, Academic Dean, Ann Craigmile, BIS Coordinator and faculty member

BUDGET IMPLICATIONS: The cost for this strategy has already been included in the current campus operating budget.

INVOLVEMENT IMPLICATIONS: This Strategy has been discussed with those involved.

4.2.4 STRATEGY: BIS will experiment with Campus student interest seminars.

RESPONSIBILITY: Sarah Serra, Academic Dean, Ann Craigmile, BIS Coordinator and faculty member

BUDGET IMPLICATIONS: The cost for this strategy has already been included in the current campus operating budget.

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

4.3 SITE OBJECTIVE: Encourage faculty to integrate the eight competencies identified by the College Academic Senate into their syllabi and therefore into their course work.

4.3.1 STRATEGY: Support staff development activities undertaken by the Campus Senate's Competencies Implementation Team, such as luncheons, workshops, "ten minute tickers", poster presentations, and communications from the Competency Implementation Team.

EVALUATION CRITERIA: Survey the faculty syllabi for course offerings which include the competencies, during the 1994-96 academic years.

RESPONSIBILITY: Chair of the Campus Council of the College Academic Senate, Campus President of Highland Lakes

BUDGET IMPLICATIONS: Cost of 3 or 4 luncheons (approx. \$300)

INVOLVEMENT IMPLICATIONS: None

Orchard Ridge:

4.1 SITE OBJECTIVE: Curriculum renovation/development (includes competency-based instruction and student outcomes assessment) The campus will develop new curriculum, revise old, and complete the integration of competencies and outcomes throughout its curriculum.

4.1.1 STRATEGY: Create an educational environment which will promote innovation, creativity and instructional effectiveness in the classroom. Support the use of state of the art technology to enhance teaching effectiveness. Identify faculty to engage in instructional technology projects. Work with departments to complete a systematic review of course curricula and competencies. Develop classroom research projects which assess student learning and promote active learning. Develop a campus plan to assess instructional effectiveness.

EVALUATION CRITERIA: Successful completion of majority strategies for this objective

RESPONSIBILITY: Academic and Student Services (Dean Carol Brown)

BUDGET IMPLICATIONS: Undetermined

INVOLVEMENT IMPLICATIONS: This strategy has been discussed in part.

4.1.2 STRATEGY: Sunset the Communications Program. Review and revise Communications courses. Assess needs, review, and revise Sign Language courses.

EVALUATION CRITERIA: Successful completion of majority of strategies for this objective

RESPONSIBILITY: Communications Department

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: None

4.1.3 STRATEGY: Evaluate curriculum (ESL) and continue to develop and revise courses as needed by evaluation from students, ESL faculty, and content faculty and by producing course offerings for Winter '95.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective

RESPONSIBILITY: Sue Wilkinson and Mary Ann McGee

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

4.1.4

STRATEGY: Project YES! and Service Learning: Educational modules for training are being developed to meet student and community need. These modules will be designed with an eye to future translation into "distance-learning" and "interactive" vehicles. Modification of existing Service Learning components to better fit the needs of area community members and agencies. Develop "Project YES!" program to meet the needs (on-site) of underprepared ABE & Alternative Education students; to further the Campus/College's mission as it pertains to "Charter Schools." Develop on-going "Youth Leadership Program" to support the needs of high school, middle school, and college students. Offer credit course work to senior centers, on-site (i.e. South Lyon, Walled Lake, Redford Union, Birmingham Community House, etc.) for non-traditional students. Academic and developmental support through outreach efforts in Adult and Alternative Ed with Project YES! Implement new educational module format for Service Learning training.

EVALUATION CRITERIA: Successful completion of majority of strategies for this objective.

RESPONSIBILITY: Kelly Masters, Jamie Mason, Milo Karhu, Judy Leslie, Rex Strong, Khal Hanna.

BUDGET IMPLICATIONS: Computer program software needs may be able to be identified within existing budgets.

Service Learning: Revenue generating workshops and training; grant funding; fund raising; need for general fund support.

Project YES!: Request for foundation (external) support; orientation general funds; student activities general funds; charter schools?

Course offering to be self-supporting.

Service Learning is grant funded. Desperate need for coordinator salary out of general funds.

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

4.1.5

STRATEGY: Working with faculty, continue process of curriculum review and revision to implement current and future demands of our community. Provide direction and leadership to faculty in the development of new curricula, identifying and allocating the appropriate resources to support such initiatives. Implement an outcomes assessment plan for the campus. Identify faculty teams to present at/attend professional conferences on a regional and national level.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective.

RESPONSIBILITY: Academic and Student Services (Dean Mary Ann McGee).

