

Oakland Community College

Institutional Self-Study

THE HIGHER LEARNING COMMISSION 2008

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Institutional Self-Study

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ACKNOWLEDGEMENTS

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

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

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Chapter 1

THE OAKLAND COMMUNITY COLLEGE SELF-STUDY



- ▶ Introduction
- ▶ Organization of Self-Study Document
- ▶ Institutional Profile and History
- ▶ Accreditation History
- ▶ Responses to Challenges
- ▶ Significant Institutional Changes since Last HLC Visit

INTRODUCTION

Oakland Community College is submitting this self-study report as formal application to maintain its accredited status through the Program to Evaluate and Advance Quality (PEAQ) as set out by the Higher Learning Commission (HLC) of the North Central Association.

The major purpose of the report is to provide members of the HLC visiting team with the information they need about Oakland Community College in order to conduct a comprehensive and effective evaluation during their visit. However, the college recognizes that there are several other important audiences – both internal and external – for this report, including:

- Current and potential students
- Members of the OCC community – faculty, administration, staff, Board of Trustees, and Foundation Board of Trustees
- Many business, community and educational partners
- The general public

Oakland Community College conducted and completed its self-study during 2005-2007, using the new accreditation criteria specified by the Higher Learning Commission. The document provides a comprehensive and open view of OCC including:

- Its vision, mission, and purposes
- Its commitment to planning its best future
- Its focus as a learning-centered organization that puts students first
- Its interconnectedness with the diverse community it serves

For its internal constituents, the self-study provides a vehicle for ongoing dialogue as an additional tool to be used for strategic planning and resource allocation, as well as for evaluating and improving programs and services that meet the evolving needs of learners in the challenging economy of southeast Michigan.

For external constituents, the report provides an extensive look at OCC programs and services, shows that OCC continues to serve the changing needs of a diverse community and demonstrates that the college is a careful steward of the funds Oakland County taxpayers have entrusted to it.

How the Self-Study is organized

Chapter outlines

Chapter 1 of the self-study report provides:

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

Chapter 2 describes the self-study process and goals, along with the committee structure. Five chapters follow; each centers on one of the five HLC Criteria and their Core Components, providing supporting evidence and concluding with a discussion of OCC's strengths and challenges for the future as they relate to that particular criterion. The chapters are:

- Chapter 3: Criterion One – Mission and Integrity
- Chapter 4: Criterion Two – Planning for the Future
- Chapter 5: Criterion Three – Student Learning and Effective Teaching
- Chapter 6: Criterion Four – Acquisition, Discovery, and Application of Knowledge
- Chapter 7: Criterion Five – Engagement and Service

Chapter 8 addresses how Oakland Community College meets Federal Compliance Regulations.

Chapter 9 summarizes how OCC has met the HLC's five criteria and demonstrates how the college embodies the HLC's four cross-cutting themes; it also contains a formal request for continued accreditation.

Chapter 10 includes a glossary of terms and acronyms

Throughout this self-study, the various committees who have gathered information and shaped this report at Oakland Community College have cited examples that give evidence demonstrating that each of the Higher Learning Commission's criteria has been met. The committees developed guidelines for gathering evidence and analyzing that evidence to assure that information provided is:

- Relevant
- Representative of the college
- Verifiable and able to be replicated
- Reinforced and corroborated by a variety of sources

Sources of evidence cited are noted in parenthesis throughout the document. In addition, these sources of evidence are available in the OCC Resource Room at the District Office or the OCC Virtual Resource Room.

Common sources cited in the Self-Study

Among the most common sources cited in the Self-Study are:

Budget documents

College catalogs and class schedules

Committee minutes from all OCC committees, including College Academic Master Plan, College Curriculum/Instruction, Curriculum Review, Student Outcomes Assessment, Technology Management, College Planning Council, Diversity, Global Education Committee, Vacancy Committee

Handbooks: faculty, adjunct faculty, employee, student

Higher Learning Commission (HLC) documents: OCC self-studies from 1998 and 2003; HLC reports of visits 1998, 2003; OCC progress report and HLC response from 2005

Human Resource documents: contracts for all bargaining units, diversity reports, statement of non-discrimination, federal/state compliance information

Master Plans: Academic Master Plan: college and campus; Campus Master Facilities Plan: college and campus; Information Technology Master Plan and associated technology plans

Oakland County *Census 2000* reports

Oakland County Planning and Economic Services Division reports: *The Economic Outlook for Oakland County Summary, 2006-2008* and *2007-2009*, prepared by George A. Fulton and Donald R. Grimes, Institute of Labor and Industrial Relations, University of Michigan

OCC Office of Assessment and Effectiveness surveys and reports, including Institutional Dashboard, Program Dashboard, Program Planning Model; CC Benefits, Inc., *The Economic Impact of Oakland Community College, 2005*

OCC Office of Institutional Research surveys and reports, including student services opinion survey, enrollment reports, graduate follow-up study, public opinion poll

Policy manuals: Oakland Community College, Board of Trustees

Professional Development and Training Center (PDTC) documents

Publications: internal newsletters and news releases; external annual reports, millage annual reports, *OCC at a Glance*, *Career Focus*, *Career Re-Focus*, *A Vision for Excellence: A 35th Anniversary History*

Research conducted for the Higher Learning Commission Visit: Personal Assessment of the College Environment (PACE) survey, Board of Trustees interviews, Student surveys/focus groups

Southeast Michigan Council of Governments (SEMCOG) March 2007 Report: *A Region in Turbulence and Transition: The Economic and Demographic Outlook for Southeast Michigan*

Strategic planning documents

Oakland Community College: An Institutional Profile and History

Vision and Mission

Vision

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

Mission

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

OCC's Six Major Purposes

Oakland Community College provides high quality:

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

Oakland Community College Board of Trustees and College Officers

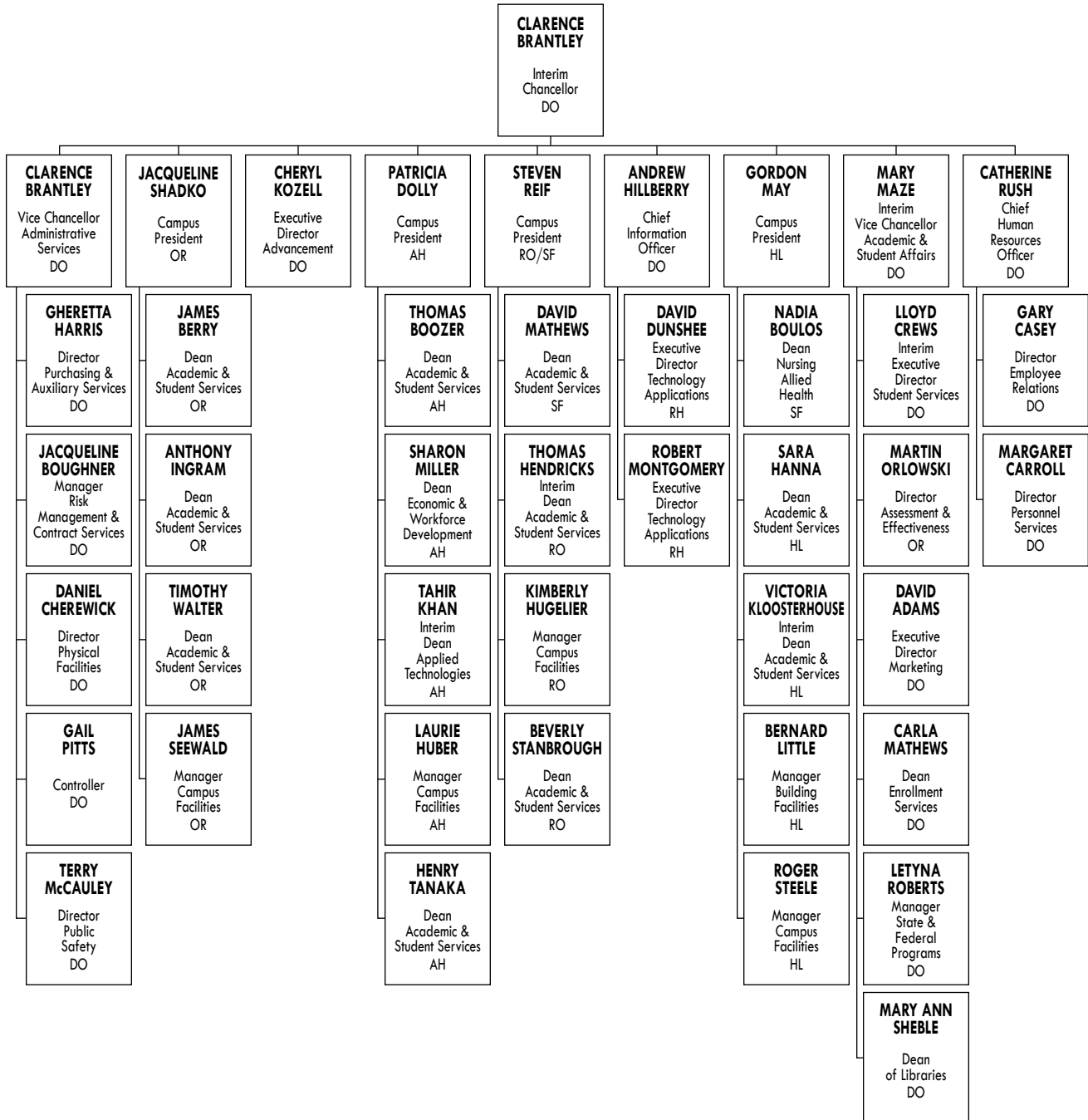
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Steven J. Reif, Ph.D., President, Royal Oak/Southfield Campus
Catherine J. Rush, Chief Human Resources Officer
Jacqueline A. Shadko, Ph.D., President, Orchard Ridge Campus

FIGURE 1: ADMINISTRATIVE ORGANIZATIONAL CHART



A profile of Oakland Community College

OCC is the largest community college in Michigan

Five-campus Oakland Community College is the largest of Michigan's 28 community colleges. Since it opened with 3,860 students (a national record) in 1965 it has served more than 700,000 students, the equivalent of half of Oakland County's population.

The college has the state's largest freshman class and the third largest undergraduate enrollment, following The University of Michigan and Michigan State University. Its annual enrollment is 74,000 credit- and noncredit-seeking students (duplicated head count) and it ranks as the 26th largest community college among the nation's 1,173 community colleges (American Association of Community Colleges website). It is also the college of choice for more than 11% of students graduating from area high schools, with the most students coming from the Waterford, Southfield, Troy, Rochester, Royal Oak, Farmington, West Bloomfield, Detroit, Clarkston, and Pontiac school districts.

OCC offers degrees and certificates in more than 130 career fields. It also grants university transfer degrees in business, science and the liberal arts. At its 2007 commencement, OCC awarded more than 2,000 degrees and certificates. In 2007, *Community College Week* (July 16, 2007) ranked OCC 33rd in the nation in terms of associate degrees conferred.

OCC is the largest provider of workforce training programs in the state of Michigan. Its nursing program is also the largest in the state; 100% of its graduates pass the state licensure exams.

The college also offers programs that provide the training students need for more than 30 occupations that are growing faster than the regional average in Southeast Michigan. Among them are court reporting; child care; forensic science and technology; dental hygiene; restaurant/food services management; hotel/motel administration and management; mental and social health services; medical transcription; nursing; and diagnostic medical sonography (Source: *Community College Strategic Planner*, CCbenefits, Inc.).

In 2005, the independent research firm, CCbenefits, Inc., reported the results of its *The Economic Contribution of Oakland Community College*, which it conducted by applying a comprehensive model developed with funding from the Association for Community College Trustees. The model captured and quantified the economic benefit of community and technical colleges and translated those benefits into common sense benefit/cost and investment terms. Among the significant results for OCC was that 70% of its graduates remain in the local region, contributing to the local economy.

Michigan Community College Ranking By Enrollment – Fall 2005

Rank	College	Enrolled
1	Oakland Community College	24,287
2	Macomb Community College	20,596
3	Lansing Community College	20,057
4	Grand Rapids Community College	14,798
5	Wayne County Community College District	14,764

Source: Michigan Community College Association

An OCC Student Snapshot

	Number	Percentage
Full-time students	7,931	33
Part-time students	16,192	67
Total	24,123	100

Gender

Female	13,949	58
Male	9,434	39
Unreported	750	3

Race/Ethnicity

White, Non-Hispanic	15,405	64
African-American, Non-Hispanic	3,358	14
Asian/Pacific Islander	620	3
Hispanic	495	2
American Indian/Alaskan Native	134	1
Non-Resident Alien	2,134	9
Unknown or Unreported	1,977	8

Student Age – Fall 2006

Range	15-90
Average	27
Median	23
Modal	19

Sources: Oakland Community College At A Glance 2006-2007; Fast Facts, Office of Institutional Research Report, Fall 2006

Average OCC Tuition

In-District	\$58.50 per credit hour
In-State	\$99.00 per credit hour
Out-of-State	\$138.85 per credit hour

Source: Oakland Community College Catalog, 2007-2008

OCC's Top Programs of Study

Program	Number	Percentage
Nursing	1,943	8
Business Administration	1,705	7
General Studies	1,552	6
Liberal Arts	1,484	6
Accounting	394	2
Early Childhood Development	376	2
Science	374	2
Criminal Justice/Law Enforcement	351	1
Dental Hygiene	308	1

Reasons Students Attend OCC

Obtain a degree or certificate	7,300	30
Transfer to another institution after obtaining OCC degree or certificate	5,529	23
Transfer to another institution without obtaining OCC degree or certificate	5,266	22
Gain knowledge related to employment	975	4
Gain knowledge unrelated to employment	493	2
Unknown/unreported	940	4
Undecided	3,620	15

Sources: Oakland Community College At A Glance 2006-2007; Fast Facts, Office of Institutional Research Report, Fall 2006

Student Headcounts, Fall Term Census 1997-2007

2007	2006	2005	2004	2003	2002	2001	2000	1999	1998	1997
24,532	24,123	24,287	24,296	24,145	23,713	23,688	23,400	23,445	24,455	24,443

Source: Fast Facts, Office of Institutional Research Reports, Fall 1997-2007

College has diverse student population

Oakland Community College serves Oakland County, a 900-square-mile area that has become increasingly diverse over the past several decades. Census 2000 data reveals that the county's population includes 10.1% African-Americans, 4.1% Asians, 2.4% Hispanics, and 10% immigrants from the Soviet Union, Iraq, Albania, Bosnia, Laos, and Viet Nam. Southeast Michigan is also home to the nation's largest Arab and Chaldean communities which make up 2% of the region's total population.

In 1965, when OCC opened, its student body was mainly recent high school graduates. Today's student population is vastly different in age and attendance patterns and reflects the county's rich diversity. And while 85% of OCC's attendees live in Oakland County, the college has attracted students from 80 countries around the world. For 2006-2007, college records show that 9% of its 24,123 credit students were from foreign countries. According to the March 29, 2004 issue of *Community College Week* (the most current year for which information is available) which ranked the nation's top 40 schools in terms of number of foreign students enrolled, OCC ranked 17th in the nation and was the only community college in Michigan to make the list. OCC's English as a Second Language program is the largest in the state, responding to the needs of its foreign students as well as to the needs of the highly diverse student population of Oakland County.

OCC may qualify as a "commuter college." The institution, however, has woven a rich tapestry of student life from a wide variety of activities at its five campuses. A comprehensive schedule of these events and activities is published annually in the *Student Life Handbook* and includes music and theater productions, art shows, lectures, international festivals, diversity events, and opportunities for community service. The handbook also outlines enrichment opportunities including those emanating from the chancellor's office, such as the Student Art Purchase Award, the Student Ambassador program, and international study opportunities.

Students list many reasons to attend OCC

The reasons students attend OCC continue to be many and varied. More than 11% of Oakland County high school graduates choose OCC; thousands of others attend OCC to enhance their employability skills to succeed in an expanding global marketplace; many individuals have discovered in OCC a rich source of lifelong learning experiences; and thousands of students attend to earn quality, affordable associate degrees before transferring to four-year institutions.

The 2006 *Data Feedback Report* from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) demonstrates that OCC's focus on students is working. The college surpasses the 32 other two-year institutions in its cohorts in several key areas:

- OCC's tuition and fees are lower than the rest of its cohort.
- OCC awards more degrees and certificates than other comparable institutions.
- OCC's full-time and part-time student retention rates are higher, putting a better future within reach for more individuals.

OCC's transfer rates also compare favorably with those of other Michigan community colleges, with students most frequently transferring to Oakland University, Wayne State University, Michigan State University, Walsh College, Western Michigan University, University of Michigan-Dearborn, Lawrence Technological University, University of Michigan, and Central Michigan University.

Five campuses serve Oakland County

OCC operates five major campuses to serve its nearly 900-square-mile district:

- Auburn Hills, located in the northern part of Oakland County
- Highland Lakes, located in the northwestern part of the county
- Orchard Ridge, located in the south central part of the county
- Royal Oak, located in the southeast part of the county
- Southfield, located at the southern edge of Oakland County

Four of these five campuses are the size of an average community college in the rest of the country.

Additional sites include:

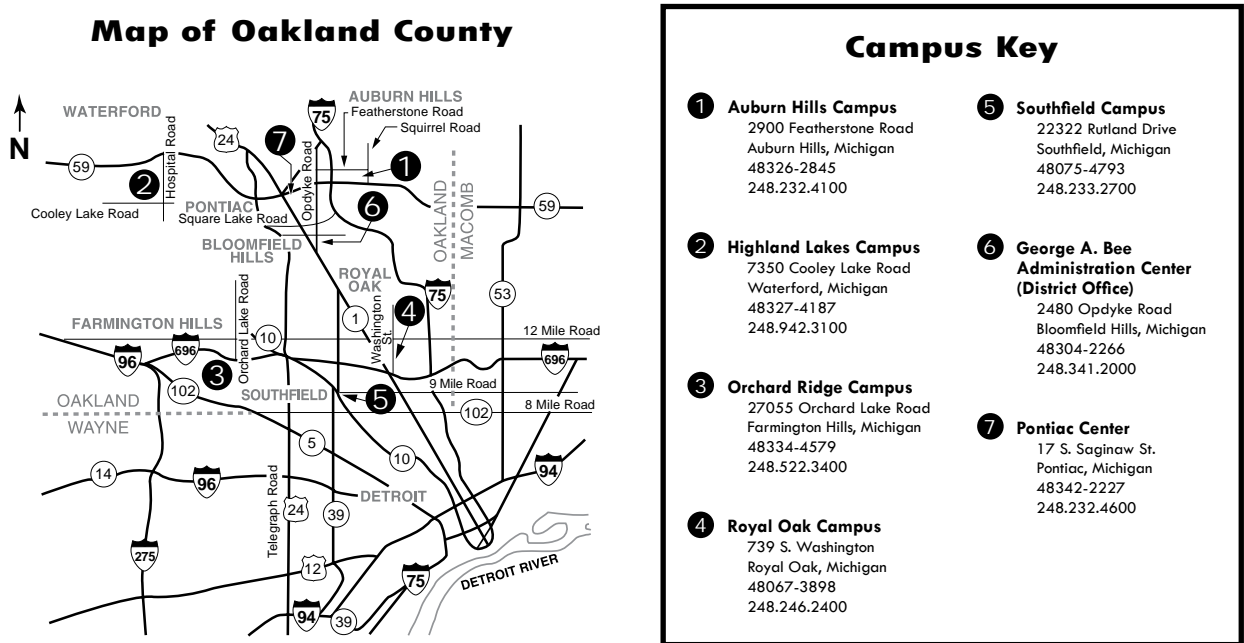
- The OCC Pontiac Center – a permanent location in downtown Pontiac – serving as a catalyst to that urban community and also housing the college's Professional Development and Training Center, the administrators and managers of Public Safety, Grants, the Bookstores, and Environmental Health and Safety
- The George A. Bee Administration Center (also called the District Office), a nine-acre site centrally located within the college district in Bloomfield Hills that houses district administration and operational services
- The Rochester Hills Center – leased near the District Office and Auburn Hills Campus that provides space for Information Technology

Headcount by Campus

Auburn Hills	8,238
Highland Lakes	5,154
Orchard Ridge	8,067
Royal Oak	6,813
Southfield	3,377

Source: Enrollment Report, Office of Institutional Research Reports, Fall 2007

FIGURE 2: OCC LOCATIONS IN OAKLAND COUNTY



OCC's Physical Plant

OCC's physical plant consists of:

- 5 campuses, the Bee Administration Center and 2 leased sites (Pontiac Center and Rochester Hills)
- 501 acres of land
- 70 buildings and 2 parking structures
 - 1,774,650 gross square feet of building area
 - 45,793 gross square feet of leased building area
 - 330,975 gross square feet of parking structure area
- 463 classrooms and laboratories
- 94.6 acres of free parking for students
- 10.6 miles of roadway; 7.75 miles of walkways

Replacement value for OCC's buildings and equipment is \$446,376,197.

OCC's data network incorporates two million feet of copper wire for data transmission, 210 miles of fiber optic cable connecting all college buildings, and approximately 4,500 computers, two-thirds of which are available for student use. The network also consists of 1 Gbps speed to the desktop with fault tolerant WAN connections to each campus.

Source: OCC Physical Facilities Department

OCC contributes significantly to Oakland County

With nearly 890 full-time employees and an almost equal number of part-time staff and adjunct faculty, OCC is one of Oakland County's larger employers.

The college also has a major impact on the county's well being. According to 2005 data from the economic impact study done for OCC by *CCbenefits, Inc.*, more than 70% of OCC graduates remain in the area, joining the skilled work force that gives Oakland County a competitive edge in a global economy.

The college continues to be a key partner with Oakland County in other ways as well, participating in the Automation Alley Consortium and providing upskilling and retraining for thousands of workers each year.

OCC, with its 2007-2008 general fund budget of \$155,058,000, also makes its own significant contribution of more than \$25.7 million annually to the regional economy through employee earnings and college expenditures.

OCC's Economic Impact on Oakland County

Oakland Community College has a significant impact on Oakland County as information from *The Economic Contribution of Oakland Community College* study conducted in 2003-2004 and reported out in 2005 by the independent research firm, *CCbenefits, Inc.* The comprehensive model it applies was developed with funding from the Association for Community College Trustees. The model captures and quantifies the economic benefit of community and technical colleges and translates those benefits into common sense benefit/cost and investment terms. *CCbenefits'* findings about OCC included the following:

- OCC operations contribute \$25.7 million annually to the regional economy through employee earnings and other college expenditures.
- Former OCC students generate \$1.8 billion in added income to the region.
- For every year students attend OCC they will earn an additional \$5,525 annually.
- OCC graduates holding associate degrees will earn an average of \$52,260 per year – 35.4% more than high school graduates. Over a working lifetime, this adds up to \$500,000 more in income for OCC graduates.
- Taxpayers see a real money “book” return of 13.6% on their annual investments in OCC and recover all investments in 10.1 years.
- The State of Michigan benefits from improved health, and reduced welfare, unemployment, and crime, saving the public some \$8 million a year.

Source: *The Economic Contribution of Oakland Community College*, *CCbenefits, Inc.*, 2005

Officials recognize OCC's contributions

State and local officials repeatedly emphasize the importance of the college to the region's students, educational partners, communities, businesses and industries. Oakland County Executive L. Brooks Patterson calls OCC “a crown jewel among Oakland County's

family of superior institutions of higher learning,” noting that the college “greatly adds to Oakland County’s growing reputation as a premier location in which to live, work, play, and raise a family.” He also lauds OCC for “consistently using taxpayer dollars wisely to improve campus facilities to enrich the learning environment and provide technological support that will enhance students’ abilities to succeed in the more competitive workplace of the 21st century” (August 2006).

Strategic planning helps ensure OCC’s best future

OCC is committed to planning its best future, always focusing on its students. In 2002, the college began its current planning cycle with direction from and the support of its Board of Trustees. Seven goals were established, forming the basis of OCC’s 2002-2007 strategic plan, *Putting Students First*.

From the outset the planning process was designed to be inclusive with input coming from internal and external audiences. Throughout the planning process, the college has also used multiple communication vehicles: a strategic planning website and e-newsletter, an annual Institutional Dashboard Report detailing progress on the plan, board and campus presentations, articles in internal publications, and an annual report to the community to keep these many audiences up to date about progress on the plan.

Since November 2005, a 12-member College Planning Council has overseen the planning process. Among this group’s charges are: developing and recommending academic strategic directions; providing planning standards; and ensuring that the planning process is open, that it supports the vision and mission and that it is integrated with the budgeting process.

Putting Students First Strategic Planning Goals, 2002-2007

To achieve the goals of its 2002-2007 strategic planning cycle, Oakland Community College dedicated itself to continuously:

1. Plan future directions
2. Increase quality and accessibility of education
3. Expand partnerships and collaboration
4. Appreciate and understand diversity
5. Provide a global perspective
6. Facilitate the appropriate use of technology
7. Assess institutional effectiveness

Source: OCC Annual Report, 2006

OCC puts students first through networking and collaboration

OCC is committed to putting students first and addresses that commitment in each goal of its strategic plan. Goal 3 – *Expand Partnerships and Collaborations* – deals specifically with this major commitment of the college. OCC realizes that it must be closely connected with the larger national, regional and local communities it serves to prepare students for

successful, independent, and personally fulfilling lives that benefit society. Long-standing partnerships and collaborations are continuously enhanced with new opportunities as OCC develops relationships with educational institutions, businesses, industries, communities, government entities and regional and national organizations.

Among those collaborations are:

National and regional collaborations

In addition to long-established partnerships such as those fostered through OCC's Workforce Development Services, the college developed several new collaborative programs. Through an intensive two-year team effort, OCC secured symbiotic federal appropriations for FY 2007 to form three groups to help drive Michigan's economic recovery:

- The **Emerging Sectors Education Consortium**, which will support Emerging Sectors™ initiatives of Oakland County by attracting companies with assurance of full access to education and training resources to create the skilled workforce for high-wage, high-skill occupations
- The **International Education Consortium**, which will develop a model to meet community college needs of faculty and students by expanding and enhancing curricula and providing short international experiences
- The **Community College Consortium for the Urban Area Security Initiative**, which will efficiently coordinate resources of the eight participating community colleges to meet training needs for homeland security, first responders, and emergency management agencies

Higher education articulation agreements

OCC continues to develop significant articulation agreements that allow students to transfer credits to degree programs at Michigan universities. New agreements developed in the past three years include:

- **Cleary University** – OCC students may transfer up to 83 credits toward this Ann Arbor university's bachelor of business administration program.
- **Ferris State University** – Students may transfer up to 87 credits in any technology field toward a bachelor degree, taking all their classes online or on an OCC campus.
- **University of Detroit-Mercy** – OCC students may transfer into Information Assurance/Security certificate and bachelor degree programs.
- **Oakland University** – Oakland University faculty teach bachelor and master degree nursing programs at OCC's Highland Lakes Campus.
- **Lawrence Technological University** – Students may transfer up to 75 credits to seven bachelor degree programs.

Secondary school partnerships

OCC maintains well established linkages to local school districts in Oakland County to offer students opportunities through programs such as:

- The **Oakland County Tech Prep Consortium**
- The **Walter P. Chrysler Manufacturing Technology Academy**
- The **Oakland Schools Vehicle Design and Engineering Academy**

Many partnerships with area middle and secondary schools provide summer enrichment programs:

- The **Science Technology and Engineering Summer (STEPS) Camp** for area high school girls
- The **ESL Dual Enrollment Summer Enrichment Program** for Farmington Public Schools secondary students
- The **Students Undertaking a Community College Experience in Summer Session (SUCCESS) Program** for Farmington Public Schools secondary students
- The **EXCITE! Program** for area middle school children (this program replaces OCC's **Young Girls in Technology Enrichment Program** for Pontiac middle school girls)
- The **Pontiac Summer Program** for Pontiac high school students

Partnerships that support economic development

The college, working in partnership with Oakland County governmental agencies, businesses and industries, and schools, has:

- The largest **Workforce Development** training program in the state. This program has received national recognition for the quality of its offerings to large and small employers in all sectors of the economy, as well as for its Advanced Technology Welfare-to-Work program. Workforce Development identifies and responds to the training needs of business, industry, and workers with three critical services to strengthen the county's economic base: programs for job seekers and underemployed individuals; business and industry training to strengthen the county's workforce; and economic development services to retain and attract new businesses and to help local employers access millions of dollars in grant funding for employee training.
- The **Michigan Technical Education Center (M-TECSM)**, a 35,000-square-foot facility, located on the Auburn Hills Campus. M-TEC offers self-paced learning, short-term classroom instruction, computer-based training and other innovative technologies to train and retrain individuals for in-demand careers in information technology.
- The **Combined Regional Emergency Services Training (CREST) Center**, on the Auburn Hills Campus. CREST provides scenario-based emergency response training in a 22-acre simulated cityscape for police, fire, EMT, and other public- and private-sector first responders.
- The **Advanced Technology Center** on the Auburn Hills Campus. This high-tech facility is equipped with many of the latest innovations in manufacturing – robotics, laser scanning, rapid prototyping, and simulation and virtual reality laboratories.
- Nearly three dozen **advisory boards**. These boards help OCC keep its career and technical programs current and relevant (Resource Lists A & B).
- The **Business and Community Alliance**. This group represents a cross section of leaders from community, business, industry, public service and education, whose mission is to assist OCC in developing education and training programs to meet workforce needs.

A brief history of Oakland Community College

In June 1962, an Oakland Citizens Advisory Council completed a community college study for Oakland County, concluding that the booming area urgently needed a community college to serve its 900-square-mile area.

A vote to approve the college, levy a one-mill property tax to help raise operating funds for the college and elect a six-member (later changed to a seven-member) board of trustees passed in June 1964.

By September 1965, making good on its promise to the community, Oakland Community College opened two campuses to 3,860 students – a national record. One campus, **Auburn Hills**, would today be virtually unrecognizable to its early students: the 1965 “campus” consisted of a collection of army barracks and Quonset huts that had housed the personnel of a recently demobilized Nike missile base. The second campus, **Highland Lakes** in Waterford, was converted from use as Oakland County’s tuberculosis sanitarium to college classrooms.

Even as the first two campuses opened, plans were on the drawing board for a third campus, **Orchard Ridge**, in Farmington Hills. This campus was fully operational by 1968.

During the 1970s and 1980s, OCC continued to expand, growing twice as fast as other community colleges in the state and experiencing a 40 percent enrollment increase between 1978 and 1982 alone. The three campuses were in almost constant states of renovation and building. In 1980, OCC’s fourth campus in **Southfield** opened. It was followed in 1982 by a fifth campus, covering three city blocks in suburban **Royal Oak**. This long-awaited building replaced the Southeast Campus System that, since 1968, had served tens of thousands of students in several temporary facilities and dozens of extension centers throughout southeast Oakland County.

In 1987 the college opened the **Pontiac Center** in downtown Pontiac. This facility houses the administrators and managers of Public Safety, Grants, the Bookstores, and Environmental Health and Safety, as well as OCC’s Professional Development and Training Center. Space leased in a **Rochester Hills** office building houses the Information Technology department.