BUDGET IMPLICATIONS: Included in existing budget.

INVOLVEMENT IMPLICATIONS: This strategy has been discussed in part.

4.1.6

STRATEGY: Continue to implement and refine core competencies and content competencies for individual support in the IIC. Continue to implement and refine core competencies and content competencies for IIC 057. Work with English Department to evaluate and develop reading curriculum and assessment. Continue to work with faculty members to develop meaningful computer assisted/multi-media supplemental activities. Continue to work with departments to provide connected tutorial support.

EVALUATION CRITERIA: Successful completion of majority of strategies specified for this objective.

RESPONSIBILITY: IIC Department

BUDGET IMPLICATIONS: Continued urgent need for additional money for tutoring and software. Resubmit FIPSE grant proposal, seek other grants. Need money to bring in experts on reading curriculum and assessment.

INVOLVEMENT IMPLICATIONS: This strategy has been discussed with those involved.

Royal Oak:

4.1 SITE OBJECTIVE: Establish and conduct a focused student retention effort.

4.1.1. STRATEGY: Participate to maximum level in college-wide retention initiatives, e.g., Directed Admissions, SASP, and identification of core competencies.

EVALUATION CRITERIA:

- a) Successful course completion will increase by 15% over two year time period.
- b) Retention rates for selected pilot groups during time lines selected.

RESPONSIBILITY: Associate Dean Carolyn Harrison, Directed Admissions Team

BUDGET IMPLICATIONS: Scarce available resources will be enhanced in direct relationship to success realized by implementing this strategy.

INVOLVEMENT IMPLICATIONS: College Councils and Academic Senate committees. On-going discussion is taking place.

4.1.2 STRATEGY: Expand campus based student academic success activities, especially in tutoring and student mentor program.

EVALUATION CRITERIA:

- a) Successful course completion will increase by 15% over two year time period.
- b) Retention rates for selected groups during time lines selected.

RESPONSIBILITY: Associate Dean Carolyn Harrison, IIC Staff

BUDGET IMPLICATIONS: Strategy is under-funded; implementation will be expanded as allowed by success of resource development and increased enrollment.

INVOLVEMENT IMPLICATIONS: None

4.2. SITE OBJECTIVE: Establish and support new curriculum.

4.2.1 STRATEGY: Support the expansion of the OCC nursing program by enrolling 54 students in 1994-95 and 54 students in 1995-96 academic years at Southfield Site.

EVALUATION CRITERIA:

- a) Student enrollment is sufficient to sustain program.
- b) Student retention and completion rates equal or exceed college-wide standard.

RESPONSIBILITY: Dean C. Culpepper

BUDGET IMPLICATIONS:

- a) Facility renovation at Southfield to provide staff office, adequate nursing and science labs and Electronic Research Center.
- b) Increased personnel (HL budget).

INVOLVEMENT IMPLICATIONS: Highland Lakes staff

4.2.2 STRATEGY: Plan and implement professional continuing education classes.

EVALUATION CRITERIA:

- a) Student enrollment is sufficient to sustain program.
- b) Student retention and completion rates equal or exceed college-wide standard.

RESPONSIBILITY: Dean C. Culpepper

BUDGET IMPLICATIONS: To be sustained by off-setting revenue.

INVOLVEMENT IMPLICATIONS: BPI. Discussions are on-going

4.2.3. STRATEGY: Implement course work and support services for non-native English speaking students and for self-identified ethnic, religious and racial minority groups.

EVALUATION CRITERIA:

- a) Student enrollment is sufficient to sustain program.
- b) Student retention and completion rates equal or exceed college-wide standard.

RESPONSIBILITY: Dean M. Khirallah; Campus Diversity Committee

BUDGET IMPLICATIONS: Within existing resources.

INVOLVEMENT IMPLICATIONS: George Keith; discussion of this strategy has taken place

4.2.3 STRATEGY: Implement course work and support services for non-native English speaking students and for self-identified ethnic, religious and racial minority groups.

EVALUATION CRITERIA:

- a) Student enrollment is sufficient to sustain program.
- b) Student retention and completion rates equal or exceed college-wide standard.

RESPONSIBILITY: Dean M. Khirallah; Campus Diversity Committee

BUDGET IMPLICATIONS: Within existing resources.

INVOLVEMENT IMPLICATIONS: George Keith. Discussion has taken place.

4.3 SITE OBJECTIVE: Establish and maintain a comprehensive program of credit and non-credit instruction and training for the public service professions.

4.3.1 STRATEGY: Expand and improve curricular offerings through non-traditional delivery systems, using multiple learning sites, new technology, new scheduling configurations and continuous program review by local advisory committee.