During the 1980s and 1990s and into the new millennium, OCC has continued to expand its programs, emphasizing advanced technology and responding to the education and training needs expressed by business and industry. The college’s allied health programs grew, garnering accreditations and accolades. Cooperative programs with area high schools also expanded, as did community outreach programs. By the fall of 1990, OCC’s student population had grown to 28,667, making it the largest of Michigan’s 28 community colleges, a position it continues to maintain.

In 2001, the college opened a **Michigan Technical Education Center (M-TECSM)** on its Auburn Hills Campus, offering innovative information technology training and retraining programs. In 2006, this building also became home to OCC's Office of Institutional Research.

In 2004, OCC opened its unique **Combined Regional Emergency Services Training (CREST)** facility – also on the Auburn Hills Campus. This 22-acre simulated city with a five-story fire-simulation facility provides realistic, scenario-based training for emergency services personnel.

OCC remains committed to its mission of meeting the needs of students – and of the businesses and industries that employ those students – in the 21st century.

How OCC is funded

Initial millage and renewal

OCC had experienced tremendous growth over three decades on the strength of revenue generated by the single mill authorized at its establishment. While voters in other community college districts throughout the state approved additional property taxes for their community colleges, OCC never made this request of Oakland County voters until 1995, even though the original one-mill tax was reduced to .8405 mill by the Headlee Amendment in the 1980s.

On the college's second attempt to have the millage changed in 1995, the voters approved a millage increase of .8 mill for seven years. The increase generated approximately \$26 million per year for a total of approximately \$203 million.

Millage funds from 1995 were carefully used to make inroads on much-needed facility repairs and renovations based on carefully defined and coordinated collegewide and campus master facilities plans; to provide technology upgrades and new construction; to increase the number of scholarships; and to add new programs that benefit students and area employers.

Recognizing OCC's value to the community and that the college had indeed kept its 1995 millage promises, Oakland County residents voted to renew that .8-mill property tax for an additional 10 years (2002-2012). The millage passed by a two-to-one margin. This endorsement from Oakland County voters has allowed the college to continue its pivotal role in the county, providing students with quality, affordable, state-of-the-art education and training that will equip them to take their places in the dynamic workforce of the 21st century.

Millage funds from property taxes are especially important to OCC, since state appropriations have continued to decline over the years and will provide only 12.57% of the General Fund Revenue Budget for FY2007-08.

How millage funds are used

The college has allocated millage renewal funds as follows:

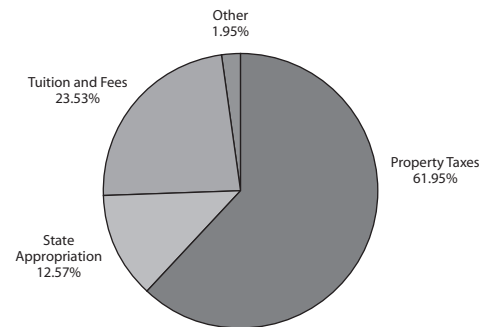
Instructional and Program Development	4%
Classroom Technology and Capital Equipment	21%
Student Scholarships and Employment	4%
Improving College Operating Systems for Students	35%
Improving Facilities for Students	36%

OCC holds itself accountable as it carefully expends the community's investment in the future. The college has been a conscientious steward of millage funds and values Oakland County's willingness to share in the continued commitment to providing students with learning environments and skills they need to excel in a global economy.

How OCC is Funded

Where OCC's Revenue Comes From 2007-2008 General Fund Budget

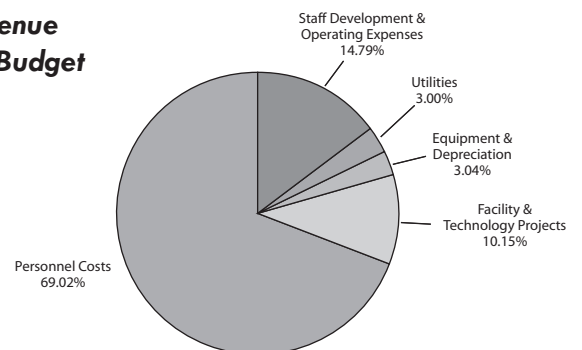
Source	Amount	% of Total Budget
Property Taxes	\$96,060,000	61.95%
Tuition & Fees	\$36,487,000	23.53%
State Appropriations	\$19,485,000	12.57%
Other (Investment & Misc. Revenue)	\$3,026,000	1.95%
TOTAL	\$155,058,000	100.00%



**FY2007-2008
Revenue Budget**

How OCC Spends Its Revenue 2007-2008 General Fund Budget

Personnel Costs	69.02%
Staff Development & Operating Expenses	14.79%
Facility & Technology Projects	10.15%
Equipment & Depreciation	3.04%
Utilities	3.00%



**FY2007-2008
Expenditure Budget**

A brief environmental assessment of Oakland County

Oakland County, located in the southeast corner of Michigan's lower peninsula, encompasses 30 cities, 21 townships and 10 villages within its 908 square miles. In 2005, it was home to 1,214,361 individuals (Michigan's total population in 2005 was 10,120,860).



The county's population has become increasingly diverse. *Census 2000* data and a 2005 Oakland County update reveal that the county's population includes:

	<i>Census 2000</i>	<i>Oakland County 2005 Update</i>
African-Americans	10.1%	11.8%
Asians	4.1%	5.3%
Hispanics	2.4%	2.8%

Ten percent of the county's population is foreign-born, with many immigrants from the former Soviet Union, Iraq, Albania, Bosnia, Laos, and Viet Nam. Southeast Michigan is also home to the nation's largest Arab and Chaldean communities which make up 2% of the region's total population. Nearly 13% of residents over the age of five reported speaking a language other than English at home.

In terms of education, *Census 2000* data showed the following about county residents:

- 89.3% of residents 25+ were high school graduates.
- 38.2% of residents 25+ held bachelor's degrees or higher.

Traditionally, Oakland has been Michigan's wealthiest county; it ranks among the 10 wealthiest counties in the nation. The *2006-2008 Economic Outlook for Oakland County* report, prepared for the county by George A. Fulton and Donald R. Grimes with the University of Michigan Institute of Labor and Industrial Relations, lists Oakland County as the 5th nationally in per capita income for similarly sized counties in 2003 (the last year of data available for counties) with a per capita income of \$49,048 (2006, p. 15). Over the 1991-2003 period, per capita income in the county grew 76.6% – the highest growth rate among its cohort of similarly sized counties, according to the *Economic Outlook* report (p. 15); the report notes that these measures indicate strong economic well-being and a good measure of "longer-term economic performance" (p. 14).

The central and southern parts of Oakland County are highly urbanized and its primary population and industry concentrations are in the cities of Pontiac, Southfield, Royal Oak, Troy, Farmington Hills, and Rochester Hills. Major business districts are located in the downtown areas of Pontiac, Birmingham, Ferndale and Royal Oak, while regional office centers have been established in Pontiac, Southfield and Troy.

The county is home to many government agencies, as well as businesses and industries of all sizes. The economic base of the county is still heavily automotive-oriented, but the county is committed to diversifying that economy with initiatives such as the internationally known Automotive Alley high-tech project. One-third of all of Michigan's research and development funds are concentrated in Oakland County and more than six major health networks incorporating dozens of hospitals are also located in the county.

The county's economic forecast, however, is not rosy as indicated by the title of the March 2007 report of the Southeast Michigan Council of Governments, *A Region in Turbulence and Transition: The Economic and Demographic Outlook for Southeast Michigan Through 2035*. This report says Southeast Michigan's "auto-centric" economy is "in the midst of a structural economic crisis – probably the worst in our lifetime" (Abstract) for several reasons:

- Restructuring, dramatic downsizing and a continuing unfavorable outlook for the traditional domestic automakers centered in southeast Michigan in the face of market share that has steadily declined over the past 11 years
- "Out-migration" of working-age adults encouraged by the weak economic conditions (the region has lost 126,000 jobs and nearly 145,000 residents since 2000) (p. 1, p. 10) that will result in serious shortages to the qualified labor-force
- Accelerating growth of the baby-boomer and over-65 population who will not be full-time participants in the labor force
- Relatively low birth rates and international migration rates resulting in "a limited number of new residents available to enter the labor force" (p. 10)

The SEMCOG report concludes that "the best hope for the region would seem to be investing in other activities that show promise for future growth" (p. 14). The report emphasizes that manufacturing, and health and social services are the primary segments of the local economy. Manufacturing "suffered huge job losses" of 6.3% per year between 2001 and 2004 and continued job loss in this sector will be "significant" through 2012 (p. 21). Employment in the health and social service industry, conversely, is expected to continue its growth, gaining 251,283 jobs between 2004-2035 (p. 22).

The Fulton and Grimes *Economic Outlook* report emphasizes similar losses and gains in jobs in the various employment sectors. This report notes that "knowledge-based, export-oriented services industries that include finance and insurance, corporate headquarters, scientific research, computer services, engineering services and other information services...show the most promise to lead future economic growth. They do require the skilled and educated work force that fuels their success, though" (p. 8)

The SEMCOG report gives two alternative forecast scenarios. The more pessimistic centers on continued concentration of auto-related industries which may result in even more competitive pressures and manufacturing plant closings.

The more optimistic of the SEMCOG report's scenarios holds out the possibility of long-range economic recovery and growth if there is a focus on economic diversification: less emphasis on manufacturing, more focus on health and social service industries, more growth in the knowledge-based service industries, combined with an effort to keep Michigan from being an "exporter" of high-income retirees (p. 33). The report notes that according to government-issued data, knowledge-based service industries already exist "in significant concentration" in Southeast Michigan. Those industries include components of the auto industry that employ "white-collar workers in pre-production, including research, development, design, and other engineering functions" (p. 33).

These knowledge-based service industries "do require the skilled and educated workforce that fuels their successes...[and] as an educated workforce is highly correlated with growth in the knowledge-based industries, so it is with economic success in general, both for the individual and for the community" (pp. 27-28). SEMCOG cites the following statistics to prove that "education matters greatly to job market success" (p. 28):

- The number of people with less than a high school diploma who are working declined by 21% over this recessionary period.
- Employment increased about 10% for those with bachelor degrees or higher.
- In 2004-2005, slightly more than half of high school dropouts were participating in the labor force compared with 85-90% of college graduates.
- In 2004-2005, the unemployment rate of high school dropouts was about five times greater than the rate for college graduates – who also earned 2.3 times more on a weekly basis.

The SEMCOG report concludes that: "Changing a region's economy is a brick-by-brick project; it will take time and must transcend political rivalries. Success requires a community – business, education, and government – that understands what the thriving economies of the future will look like and that has the will to get there" (p. 35).

The *2006-2008 Economic Outlook for Oakland County* report reiterates many of these same statistics and puts a strong emphasis on the importance of an educated work force in developing a knowledge-based economy. In the report's conclusion, Fulton and Grimes note several positives:

- "The short-run difficulties of the county economy must be put in context with its longer-term outlook. Oakland remains one of the most prominent local economies in the nation" (p. 40).
- "Oakland...is also among the most concentrated in knowledge-based economic activity, which is where we see the most promise for future prosperity" (p. 40).
- "Oakland County has been very successful in educating and training highly skilled workers. The county should focus on continuing and intensifying its efforts in this direction" (p. 41).

Oakland Community College is a key partner in those county efforts to educate and train skilled workers. It is a decades-old commitment of the college – and one that is consistently recognized by Oakland County government and employers – to provide students with the skills they need to compete in a global economy.

The accreditation history for Oakland Community College

Oakland Community College Accreditation History

1965	Oakland Community College opened.
1966	Oakland Community College convened its first self-study committee.
1968	Higher Learning Commission granted OCC candidacy for membership.
1971	OCC was granted accreditation for three operationally separate campuses: Auburn Hills, Highland Lakes, and Orchard Ridge.
1976	The Higher Learning Commission granted OCC a full five-year accreditation as a single college institution with four campuses.
1981	The Higher Learning Commission granted OCC a seven-year accreditation.
1988	OCC earned its first 10-year re-accreditation.
1991	The Higher Learning Commission conducted a Focus Visit at OCC to check progress on the development of a comprehensive institutional master plan.
1998	The Higher Learning Commission granted OCC a 10-year re-accreditation.
2003	The Higher Learning Commission conducted a Focus Visit at OCC to check progress in three areas: administrative stability, institutional planning, and assessment of student academic achievement.
2005	OCC submitted the recommended progress report to the Higher Learning Commission documenting its progress in fully implementing assessment plans for all programs and in collecting and analyzing appropriate data to improve programs and enhance student learning.
2005/2007	Oakland Community College undertook Self-Study process for 2008 Higher Learning Commission Visit.
2008	Higher Learning Commission 10-year re-accreditation visit scheduled for March 2008.

Sources: Oakland Community College Self-Study documents, 1998, 2003; A Vision For Excellence: A 35th Anniversary History, C.M. Jonson, 2003

Summary of HLC 1998 re-accreditation visit and 2003 focus visit

In preparation for the Higher Learning Commission’s 1998 visit, Oakland Community College engaged in an extensive self-study process. The draft self-study report was distributed to the college community, discussed in college forums; feedback was incorporated into the report.

From the self-study emerged the following core strengths and challenges on which OCC focused its institutional responses, published on page 25 of the 1998 *Executive Summary of Institutional Self-Study* (Resource Lists A & B), in the following years:

Strengths

- Commitment – institutional and individual – to the mission and purposes
- Leadership that is committed to providing a learner-centered environment
- Structure that results in a strong shared governance model
- Experienced faculty and staff committed to Oakland Community College
- Accessible, affordable, quality education with locations across the county

Challenges

- To integrate the required skills for the 21st century into the college environment
- To move from a traditional teaching-centered environment to a flexible, learner-centered environment
- To improve organizational structure and relationships
- To strengthen assessment practices to allow the college to measure whether it is achieving what it claims and to improve strategic planning based on these practices

The 1998 Higher Learning Commission visit to OCC resulted in three challenges

Following the Higher Learning Commission's 1998 visit, Oakland Community College focused its attention on the three main challenges noted by the HLC in its **Report of a Visit, April 6-8, 1998** (Resource Lists A & B), making them institutional priorities to address before a scheduled focus visit in March 2003 to assess the college's progress on those three areas of focus.

Those challenges were:

- Administrative stability
- Institutional planning
- Assessment of student academic achievement as related to collecting and analyzing data and using the results to improve student learning

Administrative stability **1998 challenge**

Between the HLC's 1987 visit and 1998, OCC had three different chancellors, each with different management styles, organizational structures, and strategic/operational planning processes. These changes, as well as OCC personnel reporting perceived "institutional instability" because of the number of employees serving in interim capacities for key administrative positions (there were 16 interim appointments across the college as of April 1998), were a concern to the HLC visiting team. OCC employees were also concerned about the number of contractual personnel who were replacing full-time personnel, especially in the Information and Technology department.

2003 focus visit response

The report of the team making the March 24-25, 2003 focus visit said on page 3: “The college has indeed made satisfactory progress as related to administrative stability since the last comprehensive visit” (Resource Lists A & B).

The report noted that since the comprehensive visit, OCC had enhanced administrative stability with the following actions:

- Began operating as a single college with several campuses in a matrix organizational format
- Had district and campus leadership in place
- Implemented and clarified its decision-making processes
- Coordinated its personnel management into one college process linked to budget
- Implemented numerous strategies to ensure stability across the organization
- Created the Professional Development and Training Center to assure consistent orientation for all staff and continuous training for all personnel
- Established the College Facilities Committee to plan, coordinate, monitor and implement the expenditures that maintain and renovate OCC’s physical infrastructure and properties

The 2003 report noted that while the chancellor had announced that he would be retiring a few months after the HLC visit, there was a process in place to replace him. However, faculty and staff were concerned with the selection process in developing the search committee because committee members were selected by the board instead of by the membership of OCC’s bargaining units.

The search process was revived in 2007 when Chancellor Mary Spangler resigned her position at OCC to lead the six-campus Houston Community College System. At that time, in response to previous concerns, the OCC Board of Trustees asked the bargaining units to select their representatives who would participate in the search committee.

The 2003 Focus Visit Report also noted that: “For the next chancellor to be successful, the board must become a more cohesive body, working together as a team.” OCC’s 2006 Personal Assessment of the College Environment (PACE) survey reveals that the college community still has serious concerns about the relationship of the Board of Trustees and the college in several areas including:

- The board ignoring the participatory structures for faculty involvement in the 2003 chancellor hiring process (The board has returned to a more open process for the 2007 chancellor search, asking employee groups to name their own representatives to the Chancellor Search Committee)
- The extent to which the board appropriately understands its role and function relative to the college
- The public behavior of some board members
- The unusual degree of difficulty marking labor negotiations – especially with faculty – in 2006, perceived to be as a result of the board employing an outside negotiator

These concerns about the board's open and ethical communication stand in contrast to the survey conducted with board members as part of the self-study process, where board members indicated that they believe their relationships with the staff were, on the whole, positive. Please see Resource Lists A & B for the Personal Assessment of the College Environment (PACE) survey document and Board Survey.

Institutional planning

1998 challenge

The visiting team determined that OCC's mission statement, institutional purposes, and values were appropriate to an institution of higher education, exhibited a strong commitment to the role of a comprehensive community college and were understood by the college community and the business community.

However, the team noted: "The college has been in the mode of 'planning to plan' for over a decade, engaging in a number of episodic, sporadic planning efforts, all administratively driven. In the Self-Study Report, the college candidly acknowledges its inability to develop and sustain a cohesive planning progress that is meaningful, regular, linked with budget, or understood throughout the institution. For example, the Self-Study Report states that the college moved from plan to plan as the consequence of the political hegemony of the current chancellor – and on guts and instinct. The college also failed... to communicate in meaningful, effective ways...about why it was curtailing certain planning initiatives or beginning new ones" (*Report of a Visit, 1998, p. 39*). This led to confusion and low morale among college staff.

During the 1998 visit, the team noted progress in both governance structure and planning reporting: "The new planning process [begun under Chancellor Richard Thompson] holds promise and can be successful if the planning roles and responsibilities of the various councils and campus-level bodies are delineated and articulated, if budget decisions really are driven by plans, if the process remains as simple as possible, and if it is regularly and routinely used over time" (p. 44).

2003 focus visit response

In the HLC's 2003 *Report of a Focus Visit* the HLC team stated: "The college has sustained planning in a consistent manner over the past seven years. The college has made good progress on its planning efforts. It is the team's judgment that OCC has satisfactorily addressed the issues related to institutional planning."

The team's report also said: "Since 1995, Oakland Community College has instituted major institutional planning components such as the College Planning Council and the Chancellor's Council and has defined the role of councils and campuses in planning...The resulting structure has helped the college re-aligning its administrative and management structures, its operational systems, its fiscal and facilities operational processes, its budget, and its staff development plan."

OCC is currently completing the final year of its 2002-2007 **strategic planning process**; planning is already underway for the 2008-2013 planning cycle. OCC has made progress – detailed in Business and Community Alliance Reports for 2002 and 2003, and

in Annual Reports for 2004, 2005, and 2006 – on accomplishing the 27 objectives that fall under the seven goals of its current strategic plan, *Putting Students First*. (Resource Lists A & B).

As an additional administrative tool, OCC has developed an **Institutional Dashboard**, completed annually to provide consistent and regular reporting on the extent to which the college is making progress towards accomplishing the stated goals and purposes detailed in the strategic plan. The dashboard is based on a set of predetermined measures that reflect various dimensions comprising larger constructs. Each measure has established benchmarks (targets and trouble scores) based on historical data. The end result is an “actionable” document that directly supports decision-making and allows the college to focus limited resources on those activities that are under-performing. At the same time, the dashboard reflects areas of excellence resulting from specific initiatives undertaken by the college.

The Institutional Dashboard focuses on the extent to which OCC is accomplishing what it publicly proclaims as its strategic goals and organizational purposes. Using the dashboard, the college is able to identify areas of excellence as well as areas of concern. It can then proactively address these issues in a more expeditious method. The dashboard is a system of internal accountability based on mutual agreement and consensus. It is a goal of the Offices of Institutional Research and Assessment and Effectiveness to have the Institutional Dashboard more universally embraced and put into use at OCC.

Student academic assessment **1998 challenge**

The HLC’s 1998 *Report of a Visit* said: “There is considerable activity at the college in the area of assessment. Several committees are working hard with planning, information sharing and launching the program. However, at this time there does not appear to be a centralized storage of reports that indicate how feedback from analyzed data has been used to improve student learning, a North Central Association expectation. Therefore, it is the opinion of the visiting team that the college does not demonstrate satisfactory progress towards establishing a centralized storage of reports that indicate that meaningful and useful information is being provided to the planning process, as well as to students, faculty, staff, and administration as a result of the students outcomes assessment program” (p. 26).

2003 focus visit response

The 2003 focus visit team summarized the college’s assessment efforts between 1998 and 2003 as follows: “Oakland Community College has made some significant strides in building an organization that uses ongoing assessment of student outcomes for the improvement of learning. Yet there is more to be done. Overall, it is the team’s judgment that the college has made satisfactory progress in the area of student academic assessment.”

The team noted items of progress on assessment efforts that included:

- OCC's enhancing the role and momentum of the Student Outcomes Assessment Committee as the "prime mover of assessment" (*Report of a Focus Visit*, p. 8) and increasing the review of program assessment plans demonstrated in 2002-2003
- Fostering a culture of assessment through initiatives such as the Professional Development and Training Center
- Developing a web-based classroom assessment report in 2001 and out-of-classroom assessment surveys in 2003-2004

However, the focus visit team – commending the college for its honesty in stating where it was in the assessment process – noted that OCC has more work to do, especially in the areas of classroom and out-of-classroom assessment, to fully implement its assessment program. Therefore the team recommended that a progress report be submitted by March 30, 2005 "documenting that assessment plans for all programs have been fully implemented, including the collection and analysis of appropriate data and how this data is being used for program improvement and/or student learning" (*Progress Report*, p.1) (Resource Lists A & B).

2005 progress report response

At the time of the 2003 focus visit, OCC was in the beginning stages of both program assessment and general education assessment. The college's 2005 *Progress Report* says: "As the result of the hard work and dedication of many faculty and staff over the past several years, the college has indeed made tremendous progress in our assessment efforts. We continue to make great strides toward our goal of developing an efficient and effective assessment culture at Oakland Community College" (p. 2).

Progress in degree program assessment

Those accomplishments outlined in the *Progress Report* included:

- Professional development activities focused on classroom and program assessment offered by the Professional Development and Training Center (PDTC) in collaboration with the Student Outcomes Assessment Committee (SOAC)
- SOAC's development of a list of criteria to focus and prioritize assessment efforts and set parameters for programs needing assessment
- SOAC's embarking on a systematic process – with administrative support and with significant SOAC assistive support to faculty – to encourage faculty to develop program assessment plans that included learning outcomes, quantifiable benchmarks for each learning outcome, specific methods for gathering data to determine if benchmarks were met, and detailed action plans to address unmet benchmarks
- Development of an electronic database in Spring 2003 by the OCC Office of Institutional Effectiveness (now the Office of Assessment and Effectiveness) to manage, monitor, maintain, and sustain program assessment efforts. This database was completely redesigned and expanded into the Assessment Database in 2005-2006; it contains comprehensive archival and reporting functions as well as screens dedicated to explaining the various steps of the assessment process.

At any given time, a number of OCC programs are undergoing curriculum modifications, which necessitate revisions of their assessment plans. New programs now need to have program assessment plans in place prior to the creation of the new program.

As of March 1, 2005, the *Progress Report* stated that of the 73 programs at the college that met the established criteria and were required to have assessment plans, 56 had plans in place. Among those 56, 43 had generated assessment findings; two programs were under revision; and 17 did not have assessment plans. Fourteen of those 17 were programs established in 2004, just before assessment plans were mandated.

Future plans for degree program assessment

OCC is committed to ongoing assessment, to reaching 100% implementation of program assessment, and to using assessment of student outcomes for the improvement of learning by integrating assessment into the curriculum approval process and into the Program Dashboard, which monitors the overall health of OCC programs from a performance perspective.

In addition, to strengthen and support the culture of assessment at OCC, the Office of Assessment and Effectiveness is able to provide limited funding for targeted program assessment activities.

The college, now that it has made considerable progress in implementing assessment activities among its credit programs, has begun to develop assessment criteria for noncredit programs.

Progress in General Education assessment

Oakland Community College recognized that its largest program, General Education, would require a different methodological approach to develop effective assessment techniques. Assessment efforts needed to be linked to the 10 General Education attributes/outcomes. During OCC's 2004 Assessment Week, OCC measured two of the 10 attributes/outcomes directly with ACT CAAP tests for writing and critical thinking; it also administered the ACT College Outcomes Survey as an indirect assessment measure. Assessment Week – now called SAGE Week (Student Assessment of General Education) – is now an annual fall event at OCC and continues to assess students on the General Education attributes/outcomes. Following SAGE 2006, a total of 2% of OCC students had been assessed. Improvement plans include developing a more timely and effective method for getting assessment results to faculty.

Activities supporting assessment

In its 2005 *Progress Report* for the Higher Learning Commission, OCC reaffirmed the faculty's commitment to assessment and noted that the College Academic Senate renewed SOAC's status as a standing committee of the Senate in 2003. Subsequently, the Senate restructured SOAC membership to ensure that all campuses had equal faculty representation, thus improving communication and advancing SOAC's mission of improving the assessment culture at the college.

Also in July 2004, as the college expanded its assessment practices in academic and non-academic areas, it established the Office of Assessment and Effectiveness (formerly the Office of Institutional Effectiveness) to conduct the necessary administrative and technical functions associated with an expansive assessment program. This department also has allocated budgetary resources that it expends to support various assessment activities including supporting SAGE, funding specific assessment activities for programs and out-of-classroom areas, funding improvement efforts that are directly based on assessment findings, and producing faculty publications geared toward assessment.

To further build support for OCC's culture of assessment, the college provides:

- Continuing professional education with SOAC/Office of Assessment and Effectiveness-sponsored assessment workshops for faculty
- An assessment web site that is regularly reviewed and updated (www.oaklandcc.edu/Assessment)
- Continued discussion of assessment issues at Staff Development Day
- Integration of assessment information into all appropriate college publications including the *College Catalog* and the *Student Handbook*

The college is currently in the process of developing annual reports on assessment activities to be presented to the OCC Board of Trustees.

HLC 2005 response

The HLC concluded that it was “encouraged by the college’s responses” and said in its *Staff Analysis of Institutional Report* (June 13, 2005, pp. 1-2) that OCC had “overall”:

- Paid attention to the evaluation team’s recommendations and responded conscientiously in supporting student outcomes assessment
- Restated its commitment to provide the necessary professional development and support to faculty to help them understand and support assessment activities
- Redesigned and expanded the program assessment database
- Allocated funds for program assessment activities

However, the HLC noted in the report that OCC “provided little evidence” in its 2005 report “of the closing of the feedback loop” (p. 2) “One of the goals for collecting assessment data is to analyze the results and use this learning to improve student learning through improved pedagogy and curricula...OCC should provide evidence of how improved pedagogy and curricula has led to increased student learning and understanding, during its evaluation visit scheduled in 2007-2008” (p.2).

OCC continues to create a culture of assessment

Despite the challenges of being a large, multi-campus system with the associated limited faculty interaction and with a diverse student population that presents its own set of challenges to assessment, OCC is committed to continually working to build a culture of assessment. Many assessment processes are now in place as is the momentum needed to continue the work of assessment. The college recognizes that it has a long way to go, but also recognizes how far it has come since 1998.

Significant institutional changes since 1998

Strategic planning process implemented

Five-year strategic plan implemented, accomplished (1997-2002)

In 1997, Chancellor Richard Thompson and the Chancellor's Council established and implemented a five-year planning process (1997-2002) with 10 strategic goals, all of which were accomplished:

- College administrative, management structures were realigned to serve mission and purposes.
- Collegewide operational systems were realigned.
- Fiscal and facilities operational processes were realigned.
- College budget and budget allocations were resized to meet available resources; personnel costs were maintained at 80% of operating budget.
- An ongoing staff development plan was implemented.
- Significant progress was made in implementing the OCC Technology Plan.
- The Master Facilities Renovation Plan was completed.
- A Strategic Outcomes Assessment Plan was developed.
- All six college purposes were positively impacted using benchmarking techniques.
- New programs were created; existing programs were reviewed; selected programs were revised; and certain programs were sunsetted based on systematic and comprehensive program review.

Developed second five-year strategic plan (2002-2007)

An inclusive process to develop OCC's second five-year strategic plan began in 2001, resulting in seven goals with 27 objectives. Four annual reports in 2004, 2005, 2006, and 2007 have outlined for internal and external constituents the college's accomplishments against the plan.

The seven goals for the 2002-2007 strategic plan were:

- Plan future directions
- Increase quality and accessibility of education
- Expand partnerships and collaboration
- Appreciate and understand diversity
- Promote a global perspective
- Facilitate appropriate use of technology
- Assess institutional effectiveness

Began work on third planning cycle (2008-2013)

During 2006, OCC began preparing for its 2008-2013 planning cycle, guided by the College Planning Council and overseen by the Acting Chief Strategic Development Officer, a temporary appointment approved by the OCC Board of Trustees in July 2006. Having a college officer whose primary responsibility is strategic planning enables the college to focus intensive efforts on planning its future direction. The 2008-2013 planning cycle will focus on measurable, campus-based initiatives.

Developed Institutional Dashboard report

The college has developed an **Institutional Dashboard**, completed annually to provide consistent and regular reporting on the extent to which the college is making progress towards accomplishing its stated goals and purposes. The dashboard is based on multiple predetermined measures that reflect various dimensions comprising larger constructs. Each measure has established benchmarks (targets and trouble scores) that were set by the Chancellor's Cabinet and based on historical data. The end result is an "actionable" document that directly supports decision-making and allows the college to focus its resources on those activities that are under-performing. At the same time, the dashboard reflects areas of excellence resulting from specific initiatives undertaken by the college.

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Leadership changes occurred in 2003, 2006, 2007

Chancellor Richard Thompson served as OCC's sixth chancellor from 1996 through June 2003, retiring after a 40-year career at OCC. He was succeeded by Mary S. Spangler, Ed.D., who served as chancellor through March 2007. Dr. Spangler left OCC to become president of the six-campus Houston Community College District in Texas.

At a special meeting in March 2007, the OCC Board of Trustees selected a firm to guide the search for a new chancellor. Clarence Brantley, OCC's vice chancellor of Administrative Services, will serve as interim chancellor until the position is filled. Mr. Brantley held a similar appointment in 2003 when he shared the position with the vice chancellor of Academic and Student Services following Chancellor Thompson's retirement.