EVALUATION CRITERIA:

- a) Credit hours and non-credit training increase by 10% annually.
- b) Funds are acquired and training center construction is initiated.

RESPONSIBILITY: Dean J. Macri

BUDGET IMPLICATIONS: No additional resources.

INVOLVEMENT IMPLICATIONS: ITS, Auburn Hills staff; RO/SF staff. Discussion has taken place

4.3.2 STRATEGY: Plan and raise funds to design and build "SIM CITY," a practical training center for public service personnel

EVALUATION CRITERIA:

- a) Credit hours and non-credit training increase by 10% annually.
- b) Funds are acquired and training center construction is initiated.

RESPONSIBILITY: Dean J. Macri, S. Weiss

BUDGET IMPLICATIONS: Use of land at Auburn Hills Campus.

INVOLVEMENT IMPLICATIONS: Dan Jaksen, Helen Kieba. Discussion has taken place.

4.3.3 STRATEGY: Provide community service to public service professions, e.g., county-wide record keeping system for training, implementation of assessment center, establishment of training consortium with partners in southeast Michigan.

EVALUATION CRITERIA:

- a) Credit hours and non-credit training increase by 10% annually.
- b) Funds are acquired and training center construction is initiated by Summer 1996.

RESPONSIBILITY: Dean J. Macri, M. Sabol, J. Domm, R. Tillman

BUDGET IMPLICATIONS: Activities will be self-sustaining.

INVOLVEMENT IMPLICATIONS: None

Administrative Services:

4.1. SITE OBJECTIVE: Millage Campaign: Will improve the financial processes and record keeping of the College resources.

4.1.1 STRATEGY: Assist Campus staff with the installation of cash registers and the preparation of a Cashier Procedure Manual.

EVALUATION CRITERIA: Written Cashier Procedure Manual.

RESPONSIBILITY: Clarence E. Brantley

BUDGET IMPLICATIONS: No additional budget is needed to prepare the manual.

INVOLVEMENT IMPLICATIONS: Directors of Campus Services, Cashiers, and Coordinators. Discussion has taken place.

4.1.2 STRATEGY: Prepare a Financial Services Department Procedure Manual.

EVALUATION CRITERIA: Written Procedure Manual within stated time lines.

RESPONSIBILITY: Clarence E. Brantley

BUDGET IMPLICATIONS: No additional budget is needed to prepare the manual.

INVOLVEMENT IMPLICATIONS: None, just the Financial Services Department staff.

Chancellor's Office:

4.1 SITE OBJECTIVE: Continue to support implementation of competencies.

4.1.1 STRATEGY: Provide assistance through staff development activities and consultants.

EVALUATION CRITERIA: Competencies established in 70% of the courses by 1996.

RESPONSIBILITY: Chancellor for support; Vice Chancellor of Curriculum and Staff Development for oversight; Presidents for accountability on campuses.

BUDGET IMPLICATIONS: Consultants to assist with process; approximate cost \$5,000.

INVOLVEMENT IMPLICATIONS: Vice Chancellor of Curriculum and Staff Development; Presidents. This strategy has been discussed with them.

Curriculum & Professional Development:

4.1 SITE OBJECTIVE: To seek a coordinated use of ACT, ASSET and COMPASS as tools for the assessment and placement of incoming students

4.1.1 STRATEGY:

-Encourage the Math Discipline to validate COMPASS as a placement/assessment tool

-To work with ACT to build a crosswalk table between ACT scores and ASSET and COMPASS scores

EVALUATION CRITERIA: -Ability to assess and place math, reading and English students with these tools

RESPONSIBILITY: Maurice McCall

BUDGET IMPLICATIONS: We need to replace the current ASSET budget (\$40,000) with a more comprehensive assessment budget (\$75,000.00) to support initial COMPASS use. We may need an additional \$20,000.00 to support ACT to ASSET/COMPASS score conversion research.

INVOLVEMENT IMPLICATIONS: This strategy has not yet been discussed with them.

4.2 SITE OBJECTIVE: Continued development and implementation of a Student Outcomes Assessment (SOAC) Program

4.2.1 STRATEGY: Working with the College SOAC Committee to work with faculty and staff to develop assessment activities and to assist in interpreting assessment findings

EVALUATION CRITERIA: Submission of reports of progress in this area

RESPONSIBILITY: Vice Chancellor for Curriculum and Professional Development

BUDGET IMPLICATIONS: None to date

INVOLVEMENT IMPLICATIONS: Office of Institutional Planning and Analysis. This Strategy has been discussed with them.