In 2006, George Keith, Ph.D., vice chancellor of Academic and Student Services, retired after nearly 40 years at OCC. This vice chancellor position was filled on an interim basis following Dr. Keith's retirement through July 2007 by Steven J. Reif, Ph.D., who has since been named president of the Royal Oak/Southfield Campus. On September 17, 2007, the Board of Trustees approved the appointment of M. Cathey Maze, Ph.D., as interim vice chancellor of Academic and Student Services. Dr. Maze had served as dean of Academic and Student Services at the Highland Lakes Campus since 2001. Between July 2006 and December 2007, Royal Oak Dean Lloyd Crews was selected to serve as interim executive director of Student Services to streamline the path to student success by coordinating student support services; because the emphasis and visibility that this position brought to Student Services was very positive, the position will be continued; however, it will report to the vice chancellor of Academic and Student Services rather than being a Chancellor's Cabinet-level position.

Other leadership changes included:

- Royal Oak/Southfield Campus President Martha Smydra, Ph.D., retired after 14 years at OCC and more than 40 years spent in higher education; David Adams, Ph.D., executive director of Marketing, served as the interim campus president through June 2007.
- In July 2007, Steven J. Reif, Ph.D. assumed the presidency of the Royal Oak/Southfield Campus; he was previously dean of Academic and Student Services for the Royal Oak Campus and OCC's interim vice chancellor of Academic and Student Services.
- Jacqueline Shadko, Ph.D., was hired as president of the Orchard Ridge Campus in 2005.
- Patricia Dolly, Ed.D., was hired as president of the Auburn Hills Campus in 2006.
- Cheryl Kozell, in addition to serving as executive director of the OCC Foundation, was appointed by the OCC Board of Trustees to serve as acting chief strategic development officer in 2006.
- M. Cathey Maze, Ph.D., was appointed Interim vice chancellor of Academic and Student Services in September 2007.

The retirement of Drs. Keith and Smydra impacted the HLC self-study process. They had both been at OCC for many years and had been assigned to the Criterion One committee, and following their retirements, they were not replaced on the committee. These decisions to some degree reflected the lack of commitment on the part of the previous chancellor to the self-study process and to oversight for institutional planning and operations. The current administration is re-focusing the attention of the organization, particularly the Chancellor's Cabinet, to these vital functions.

This series of retirements is in line with trends occurring throughout higher education. OCC will continue to face similar challenges in the coming years as many veteran administrators and faculty members retire.

Millage funding renewed for 2002-2012

Oakland Community College was alone among Michigan community colleges in not asking taxpayers to increase its charter mill of funding during its first three decades. Due in large part to a rapid population growth in the county and a burgeoning economy, in 1995, the college returned to voters, asking for a .8 mill increase for seven years. The college carefully used those millage funds (\$203 million over seven years) to make inroads on much-needed facility repairs and renovations, technology upgrades, and new construction, as well as to provide scholarships and add new programs to benefit students.

In 2001, Oakland County voters – by a two-to-one margin – renewed the property tax for an additional 10 years (2002-2012). This endorsement from voters has allowed the college to continue its pivotal role in the county, providing students with quality, affordable, state-of-the-art education and training that will equip them to take their places in the dynamic workforce of the 21st century.

Professional Development and Training Center began in 1998

Oakland Community College's **Professional Development and Training Center** (PDTC) began in Fall 1998 when Oakland Community College's administration recognized the need for professional development for its employees in order to meet the changing needs of education. Since that time, the center has offered hundreds of workshops and over 146,900 hours of training.

The PDTC provides the college's faculty and staff with a range of general technology, communication, customer service, and diversity classes and workshops, as well as training in using new library resources and software. PDTC has been a major supporter of assessment at OCC. The center has collaborated with the Student Outcomes Assessment Committee to offer many workshops that have raised awareness of the General Education attributes/outcomes and helped faculty develop assessment rubrics. In addition, the PDTC has enhanced OCC's orientation program for new faculty. Past practice was to provide orientation during the faculty member's first semester; that practice has been expanded to better integrate new faculty into campus and college life by meeting orientation requirements throughout the year.

PDTC continues to expand its offerings – especially convenient, online programs – and to offer customized departmental training programs. PDTC also offers faculty the opportunity to participate in and facilitate an impressive array of workshops geared toward improving their understanding of and relationship with their students.

Colleague college support system focuses on students

In 2000, OCC began the phased-in implementation of an entirely new college support system, *Colleague*, from Datatel. The implementation of *Colleague* has allowed OCC to better respond to student needs by changing the way it handles internal and external business functions and accesses and analyzes data for all college functions including human resources and financial services. The project, which involved years of planning, training and implementation, has resulted in multiple operating efficiencies and in many enhanced services for students. These include web registration, improved telephone registration, and expanded registration hours; simplified financial aid procedures; increased tuition payment options; an easier-to-read schedule of classes; a streamlined process to apply for admission; and improved student record keeping, including online grades.

Michigan Technical Education Center opened in 2001

OCC's Michigan Technical Education Center (M-TECSM) opened on the Auburn Hills Campus, offering innovative information technology training and retraining programs. M-TEC's short-term classroom instruction, computer-based training and other innovative learning technologies help train and retrain individuals for in-demand careers in information technology. M-TEC represents a consortium of public and private partnerships including OCC, Oakland University, Oakland Schools, Michigan Works, Kelly Services, EDS, Chrysler, IBM, KPMG and Tech Team Global.

CREST facility dedicated in 2004

OCC's Combined Regional Emergency Services Training (CREST) facility opened on the Auburn Hills Campus in 2004. The 22-acre replica town provides realistic scenario-based training to emergency services personnel. CREST also features a five-story fire-simulation facility, one of the most technologically advanced structures of its kind in North America. CREST is currently developing a long-range master plan to enhance its activities and move toward greater self-sufficiency.

Chapter 2

THE SELF-STUDY PROCESS



- ▶ Approach to the Self-Study Process
- ▶ Structure of Self-Study Committees
- ▶ Goals of the Self-Study
- ▶ Structure of Self-Study Process

INTRODUCTION

The Oakland Community College (OCC) Self-Study was conducted to prepare for the college's sixth comprehensive accreditation visit by the Higher Learning Commission (HLC) of the North Central Association. The process was inclusive, involving the entire college community, and allowed OCC to:

- Examine itself carefully in relation to the new HLC accreditation criteria: Mission and Integrity; Preparing for the Future; Student Learning and Effective Teaching; Acquisition, Discovery, and Application of Knowledge; and Engagement and Service
- Provide evidence that OCC was demonstrating each of those criteria
- Identify the college's strengths, challenges and future directions
- Reflect upon its accomplishments and look forward to its future as it puts students first, helping them reach their highest potential

How OCC approached the self-study process

Self-study process was participative, collaborative

The self-study process was designed to be participative and collaborative. A committee was established for each of the five criteria, with members chosen to achieve broad representation from across the organization, taking into account the individuals' roles within OCC and their individual skills. Among the considerations were:

- Selecting individuals with the experience and expertise needed for the particular criterion being evaluated
- Assuring representation from a range of administrative areas and departments and from all of OCC's employee groups (Administration, Management, Faculty, Classified, Maintenance, Operating Engineers and Public Safety)
- Ensuring diversity of age, gender and ethnicity as well as of thought and opinion
- Involving individuals who are long-term employees of the college as well as those who are more recent hires

OCC also involved the Board of Trustees, students and the community in the self-study process in the following ways:

- The board participated in an interview process and reviewed drafts of the self-study to provide feedback.
- Student focus groups provided information for the self-study process and OCC's Student Ambassadors reviewed initial drafts of the self-study to give feedback.
- Community members were involved in the process by participating in public opinion surveys.

Chancellor's communication initiated process

OCC's self-study process began in 2005 when Chancellor Mary Spangler confirmed that the college would seek continued accreditation under the HLC's Program to Evaluate and Advance Quality (PEAQ) without changing any aspects of its status. A visit from the Higher Learning Commission team was set for March 2008.

In October 2005, the chancellor sent a memo to the OCC community explaining that it was OCC's intention to seek a 10-year re-accreditation through the North Central Association of the Higher Learning Commission. The chancellor requested that:

- Self-study committees be assembled to represent the spectrum of Oakland Community College's employees
- Communication occur regularly and routinely from the self-study leadership to all staff members of Oakland Community College and its Board of Trustees, concerning the processes and contents of the self-study
- Self-study committees and leadership provide all necessary opportunities for staff input and feedback concerning the content and processes of the self-study

To ensure that Oakland Community College's self-study process would be an effective one, the chancellor pledged on behalf of the Board of Trustees, the administration and staff of the college that the self-study process would be an honest, comprehensive assessment of OCC's state of affairs, its progress as defined by the criteria identified for accreditation, and its future challenges and opportunities. Furthermore, recommendations that resulted from the self-study, along with any recommendations that emerge from the Higher Learning Commission visit would be included in the college's ongoing operational and strategic planning.

OCC established self-study goals

In the Fall 2005 semester, the vice chancellor for Academic and Student Services and the self-study coordinators set the goals for the self-study. These goals were then reviewed by the Board of Trustees, Chancellor's Cabinet and the Self-Study Steering Committee.

Recognizing the many opportunities afforded the institution through the process of self-analysis, Oakland Community College set the following goals for the self-study:

- Identify areas, systems, and processes which are strengths of the college that can be actively maintained, nurtured and built upon
- Identify areas, systems, and processes which need strengthening to ensure a quality educational process and product
- Identify critical issues and new activities that the College will face in the next three to five years
- Define how the results of the self-study will be used in long-range planning
- Provide the opportunity for leadership, cooperation, collaboration, and communication among various levels of staff in the common goal of college self-evaluation, improvement, and identification of effective implementation of change
- Receive 10-year continued accreditation status from the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools

OCC has attempted to incorporate the HLC's cross-cutting themes: being future-oriented, learning-focused, connected, and distinctive. These themes have been woven into the body of the self-study. Those themes were not, however, used as the specific framework around which the report was organized. Neither does the report address point-by-point the examples of evidence outlined in *The HLC Handbook of Accreditation*. Rather, OCC's self-study is organized around the above goals and takes a holistic approach in demonstrating its accomplishments, recognizing its challenges and making its plans for the best future for college and students.

Committee structure established

In Fall 2005, the vice chancellor for Academic and Student Services nominated the self-study coordinators. These coordinators were approved by the Chancellor's Cabinet and the Board of Trustees. The vice chancellor and the self-study coordinators determined that each criterion committee should be chaired by a dean and a faculty member. Candidates were identified and asked to serve.

Next, the vice chancellor sent out a memo to the college faculty and staff soliciting their membership on one of the criterion committees. Volunteers responded indicating the committee they were interested in joining. Supervisors of staff were contacted to get their approval, since membership would take staff away from their regular duties for various amounts of time. Thank you letters from Chancellor Spangler were sent to all participants.

M. Cathey Maze, Ph.D., Dean of Academic and Student Services at OCC's Highland Lakes Campus and a consultant evaluator for the HLC for 10 years, and Mary Ann McGee, Counselor at the Orchard Ridge Campus and Chair of the College Academic Senate served as co-chairs of the self-study process. They worked closely, not only with the 13 other members of the Steering and 77 individuals who served on the five criterion committees, but also with the college's Office of Assessment and Effectiveness and the Office of Institutional Research to coordinate the self-study process.

Steering Committee met, received charges

The Self-Study Steering Committee was made up of the Self-Study co-chairs and the co-chairs of each Criterion Committee. The Steering Committee met for the first time in October 2005 and held monthly meetings thereafter. At the initial meeting, the co-chairs of each criterion committee were given the charge for their committees:

- Review Accreditation Handbook
- Review the 1998 self-study
- Develop a meeting schedule for their criterion committee
- Develop a list of major accomplishments related to their criterion over past 10 years
- Determine a work plan, subcommittees, etc.
- Submit formal research needs to Steering Committee
- Collect data regarding the core components of their criteria
- Develop list of items for appendices and for resource room
- Write and edit drafts of their criterion chapter

This meeting was an “educational” session. Copies of *The Handbook of Accreditation*, notebooks with accreditation information (charge, goals, timeline, outline of report/ chapters and focus questions, etc.) for each criterion were distributed. This process was repeated for each criterion committee by co-chairs.

Criterion committees and Research Team began work

Criterion committee volunteers began meeting late in the Fall 2005 semester, setting their own meeting schedules and developing work groups and subcommittee that were generally organized around the core components for each criterion.

Criterion committees collected data. In some cases, they used existing data that they received from the Office of Institutional Research (a research overview was distributed at an early Steering Committee meeting). Examples included the Community College Survey of Student Engagement report, student outcomes surveys, graduate follow-up surveys, student services opinion surveys, non-returning student surveys, non-matriculant surveys, public opinion polls, enrollment reports, annual degree and credit hour trend reports, labor market analyses, demographic student profiles, and institutional and program dashboards.

The college also conducted the Personal Assessment of the College Environment (PACE) survey, student focus groups and board interviews specifically for the self-study. Additionally, criterion committees personally interviewed many individuals and did their own “surveys” in several areas, such as for Criterion Four on faculty/student research. The committees also used college publications. Each committee used a common form to track references, where they were used in the report and their location. They, in many cases, actually collected hard copies of materials.

Criterion committee co-chairs made monthly reports to College Academic Senate and also submitted information to OCC’s two internal newsletters – *Quintet* and *OCCurrences* – to help inform the college community regarding the self-study process.

Additionally, the co-chairs or the vice chancellor made periodic reports to the OCC Board of Trustees and to the Chancellor’s Cabinet, as well as to department chairpersons at their retreats and to the management group at select meetings.

The Research Team was charged with providing relevant existing data to the co-chairs and reviewing research requests submitted to them by the Steering Committee. They were also responsible for facilitating and overseeing any additional research studies.

Posting was done for librarians to supervise the Resource Room, which will serve as the headquarters for the visiting team and will house information supporting the self-study. Two librarians were selected and began work in Fall 2006. Their responsibilities were to collect and catalog all resource information both in hard copy and electronically.

In addition, during Winter 2007, an OCC faculty member began making a video to highlight OCC campuses and their accomplishments.

Timeline developed and implemented

Criterion committee members began working in 2006 to identify OCC’s activities that provided evidence of the college’s accomplishments related to their criterion in terms of programs and services.

Each committee worked on the contents of a specific chapter during 2006 and submitted rough draft contents for their chapters in winter and spring of 2007.

Those chapters were compiled and edited; a first draft of the report was provided to the college community for responses and input in June 2007.

While the members of the criterion committees had the responsibility for rough-drafting their chapters, the self-study process was truly a college-wide undertaking; before the report was completed, most employees contributed to the process – as committee members, as contributors of information or as providers of documentation. For example, the Criterion Four Committee distributed a survey to all faculty members to determine what types of strategies and activities faculty use to engage their students.

As the committees proceeded with their work, they made regular reports on their progress to the college community, the administration and the Board of Trustees.

Self-Study report developed and produced

During Summer 2007, the comments from several dozen members of the college community were reviewed and incorporated into the body of the report. Activities to develop the Resource Room and collect all the needed appendices and documentation resources for the report intensified over the summer as well.

In Fall 2007, the copy and design for the report were finalized and the work was once more reviewed and approved by the Self-Study co-chairs, the Self-Study Steering Committee, the Chancellor's Cabinet, and the Board of Trustees. Final comments were incorporated before the *OCC Resource Lists A & B* were developed and the *Self-Study* document was printed during December 2007 and January 2008.

During Fall 2007, the Self-Study and upcoming team visit were discussed with faculty on the contractually-mandated Staff Development Day, and with the administrative and management staffs at their fall in-service. In addition, one-hour Professional Development and Training Center workshops on the Self-Study were held at various times on different dates and on different campuses for other employee groups. For the past year, HLC information has been provided in the college's schedule of classes and on the OCC website to inform students of OCC's accreditation status; as a result, students have been made aware and several have asked questions about the HLC and the accreditation process.

In January 2008 – eight weeks prior to the HLC's scheduled March 2008 visit – OCC sent the required copies of its self-study, the last two financial audits, the most current catalog, class schedule, employee contracts, and adjunct faculty and student handbooks to the HLC's staff liaison and to all team members.

SUMMARY

Oakland Community College's 2006-2007 *Self-Study* has provided the college with an opportunity to step back from day-to-day activities and reflect on the "big picture" – looking at its mission and values, celebrating its accomplishments, recognizing challenges for the future and planning how both successes and challenges can be incorporated into planning for the future.

The self-study process has been inclusive and participative, touching most members of the college community and involving them in some way in the process. It has also heightened the awareness of faculty and staff – particularly those who have joined OCC since the HLC's last accreditation visit in 1998 – about the importance of the contributions the college makes to its community and the students it serves, as well as the importance of focusing on its purpose as an institution of higher learning as it continuously strives to integrate the Higher Learning Commission's criteria into the unique culture that is Oakland Community College.

Oakland Community College Self-Study Committees

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

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

Steering Committee

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

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

Criterion One: Mission and Integrity

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

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

Criterion Two: Preparing for the Future

Co-chairs: Timothy Walter, Dean, Academic and Student Services; Rhonda Brown, Counselor

Membership: Imogene Bailey, Counselor; James Berry, Dean, Academic and Student Services; Clarence Brantley, Interim Chancellor; Thomas Hendricks, Interim Dean, Academic and Student Services; Andrew Hillberry, Chief Information Officer; Cheryl Kozell, Acting Chief Strategic Development Officer; Natalie Linder, Adjunct Faculty; Leslie Roberts, Faculty, English; Catherine Rush, Chief Human Resources Officer; Beverly Stanbrough, Counselor; Roger Steele, Facilities Manager; Randolph Ston, Faculty, Social Science; Sandra Walter, Accounting Supervisor; Martin Orłowski, Director, Office of Assessment and Effectiveness

Criterion Three: Student Learning and Effective Teaching

Co-chairs: Thomas Boozer, Dean, Academic and Student Services; Gail Mays, Counselor

Membership: Nadia Boulos, Dean, Nursing and Health Professions; Jack Cronin, Faculty, Humanities; Pamela Dorris, Director, Professional Development and Training Center; Shawn Dry, Faculty, Social Science; Gloria Kennard, Learning Resources Technician; Victoria Kloosterhouse, Faculty, Health Professions and Technology; Kayla LeBlanc, Director, Academic Technologies; Karen Lee, Faculty, Mathematics; M. Cathey Maze, Dean, Academic and Student Services; Martin Orłowski, Director Office of Assessment and Effectiveness; Steven Reif, Campus President, Royal Oak/Southfield; Lyman Rhodes, Coordinator, Student Development; Dale Rohrbach, Coordinator, Academic Support; Ann Walaskay, Librarian

Criterion Four: Acquisition, Discovery and Application of Knowledge

Co-chairs: Sally Hanna, Dean, Academic and Student Services; Karen Robinson, Faculty, Communications and Humanities

Membership: Janice Brown-Williams, Director, Student Services; Bryan Dubin, Faculty, Behavioral Science; Diane Franey, Administrative Assistant; Anthony Ingram, Dean, Academic and Student Services; Marilyn Kokoszka, Faculty, Human Sciences; Carla Mathews, Dean, Enrollment Services; Mary Anne Nagler, Faculty, English; Donna Palmer, Student Service Specialist; Debra Rowe, Faculty, Behavioral Science; Jacqueline Shadko, Campus President, Orchard Ridge; Mary Ann Sheble, Dean of Libraries; Michael Vollbach, Faculty, Behavioral Science

Criterion Five: Engagement and Service

Co-chairs: Philip Hale, Dean, Academic and Student Services; Charles Kurzer, Counselor

Membership: Deborah Bayer, Director of Emergency Services/CREST; Linda Casenhiser, Program Manager, Workforce Development; Lloyd Crews, Dean, Academic and Student Services; Jill Dunphy, Past Director, OCC Foundation; Susan Fine, Secretary; Kathie House, Coordinator, Placement Services and Cooperative Education; Darlene Johnson-Bignotti, Librarian; Gordon May, Campus President, Highland Lakes; Sharon Miller, Dean, Workforce Development Services; Heidi Renton, Manager, Bookstore; Letyna Roberts, Manager, State and Federal programs; Tammy Roy, Federal and State Program Assistant; Lisa Skowronski, Coordinator, Cooperative Education; Kenneth Sigler, Faculty, CIS; Susan Work, Program Director, Respiratory Therapy Program

Resource Team

Co-chairs: M. Cathey Maze, Dean, Academic and Student Services; Mary Ann McGee, Counselor

Membership: Martin Orłowski, Director of the Office of Assessment and Effectiveness; Nancy Showers, Director of the Office of Institutional Research

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

New Student Orientation "Focus On Your Future"



Orchard Ridge Campus

Welcome & Continental Breakfast

How to be Successful in the Classroom

Student Services That Enhance Your College Success

Ensuring Student Success in English and Math

Student Success at DCC

A Counselor & Student Perspective

Lunch and Final Comments

Chapter 3

Criterion One: **MISSION AND INTEGRITY**



Oakland Community College:

- ▶ Articulates its mission clearly
- ▶ Recognizes diversity of learners and community
- ▶ Demonstrates understanding of mission
- ▶ Supports effective leadership and collaboration
- ▶ Is committed to integrity

CRITERION ONE: MISSION AND INTEGRITY

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

INTRODUCTION

For many years, Oakland Community College has involved the entire college community in developing – and regularly reviewing – vision and value statements, mission statements, college purposes, and planning goals.

In 1995-96, the vision, values, mission, and purposes statements were reviewed, refined and adopted by the Board of Trustees (October 21, 1996) prior to the college outlining its strategic directions for 1995-2002. Those statements remained in force as OCC began its next strategic planning cycle (2002-2007). When retiring Chancellor Richard Thompson was succeeded by Chancellor Mary Spangler in September 2003, the college community took the occasion to review and refine its vision statement into the form it retains today.

OCC's vision, mission, and purposes are fundamental to all the college does, and its focus on “putting students first” has been an integral part of OCC's philosophy since the very outset when the Charter Trustees determined to make their new institution “the best community college in the nation.”

OCC's mission documents demonstrate the college's clear sense of purpose, and the ideals promoted in them are fulfilled through structures, policies, and processes throughout the college. College mission documents are consistent with the mission and values articulated for Oakland Community College by the Board of Trustees. The purpose of this chapter is to describe and present evidence demonstrating how Oakland Community College fulfills Criterion One.

CRITERION ONE: CORE COMPONENT 1A

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

Vision, mission, and purposes guide OCC's actions.

OCC's vision and mission statements challenge staff to continually improve instruction and services and define student expectations, and the college's established purposes clearly set out six focus areas for the constituencies it serves.

That purpose statement also helped focus collegewide strategic planning efforts and resulted in the development of seven planning goals that provided OCC with a "roadmap" as it accomplished those goals during the 2002-2007 planning period. Each of the seven goals and 27 objectives included attainable, measurable targets and supported the college's purposes, mission, and vision statements. Through the goals, OCC has identified specific initiatives and areas for improvement, and task forces were identified to investigate and develop strategies to help attain these goals. Please see Resource Lists A & B for more details on OCC's strategic planning goals, task force recommendations, and status.

The college has also developed an annual Institutional Dashboard, a system of internal accountability primarily focused on the college's six purposes but that also considers the seven strategic planning goals. The Institutional Dashboard, based on a set of predetermined measures and benchmarks, provides consistent and regular reporting on the extent to which the college is making progress towards accomplishing its stated goals and purposes. It also gives OCC an "actionable" document that directly supports decision making, allows the college to focus resources on those activities that are under-performing and reflects areas of excellence resulting from specific initiatives undertaken by the college. The Institutional Dashboard will be reviewed and appropriately modified each time the college establishes new or revised goals or purposes. In the intervening time, measures comprising the dashboard remain consistent in order to provide reliable assessment from year to year. In other words, if the measures were adjusted each year, the college would be unable to determine if progress – or the lack thereof – was due to actual actions taken by the college, or if it resulted from a change in measurement.

OCC'S SEVEN STRATEGIC GOALS 2002-2007

- ▶ Plan future directions
- ▶ Increase quality and accessibility
- ▶ Expand partnerships and collaborations
- ▶ Appreciate and understand diversity
- ▶ Promote a global perspective
- ▶ Facilitate the appropriate use of technology
- ▶ Assess institutional effectiveness

Source: OCC Annual Report, 2006

OAKLAND COMMUNITY COLLEGE

Vision 2002-2007

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

Mission

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

Purposes

Oakland Community College provides high quality:

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

Mission documents are supported, displayed, understood.

Board approved vision, mission, purposes

The Oakland Community College board of trustees adopted the 2002-2007 vision, mission, and purposes statements which:

- Provide a functional framework for staff, students, and community
- Establish values, focus, and direction

These statements will be reviewed and updated as needed in 2007, in advance of the next strategic planning cycle (2008-2013).

Among the opportunities for improvement revealed in the self-study process were:

- Having the Board of Trustees approve or endorse mission documents annually
- Reviewing/updating/rewriting mission documents every five years in a collegewide process including students, faculty, staff, and administration

Internal/external publications and college locations reviewed for inclusion/ display of statements

Publications

The Criterion One sub-committee reviewed the inclusion of the vision, mission, purposes, and goals statements in numerous publications produced, distributed, and used by Oakland Community College. During this process the sub-committee identified some inconsistencies in their inclusion in printed documents and has already taken steps with the college's internal Graphics Services Department to correct them. Figure 3 follows and includes examples of where the various statements are located. It is the goal of OCC to assure consistency in the publicizing of its adopted operating statements.

To achieve consistency, the sub-committee recommended that the vision, mission, purposes, and goals statements be located on the inside front cover or back cover of a publication. With limited space, the vision statement should be used first, followed by mission statement, and then purposes.

In order to address a concern raised during OCC's last accreditation, the college will clearly identify that it is accredited by the Higher Learning Commission of the North Central Association.

Campus postings

The vision, mission, and purposes statements are located in public places throughout OCC's five campuses. They are visibly posted in hallways, classrooms, offices, and meeting areas. Many of these posted documents also include the seven strategic goals.

In addition to making the vision, mission, purposes, and goals statements available in many publications and on many web sites, OCC is committed to including accreditation and contact information for The Higher Learning Commission (HLC) of the North Central Association in those locations. The following table displays survey results and shows where that information is currently included. These recommendations have been forwarded to the Deans' Cabinet for review.

**FIGURE 3:
RESULTS OF
A SURVEY OF
PUBLICATIONS,
LOCATIONS
DISPLAYING
MISSION
AND HLC
INFORMATION**

PUBLICATION					
	VISION	MISSION	PURPOSES	GOALS	ACCREDITATION INFORMATION
2006-07 Performing Arts Calendar	A	A	A	A	N
Admissions Application	X	X	X	N	A
Annual Report 2004, 2005, 2006	X	X	X	X	X
Business/Community Alliance Report, produced 1999-2003	X	X	X	A	A
Catalog	X	X	X	A	X
Chancellor's Update	X	N	N	N	N
Classrooms*	X	X	X	N	N
Commencement Brochure	X	X	X	N	A
CREST Class Schedule	X	X	X	N	A
Diversity Schedule	A	A	O	O	N
Employment Application	A	A	A	N	A
Hallways*	X	X	X	N	N
Honors Convocation Program (AH)	X	X	A	N	A
Honors Convocation Program (HL)	X	X	X	N	A
Honors Convocation Program (OR)	X	X	A	N	A
Honors Convocation Program (RO/SF)	X	X	X	N	A
InfoMart (internal)	X	X	X	X	N
Meeting Rooms*	X	X	X	N	N
Millage Fund Report	X	X	X	A	A
Northern Lights	A	A	A	A	A
Nursing Pinning Ceremony Program	X	X	X	A	A
Oakland Fire Training Institute Program	X	X	X	A	A
OCC Academic/Admission Booklet (Viewpiece)	A	A	A	A	A
OCC Retired Personnel Handbook	X	X	X	A	N
OCC Web Site	X	X	X	X	X
OCCurrences	X	X	X	N	N
Offices*	X	X	X	N	N
PDTC Annual Report	X	X	X	A	N
Professional Development Programs	A	A	O	N	A
Program Brochures	O	O	O	N	A
Schedule of Classes	X	X	O	N	A
SkillShops Booklet	A	O	O	N	N
Strategic Planning Annual Report	X	X	X	X	A
Student Handbook	X	X	X	A	A
Student Life Schedule	X	X	X	N	N
Womencenter Press	X	N	N	N	N

KEY:

X = Currently included

A = Need to add

O = Optional

N = Not applicable

* Framed statements of the vision, mission, and purposes are located in these areas. Campus facility managers were asked to verify that current statements are visible throughout their campus; if not, they were requested to post the statements. Campus presidents were also asked to distribute copies of the statements to campus employees with a request to post them in all office/work areas.

Students, staff, and board surveyed about vision, mission, and purposes

As part of the self-study process, OCC conducted research with students, staff, and its Board of Trustees to obtain input on their knowledge and perception of the college's vision and mission documents. Research highlights include:

Student perceptions

OCC's Office of Institutional Research held a series of focus group sessions with students to ascertain their knowledge about and perception of the college's mission documents. Awareness of the mission statement was evenly split among those who knew OCC had one and those who did not. Of those who knew, most thought it was posted on the website, college catalog, and schedule. Students stated they have seen it at various places on campus, in the classroom, etc. The results of student input included the following student comments:

OCC strengths:

- *Affordable, transferable credits*
- *Student-centered*
- *Transferability*
- *High quality learning*
- *Accessible and affordable*
- *Impressed with the services*

OCC weaknesses:

- *No mention of diversity in the vision, mission, or purposes statements*
- *Unclear terminology in the mission documents*
- *How is high quality learning defined?*

The self-study process identified several ways OCC could enhance and clarify students' understanding of the college's mission. These include:

- Including language about diversity in the mission statement
- Clarifying terminology within the mission documents, specifically by changing "high quality" education to "quality" education

Staff perceptions

In October, 2006, Oakland Community College conducted a Personnel Assessment of the College Environment (PACE) survey. Highly rated statements (strengths) and lower rated statements (weaknesses) are highlighted below:

OCC strengths:

- *The institution prepares students for further learning.*
- *Student ethnic and cultural diversity are important at this institution.*
- *Students receive an excellent education at this institution.*
- *Students are satisfied with their educational experience.*

OCC weaknesses:

- *The extent that information is shared within the institution*
- *The extent to which decisions are made at the appropriate level at this institution*
- *The extent to which a spirit of cooperation exists at this institution*

Two observations came forth in the self-study that would present the college with mission-related opportunities for improvement:

- *Strive to improve working relationships between all work groups*
- *Enhance internal communication so that the OCC community is aware of staff, programs, services, processes and procedures, new initiatives, meeting minutes, and other issues and topics*

Board of Trustees' perceptions

As part of its self-study process, Oakland Community College requested a survey of its Board of Trustees. Anonymous one-on-one telephone interviews were scheduled in October 2006. A series of nine questions, provided by the college, were used by a private market research firm which conducted the interviews:

OCC strengths:

The trustees fervently believe in the community college mission – providing an affordable education to those that want one. The board identified the following strengths:

- *Our staff and faculty*
- *Very good programs, very affordable*
- *Our stability*
- *Our reputation in the community*

OCC weaknesses:

- *The Board of Trustees does not appear to function as a cohesive unit.*
- *The Board of Trustees has a reputation of disagreement. Recent actions at Board of Trustee meetings and negative publicity detract from the college's effectiveness and public image.*

CONCLUSION – CORE COMPONENT 1A

Oakland Community College clearly articulates and demonstrates that it is guided by its mission, vision, and purposes at all levels of the organization and in all of its planning, budgeting, and decision-making processes. The college's mission is clear, prominently displayed on campus and in publications, and consistently shared with the college's stakeholders and constituents. Research conducted for the Self-Study with board, administration, faculty, staff, students, and Oakland County residents demonstrates that all of these groups believe that OCC consistently lives up to its mission in providing learning experiences that help students reach their highest potential and provide Oakland County with the skilled workers it needs to succeed in a highly competitive 21st century global economy.