4.3. SITE OBJECTIVE: Provide a regular review of all College curricula

4.3.1 STRATEGY: Working with the Curriculum Evaluation Committee to conduct a comprehensive review of 20% of the curricula each year over a five year period

EVALUATION CRITERIA: Submission of reports of review activity

RESPONSIBILITY: Vice Chancellor for Curriculum and Professional Development

BUDGET IMPLICATIONS: Recommendations for improvement may have campus budget implications to be determined.

INVOLVEMENT IMPLICATIONS: Office of Institutional Planning and Analysis. This strategy has been discussed, although on-going discussions will be required.

4.4 SITE OBJECTIVE: Develop cluster occupational programs in business and in manufacturing

4.4.1. STRATEGY: Assist curriculum development efforts in Business Information Systems and in Manufacturing Technology to develop a cluster approach to occupational programs that utilizes a modular instructional model. Examples: arrange field visits to other colleges, integrate with Tech Prep

EVALUATION CRITERIA: Documented progress in the first year

RESPONSIBILITY: Dean, Academic Services

BUDGET IMPLICATIONS: Existing grant funding will be used (Tech Prep)

INVOLVEMENT IMPLICATIONS: BIS departments at HL and OR, AH technology department. Respective deans of the above departments. Tech Prep staff

4.5 SITE OBJECTIVE: Integrate PROE (Program Review in Occupational Education) into a unified College-wide assessment process

4.5.1 STRATEGY: Work with Institutional Planning and Analysis and the College Assessment Committee to incorporate required PROE components into College assessment

EVALUATION CRITERIA: Information currently obtained through PROE is generated through the integrated College process

RESPONSIBILITY: Dean, Academic Services

BUDGET IMPLICATIONS: None

INVOLVEMENT IMPLICATIONS: Planning and Analysis Office, College Assessment Committee

4.6 SITE OBJECTIVE: Integrate the Internet (Information Superhighway) into daily information support services

4.6.1 STRATEGY: Enter into contracts for services where required (fee based). Train LRC staff in uses.

EVALUATION CRITERIA: Usage statistics

RESPONSIBILITY: Manager of LRC Systems

BUDGET IMPLICATIONS: Existing LRC funds will be redirected to these alternate format resources

INVOLVEMENT IMPLICATIONS: LRC staff and ITS. This strategy has been discussed.

4.7 SITE OBJECTIVE: Increase number and scope of databases accessible via DALNET MDAS module

- 4.7.1 **STRATEGY:** Negotiate for terms and specify access to U of M, MSU, Education Index and Books in Print. Train LRC staff in use
- EVALUATION CRITERIA:** Additional databases will become available. Usage statistics
- RESPONSIBILITY:** Manager of LRC Systems
- BUDGET IMPLICATIONS:** Existing funds will be redirected to these alternate format resources
- INVOLVEMENT IMPLICATIONS:** LRC staff, this Strategy has been discussed with them.
- 4.8 **SITE OBJECTIVE:** Upgrade SF LRC services to the level of other LRCs
- 4.8.1 **STRATEGY:** Specify configuration of equipment; computer program tables for these services
- EVALUATION CRITERIA:** SF LRC will provide same level of service now available at other LRCs Usage statistics
- RESPONSIBILITY:** Manager LRC Systems
- BUDGET IMPLICATIONS:** Equipment is arranged for; otherwise no new funding required
- INVOLVEMENT IMPLICATIONS:** SF & RO LRC staff, this Strategy has been discussed with them.

Human Resources:

- 4.1 **SITE OBJECTIVE:** Remove contractual barriers.
- 4.1.1 **STRATEGY:** Negotiate FMA which eliminates restrictions of dynamic, coherent, competency-based curriculum.
- EVALUATION CRITERIA:** Decrease the importance of teaching overload hours by full-time faculty by 9-95.
- RESPONSIBILITY:** Ed Callaghan
- BUDGET IMPLICATIONS:** None
- INVOLVEMENT IMPLICATIONS:** Strategy requires support from or involvement of other department/office/groups. To date, this strategy has not been discussed with them.

Planning and Development:

- 4.1 **SITE OBJECTIVE:** Provide educational courses, programs, and services customized to accomplish specific competencies, standards and/or expectations.
- 4.1.1 **STRATEGY:** Conduct assessments with client organizations to determine need/required competencies; Deliver industry-specific programs based on needs and/or objectives of a client; Follow-up with client to determine areas of improvement.
- EVALUATION CRITERIA:** Students will evaluate all courses and programs with anticipated results of 4.50 on a 5-point scale (ongoing); All projects and services will be evaluated by the client (organization).
- RESPONSIBILITY:** B. Vesprini, B. George, D. Powell, V. Kohl