CRITERION ONE: CORE COMPONENT 1B

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

OCC has made a comprehensive effort to provide a basis for the organization's strategies to address diversity since the early 1990s.

Oakland Community College has always valued the diversity of its faculty, staff, students, and community. Diversity activities were found on every OCC campus and all work groups participated. One early example was a display of the flags of many nations in the cafeteria of the Highland Lakes Campus.

In the early 1990s, Dr. Samuel Betances – a biracial, bicultural, and bilingual citizen of the world – was brought to OCC to further raise awareness of issues such as workplace diversity, and understanding the benefits and value of diversity. Dr. Betances also encouraged educational and values reformation to ensure that all students could succeed in a multicultural educational environment.

OCC established a code of expected behavior that is congruent with its mission.

History of the OCC Diversity Committee

OCC's Diversity Committee – composed of faculty, staff, and administration – organized and built upon the college's early diversity activities and the information provided by Dr. Betances.

During the 1990's, the **College Diversity Committee** expanded its activities and established goals and objectives that promoted diversity throughout the institution through workshops, assessments, and learning about the impact and need for understanding the changing face of the county. In addition, OCC was able to advance its breadth of knowledge and understanding of diversity issues by helping to define the ever-increasing diverse population of Oakland County and the college. Although a Standing Committee status of the College Academic Senate was confirmed on February 20, 1997, a stronger commitment was needed from top administration.

College commits to honoring the dignity and worth of individuals

In early 2000, Chancellor Richard Thompson reorganized the existing committee, giving it greater structure and encouraging administrative participation. The committee was renamed the Collegewide Diversity Committee (CDC); members were asked for one-, two- or three-year commitments of service. The chancellor mandated that the chair of this committee be a member of the Chancellor's Cabinet and report the progress and findings at the monthly Chancellor's Cabinet meetings. Then-president of the Royal Oak Campus,

Dr. Marty Smydra, convened the first meeting of the newly constituted Collegewide Diversity Committee. As a result of this reconfiguration, the CDC ceased being a Standing Committee of the College Academic Senate.

In 2002, the Chancellor's Council reconstituted the committee's membership, changing it from a volunteer group to an appointed body operating under the auspices of the Chancellor's Council. Under the new structure, membership included – but was not limited to – a Chancellor's Council member serving as chair; a Human Resources representative, a Financial Services representative, a representative from the Office of Institutional Research representative, a dean, a Student Services director, a manager of Academic and Student Services, a manager from the International Students Advisor's office, two representatives from the classified employee group, a Public Safety officer, and two faculty members. The chancellor committed a budget for both campus and collegewide committees.

A noticeable commitment occurred, establishing an institutional framework for diversity planning and activities strengthened multicultural awareness and facilitated collective responsibility

OCC diversity activities continued annual growth

During the 2001-2002 academic year, the following work emerged from the college and campus diversity committees:

- Multicultural and diversity staff training offered through OCC's Professional Development and Training Center (PDTC) and through conference attendance
- Expanded levels of awareness and commitment to events through co-sponsorship of community endeavors at all college sites
- Continued growth of an international and diverse student population
- Enhanced awareness of incorporating globalism into curriculum and course content
- Campus activities to increase awareness of students, faculty, staff, and administration about diversity issues and to celebrate different cultures

Organizationally, the chancellor encouraged continued commitment to these efforts. This resulted in a thorough examination of college diversity work at the annual Chancellor's Council retreat. The outcome of that discussion was the commissioning of an updated work plan for all diversity efforts. Monthly minutes and activities were distributed via OCC's InfoMart to the college community. Additional reports and presentations were submitted to the Campus and College Senates. More than 67 different workshops were offered through the PDTC with more than 1,300 employee registrations (including employees who took more than one workshop). All employees were required to participate in at least three staff development units (SDU) of diversity training.

During the **2002-2003 academic year**, diversity work continued to be enhanced significantly at OCC. PDTC workshops increased, as did OCC-sponsored and co-sponsored events with the external community. Accountability was expected through the Chancellor's Cabinet. Many OCC employees attended local and national conferences focusing on diversity.

In addition to Diversity Committee activities, diversity-related events emerged from other areas of OCC: in offices, among faculty and staff, and from programs including Student Life, the Womencenter, and Programs for Academic Support Services (PASS). During the same time period, the college employment application was updated to include “other” in the race category.

In the **2003-2004 academic year** the college developed a diversity webpage with identifying artwork. Submission of reports and presentations to the Senate continued throughout this period. All college publications were reviewed for diversity awareness. The collegewide Cultural Diversity Week was established in the month of April and was eventually expanded to the entire month.

At this time additional members were also added to the Collegewide Diversity Committee and consultation with Human Resources regarding hiring strategies to increase diversity within the OCC work force began. In collaboration with PDTC, diversity workshops continued, increasing dramatically in number.

During the **2004-2005 academic year**, OCC held its first annual *Dr. Martin Luther King, Jr. Day Convocation* with a strong participation and enthusiasm from faculty and staff. April 2005 – Cultural Diversity Month – was a whirlwind of excitement with pertinent guest speakers, forums, and workshops covering the ever-expanding definition of diversity.

The Diversity Committee continued development of its webpage with updated information about activities and accompanying photos and links to other sites. The OCC website was now complete with a link entirely dedicated to diversity: <http://www.oaklandcc.edu/diversity>.

Nametags were purchased for the Collegewide Diversity Committee members so they could be recognized at various internal and external events. OCC bought and distributed additional publications, including an Interfaith Calendar, *Black Issues in Higher Education*, and *Outlook* (a publication that addresses Hispanic issues).

A **Diversity Speaker Series** was developed, bringing nationally known speakers in the field of diversity to OCC with admission open to college and community alike. PDTC credit was given for participation in this series and each speaker was recorded and the presentation made available through all of OCC’s libraries.

In the **2005-2006 academic year**, diversity efforts were enhanced as leadership of the Diversity Committee rotated through the Chancellor’s Cabinet. The Diversity Committee continues to conduct an ongoing review of OCC publications for diversity awareness. The Diversity Speaker Series is open to the public; regular diversity reports/presentations are submitted to college and campus senates; and book/film discussions are held at various sites. The PDTC continues to offer more than 75 diversity workshops. These efforts encourage and nurture employee and student participation in a wide variety of diversity activities.

Future plans

As OCC continues its efforts, it recognizes that there is much work to be done in this area. Within the college's 2002-2007 mission statement the word "diversity" is not mentioned until there is a discussion pertaining to the goals of the college – a fact that students also noticed during several focus group sessions conducted as part of the self-study process. Hence, the vision, mission and purpose do not contain either reference to or mention of diversity.

OCC's student population reflects area's diversity.

Oakland Community College serves Oakland County, a 900-square-mile area that has become increasingly diverse over the past several decades. Census 2000 data revealed that the county's population includes 10.1% African-Americans, 4.1% Asians, 2.4% Hispanics, and 10% immigrants from the Soviet Union, Iraq, Albania, Bosnia, Laos, and Viet Nam. Those numbers continue to change as shown in the following table reflecting 2005 figures. Southeast Michigan is also home to the nation's largest Arab and Chaldean communities which make up 2% of the region's population.

In 1965, when OCC opened, its student body was mainly recent high school graduates. Today's student population is vastly different in age and attendance patterns and reflects the county's rich diversity. And while 85% of OCC's attendees live in Oakland County, the college has attracted students from 80 countries around the world. According to *Community College Week* (3/29/04), OCC ranks 17th in the nation for foreign students; college records indicate that in 2006, 9% of its 24,123 credit students were foreign students. OCC was the only Michigan community college listed in the top 40 schools. The college's English as a Second Language program is the largest in the state, responding to the needs of its foreign students as well as to the needs of the highly diverse student population of Oakland County. OCC also offers a sign language interpreter program, housed and administered at the Highland Lakes Campus but offered on all campuses.

How OCC Statistics Compare with Oakland County Demographics and Census Data

People	Oakland County	Michigan
White	81.2%	81.3%
African American	11.8%	14.3%
American Indian/Alaska Native	0.3%	0.6%
Asian	5.3%	2.2%
Hispanic/Latino	2.8%	3.8%
Female	50.8%	50.8%

Source: U. S. Census Bureau 2005 Estimate – State & County Quick Facts

Fast Facts About OCC Students

Gender	
Male	39%
Female	58%
Unreported	3%
Race/Ethnicity	
White, Non-Hispanic	64%
African American, Non-Hispanic	14%
Asian/Pacific Islander	3%
Hispanic	2%
American Indian/Alaskan Native	1%
Non-resident Alien	9%
Unknown, unreported	8%

Source: OCC At A Glance, 2006-2007; Fast Facts, Office of Institutional Research Report, Fall 2006

College is committed to diversity among all employee groups.

OCC has developed a comprehensive strategy to articulate the organization’s commitment to address diversity since the early 1990s. The college has committed financial and human resources to ensure that it celebrates its diversity and the success it has achieved because of it.

As of March 31, 2007, the OCC Human Resources Staff Diversity Summary document indicates that the composition of OCC employees strongly reflects the diversity in population of Oakland County and the State of Michigan. The Diversity Summary records that whites represent 82.65% of OCC’s total number of employees. This is consistent with the population of Oakland County. In terms of minority populations, the Diversity Summary says OCC’s employees are 13.93% African American, 1.48% Asians, 1.94% Hispanic, with no Native American Indian-Alaskan Natives.

This data shows that OCC has made tremendous strides in diversifying staff over the years. This may be partially attributed to strong support from the chancellor since 1992.

There is still room for improvement, however. Although the March 31, 2007 OCC Human Resources Staff Diversity Summary shows that the makeup of OCC’s various employment group reflects the general population of the State of Michigan and Oakland County, there is a significant discrepancy within the faculty ranks, a fact that is currently being monitored and addressed. Of a total of 278 faculty members, the ratio of male to female is consistent with census data: 134 (44.2%) male and 144 (45.8%) female. When observing the minority variables, however, only 10.4% of the 278-member faculty is composed of minorities, with 21 being African American, four being Asian, and four being Hispanic.

The Human Resource (HR) department at OCC reviews all applications for new and replacement faculty positions to ensure a diverse pool of candidates. HR also requires that the search committee be diverse, an expectation supported by the most recent faculty agreement, and that the committee submit a diverse pool of candidates for interviews. Campus departments are the primary participants in hiring new faculty. In the event there is no minority department member, departments are expected to solicit participants from outside the department.

As OCC moves forward in hiring, the college will continue its current diversity initiatives with underrepresented populations and also remain sensitive to the broader categories of diversity as identified in Board Policy 0.0.2 on Equal Opportunity/Sexual Harassment (Resource Lists A & B).

OCC Staff Diversity Summary*

Employee Group	Staff				Minority			
	Total	Male	Female	%	Total	Male	Female	%
Exempt Administrative	46	13	33	71.7%	12	3	9	26.1%
Management Administrative	151	56	95	62.9%	29	10	19	19.2%
Management Classified	271	37	234	86.3%	49	4	45	18.1%
Faculty	278	134	144	51.8%	29	11	18	10.4%
Maintenance	100	73	27	27.0%	26	18	8	26.0%
Operating Engineers	10	10	0	0%	3	3	0	30.0%
Public Safety	20	14	6	30.0%	4	3	1	20.0%
TOTAL	876	337	539		152	52	100	
PERCENT	100%	38%	62%		17%	6%	11%	

Employee Group	African American	Asian	Hispanic	Native American Indian-Alaska Native	White
	M / F	M / F	M / F	M / F	M / F
Exempt Administrative	3 / 8	0 / 0	0 / 1	0 / 0	10 / 24
Management Administrative	7 / 16	1 / 2	2 / 1	0 / 0	46 / 76
Management Classified	2 / 38	2 / 4	0 / 3	0 / 0	33 / 189
Faculty	7 / 14	2 / 2	2 / 2	0 / 0	123 / 126
Maintenance	15 / 7	0 / 0	3 / 1	0 / 0	55 / 19
Operating Engineers	2 / 0	0 / 0	1 / 0	0 / 0	7 / 0
Public Safety	3 / 0	0 / 0	0 / 1	0 / 0	11 / 5
TOTAL	122	13	17	0	724
PERCENT	13.93%	1.48%	1.94%	0%	82.65%

* These figures are based on number of active employees, not number of positions and vary throughout any year, due to the gap between hiring and retirements/resignations.

Source: Human Resources Staff Diversity Summary, March 31, 2007

CONCLUSION – CORE COMPONENT 1B

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

CRITERION ONE: CORE COMPONENT 1C

Understanding and support for the mission pervade Oakland Community College

Oakland Community College's faculty, staff, and students understand the college's mission to put students first and to provide quality learning experiences for all people in the community. OCC strives to be imaginative and innovative in its offerings, services, facilities, and policies.

There is understanding and support of OCC's mission at all levels of the organization: board, administration, faculty, staff, and students.

Board policy statement upholds mission statement

The mission of Oakland Community College is upheld by the Board of Trustees through statement and action.

College articulates and prominently displays mission statement

Administration, faculty, and staff understand the mission through various means:

- The mission statement is prominently displayed in OCC offices, meeting rooms, hallways and classrooms.
- The OCC website and its internal InfoMart display the mission statement.
- College publications contain the mission statement. Examples include the *College Catalog*, the schedule of classes, internal newsletters such as *Quintet*, *OCCurrences*, external annual reports.
- The New Employee Orientation focuses on mission.

In addition, bodies including the College Planning Council and the College Academic Senate regularly review and consider the mission statement at meetings; many other internal committees and task forces routinely include the mission statement on their agendas.

Surveys demonstrate that internal and external constituents understand mission ***Personal Assessment of the College Environment survey***

In Summer 2006 as part of its preparation for the 2008 visit of the Higher Learning Commission, OCC conducted an organizational climate survey, the **Personal Assessment of the College Environment** (PACE). The results from 732 respondents (34.7% response rate from OCC's 2,110 employees) indicated a healthy campus climate in which all OCC scores were more positive than the PACE-established Norm Base scores. PACE results also reflected positively that employees understood the mission and felt it was actively incorporated into daily life at OCC. Overall areas of excellence at Oakland Community College that employees identified included:

- Their jobs were relevant to OCC's mission.
- Their supervisors expressed confidence in their work.

- OCC prepared students for further learning.
- Student ethnic and cultural diversity were important at OCC.
- They were given opportunities to be creative in their work.
- Students received an excellent education at OCC.
- OCC prepared students for careers.
- Their supervisors were open to ideas, opinions, and beliefs of everyone.
- Students were satisfied with their OCC educational experience.
- OCC effectively promoted diversity in the workplace.
- Student learning was central to OCC's mission.
- Ethnic and cultural diversity of faculty and staff were important at OCC.
- Student learning drove decision-making.

It is interesting to note that a PACE survey was also administered in 1997 in preparation for the HLC's 1998 re-accreditation visit to OCC. At that time, eight factors were assessed. Overall results showed a healthy campus climate, although slightly below national averages. The 2006 survey demonstrated significant score improvement.

Public opinion polls

OCC's Office of Institutional Research performs *regular public opinion polls* of the college's constituencies. The most recent summarized the opinions of the OCC public for the years 2002-2006. Highlights of the 2006 survey demonstrate that OCC's external constituents recognize and applaud the fact that the college provides the services it details in its mission, offering high quality, accessible and affordable learning opportunities and services to the community. In the perception of providing high quality degrees and instruction, OCC was very recognizable (83.1% vs. 81.5% for Oakland University). In addition, 85.3% of respondents would recommend OCC to a family member. The college also received favorable ratings for:

- Tuition costs
- Transferability
- Doing a good or excellent job meeting the educational and training needs of residents

Oakland Community College's strategic decisions are mission-driven.

Strategic planning is mission-driven

The strategic plan – developed by faculty, staff, administration, board, students, and community – for 2002-2007 details seven goals for OCC, all intimately related to the college's mission. Those goals are:

- Plan future directions
- Expand partnerships and collaborations
- Appreciate and understand diversity
- Promote a global perspective
- Facilitate the appropriate use of technology
- Assess institutional effectiveness

Examples of strategic decisions made recently to enhance OCC's mission would include the implementation of Datatel and reform in the Individual Instructional Centers.

Colleague implementation supports mission, benefits students

The fully implemented **Datatel Colleague** system has greatly improved the offerings available to both students and staff at OCC.

Prior to *Colleague*, students were restricted to two forms of registration, Touch*Tone and campus walk-in services. Consequently, Enrollment Service offices experienced long lines of frustrated students and a shortage of available staff to assist despite the training and overtime offered. Following the implementation of **Web Advisor** in Fall 2003, students were able to serve themselves by accessing the web along with Touch*Tone services in order to select and register for classes. The long lines of students previously herded from station to station were eventually eliminated in exchange for computer stations in Enrollment Services with staff trained to assist students in web navigation for learning ease and independence. Additionally, expanded hours for Web and Touch*Tone services from 7:00 am-11:00 pm have allowed greater flexibility for students and augment campus hours.

According to the Winter 2007 Student Services Opinion Survey conducted by the Office of Institutional Research, 91% of students agreed that web registration at OCC was convenient and 60% identified web registration as the preferred method of registration followed by Touch*Tone 34% and walk-in 4%.

Other service enhancements ushered in by Datatel include:

- **Online grading** by faculty
- **Automatic enforcement of prerequisites** for selected course registrations
- **Online schedule of classes and catalog access**
- **ACT, SAT and COMPASS score upload** into Datatel
- **Electronic FERPA screens** to record third party requests
- **Automated purge system** for retired student records
- **Automated award packaging** for some students receiving financial aid services

The latest projects in progress scheduled for fall 2007 completion include:

- **Online admissions application**
- **Automatic academic sanctions notification** system
- **Online transcript requests**

Student service changes reflect mission

Goal Two of OCC's strategic plan is to **increase the quality and accessibility** of education by providing a diverse student population with quality traditional and non-traditional learning experiences and support services that assist them in reaching their highest potential and becoming successful members of a skilled work force.

Streamlining the mission and services of OCC's five Individualized Instruction Centers (IICs) is an example of this mission-driven commitment to provide improved services to students. During the 2005-2006 academic year, the college undertook a thorough review of the IICs via a strategic planning task force and established an oversight committee to implement the recommended changes in mission and services made to the College Planning Council. The IICs were renamed **Academic Support Centers** to more accurately reflect their new mission, which include providing assistance to students experiencing difficulty and providing supplemental resources for students related to their coursework.

The services now offered at each Academic Support Center for a diversity of learners include reading, writing, study skills, and critical thinking. To accomplish this the Academic Support Center utilizes accredited Supplemental Instruction and tutors – more than 100 of whom are participating in the international College Reading and Learning Association (CRLA) tutor training and certification program. Further student services include ESL tutors/seminars, skill-building seminars, and software including PLATO, reading, grammar, MLA and ELLIS. Academic Support Center services to support the faculty's classroom instruction are in-class workshops (such as textbook reading strategies, test-taking skills and MLA usage); weekly study-skill seminars to promote student success; supplemental technology resources and extra credit opportunities.

Additionally, the Academic Support Centers administer placement tests to all new students (with certain exceptions including students with disabilities who work with PASS to schedule and take these tests). Placement tests include COMPASS (Computer-adaptive Placement Assessment and Support System) math and English placement tests for native English speakers; proficiency assessment tests for non-native speakers – MTLEP (Michigan Test of English Language Proficiency) and ESL PhonePass, a fully automated, computer-scored, telephone-administered test begun in 2006.

Oakland Community College's planning and budgeting priorities flow from and support the mission.

Board policies 6.3.1 and 6.4 mandate that OCC's planning and budgeting priorities flow from and support the mission.

The college's **strategic planning process is driven by the mission**. Among the charges for the College Planning Council, the body which oversees and coordinates planning at OCC, are:

- Ensuring that planning follows the college's vision, mission, and purpose statements
- Developing and recommending strategic directions for OCC to the chancellor
- Continually assessing and reporting on the institution's progress
- Providing standards for planning
- Reviewing planning proposals for conformation to the strategic plan
- Ensuring that the planning process is open and includes staff and faculty input

Oakland Community College has a budgeting process to allocate resources to support educational programs and is moving toward a comprehensive planning process that will tie all allocations of resources to the educational programs consistent with the college mission. OCC's resources clearly support the educational programs and are adequate to maintain and strengthen these in the future. This is evidenced by its allocation of funding for appropriate staffing, program development, the purchase, upgrade and utilization of technology, maintenance/renovation of existing facilities and infrastructure, building of new facilities, and support for professional development for all employees.

The goals of the administrative and academic sub-units of Oakland Community College are congruent with OCC's mission.

OCC's administration has created numerous work teams, such as the **College Administrative Services Committee, Dean's Cabinet, Chancellor's Cabinet and the Chancellor's Advisory Council**, the **Enrollment Management Team**, and the **Data Management Team (DMT)**, to ensure that practices, policies, and programs are beneficial to both students and the institution.

All employees – staff, management, and administration – are strongly encouraged to grow professionally and earn **staff development units (SDUs)** by participating in workshops and classes given by the Professional Development Training Center; attending external conferences; or taking undergraduate or graduate-level courses. Faculty members are also encouraged to accumulate SDUs to foster continuous professional growth. In addition, faculty members are expected to submit **annual goals and self-assessments** to their deans through the departmental review process.

The **College Academic Senate** and its standing committees – Curriculum Review, Curriculum/Instruction, Student Outcomes Assessment, Technology Management, and College Academic Master Planning – meet on a regular basis to discuss and decide academic procedures, practices, and policies for OCC.

CONCLUSION – CORE COMPONENT 1C

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

CRITERION ONE: CORE COMPONENT 1D

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

OCC's governance supports collaborative decision-making.

The college organizational model supports the involvement of many voices from the institution in the decision-making and planning process.

College district structure and campus governance

The **district structure** consists of the chancellor; the vice chancellor of Administrative Services; the vice chancellor of Academic and Student Services; the chief officers for Human Resources, Information and Strategic Development; the executive director of Marketing; and the four campus presidents.

Each campus has a president, who reports directly to the chancellor, and two to three deans of Academic and Student Services, who report both to the campus president and the vice chancellor of Academic and Student Services. Other campus managers and administrators may report to the campus president or to a district administrator, depending on their job assignments.

Chancellor's Cabinet

The chancellor, vice chancellors, campus presidents and chief officers of Human Resources, Information and Strategic Development, and the executive director of Marketing form the **Chancellor's Cabinet**. This body meets on a regular basis to discuss college issues, establish priorities and approve policy. Prior to the current structure, the Cabinet also included faculty representation from the Academic Senate and several other members of the administration. In 2003, the Cabinet was reorganized into its current configuration and the Chancellor's Advisory Council was established.

Strong concern was expressed by the faculty at the time of the reorganization concerning the removal of the Academic Senate chair from the Chancellor's Cabinet by the previous chancellor. This removal was seen as devaluing the participation of the Senate in institutional decision-making. Upon the departure of Chancellor Spangler in 2007, Interim Chancellor Brantley issued an invitation for the Senate chair to re-join the Cabinet for its monthly strategic meetings.

College Planning Council

The **College Planning Council** (CPC), which was suggested by a strategic planning task force and began meeting in November 2005, has responsibility for the development and oversight of the college strategic planning process. It establishes standards for planning and reviews campus plans for conformation to the college mission and goals. The CPC includes the chancellor, the vice chancellors, the campus presidents, the chief strategic

development officer, the chair of the College Academic Senate, and OCC Faculty Association representatives.

Chancellor's Advisory Council

The **Chancellor's Advisory Council** (CAC) has revolving membership representing faculty (selected by the Academic Senate), the Chancellor's Cabinet, the Deans' Cabinet, management staff, clerical staff, and students. The function of the Chancellor's Advisory Council is to provide a forum that recognizes the voices of key stakeholders in the college decision-making process.

College Academic Senate and Campus Senate Councils

The governance structure also includes the **College Academic Senate**. The Senate is the primary recommending body for academic decision-making at the college. Membership is open to all academic staff; representation includes faculty, management, and administration, with weight given to faculty membership. Each campus elects a **Campus Senate Council** annually that is made up of eight faculty, two administrative, two staff and two student representatives and chooses their officers from among these representatives. The campus president serves ex-officio on the Campus Senate Council. These campus councils in turn comprise the College Academic Senate, which currently has sixty representatives and elects its officers to a one year term.

The campus councils meet monthly, as does the College Senate. Standing committees of the Senate include Curriculum/Instruction, Curriculum Review, Academic Master Planning, Technology Management, and Student Outcomes Assessment. Ad-hoc committees are established as needed to address specific matters of concern.

The Senate makes direct recommendations to the chancellor. Members from the Senate sit on the College Planning Council, Chancellor's Cabinet, College Administrative Services Council and, as needed, on other committees including administrative search committees and strategic planning task forces.

College Administrative Services Council

The **College Administrative Services Council** (CASC) brings together various non-academic areas of the college, including Purchasing and Finance, Physical Plant, Information Technology, the Business Office, and Human Resources on a monthly basis. The function of CASC is to develop policy and practice that ensures fiscal integrity and a healthy and safe learning and working environment. An elected representative from the Academic Senate also meets with this group. CASC is designed to facilitate communication across campuses and district staff and to coordinate decision-making.

College Academic and Student Services Council

In 2006-2007, as a response to concerns expressed in the Personal Assessment of the College Environment (PACE) survey, OCC re-instituted meetings of the College Academic and Student Services Council (CASSC). This committee will review academic issues coming through the College Academic Senate, facilitate implementation of recommendations and address student issues. CASSC members include the vice chancellor of Academic and

Student Services (chair), the four campus presidents, a dean representing each campus, the deans of the Library and Enrollment Services, the chairs of the Academic Senate Standing Committees, the director of the Office of Institutional Research, and the director of the Office of Assessment and Effectiveness.

Faculty Relations Committee

Another significant group is the **Faculty Relations Committee**. This group is comprised of representatives from the OCC Faculty Association (a labor group), the chancellor, and members of the Chancellor's Cabinet. The purpose of this group is to raise issues related to faculty employment that fall outside the collective bargaining process, and to work toward mutually agreeable solutions.

InfoMart explains council structure

Information concerning each of these groups and others are posted on the College intranet site, **InfoMart**. Here membership, meeting dates and minutes are displayed. In 2007, the site was enabled with software that allowed a search of all minutes posted, making it easier to locate information concerning specific actions on the part of the various committees. The ongoing challenge is to ensure that all groups post their minutes and other documents.

PACE survey allowed sharing of concerns

In Summer 2006, OCC distributed the **Personal Assessment of the College Environment (PACE)** to faculty and staff. Scores from the survey found that OCC personnel's perceptions of the college climate fell toward the upper range of the "Consultative Environment," and represented an improvement over the results from 1997. However concerns were expressed about the ability of individuals to affect decision-making at the institution, the institution's organizational structure, and the extent to which decisions are made at the appropriate level.

OCC continues to struggle with its definition as a centralized or decentralized organization. Initiatives in the last decade, particularly the move to a matrix reporting structure for administration, trended to a more centralized structure. The Chancellor's Cabinet has reviewed this issue and the chancellor is in the process of resolving this concern.

The matrix approach, however, has led to problems in planning and accountability such as:

- Campus presidents having little control over the use of campus budgets or important staffing decisions
- Key staff members being assigned to campus positions (e.g., Directors of Student Services, or Buildings and Grounds) and reporting to district administrators rather than campus leadership
- The dual nature of the deans' reporting structure leading to a lack of focus and confusion over priorities

Additionally, there appears to be a disconnect between the work and recommendations of three of the five Senate standing committees (Curriculum/Instruction, Student Outcomes

Assessment, and Curriculum Review) and the planning and budgeting process. The results of curriculum development, curriculum review, and assessment do not currently directly impact planning and budgeting at the institution.

In the past year, the Curriculum Review and Student Outcomes Assessment committees made progress in integrating their functions. However, less progress has been made in integrating these groups with the Curriculum/Instruction and Academic Master Planning committees, or with the College Planning Council.

This disconnect makes the implementation of recommendations from the Curriculum Review and Student Outcomes Assessment committees, in particular, problematic.

The PACE survey raised additional serious concerns about the relationship of the Board of Trustees with the rest of the college and the extent to which the board appropriately understands its role and function relative to the college. Of all the areas measured by the survey, those items pertaining to the board received the lowest overall scores across each employee group, significantly lower than scores received on other constructs of the survey. Individual comments from the survey reflected high levels of concern on the part of college employees with the public behavior of some board members. As a further reflection of problems with the board, labor negotiations in 2006 were marked by an unusual degree of difficulty, particularly with faculty. The acrimony surrounding this process may contribute in some part to the PACE results that indicate ongoing concern with open and ethical communication.

These findings stand in contrast to the survey conducted of the board members themselves, where they indicated that they believed their relationships with staff were, on the whole, positive. However, in this same survey, several board members acknowledged similar concerns to those expressed in the PACE survey. In response, the board instituted a series of study sessions in 2007 designed to better familiarize board members with college functions and challenges.

The college has also responded to the PACE concerns by re-examining the position of the interim executive director of Student Services, created by the previous chancellor. Because this interim position positively impacted and heightened the focus on student life at OCC, it will be continued, although it will report to the Vice Chancellor of Academic and Student Services, rather than being a Chancellor's Cabinet-level position.

OCC engages in collaborative and effective planning.

Task forces addressed planning goals and objectives

In 2003, the college established several **strategic task forces to begin implementation of the strategic goals** established by the board in May 2002. These goals were designed to shape OCC's activities in the 2002-2007 time period and are referenced earlier in this chapter and in other locations throughout this document. Each strategic planning task force was co-chaired by a college officer and a full-time faculty member to support collaborative decision-making.

Goal 1, *Planning for the Future*, specifically referenced a need to connect planning and budgeting processes. The Planning and Budgeting Task Force rigorously reviewed various planning processes at OCC. As a result of their recommendations, a new standing committee for academic planning was established at the College Senate. Additionally, the College Planning Council (CPC) was expanded to include the Chair of the College Academic Senate and the Chair of the College Academic Planning Committee. The role of CPC as the primary entity for planning at the college was reinforced.

At the end of the 2006-2007 academic year, the first attempts at creating a new academic master plan were produced. Each campus followed its own process to identify goals and objectives, although the process was similarly inclusive as each campus consulted all its constituencies in developing a plan. All of these plans conformed to a template, based on the institution's stated purposes, established by the Academic Master Planning Committee.

The campus plans were reviewed and synthesized into a larger document for review by the College Academic Senate and the College Planning Council. The CPC reviewed the plans for common themes and concerns and used them to inform its own discussions concerning the next iteration of the college strategic plan.

Concerns surfaced about strategic planning process

As the college moves into a new strategic planning phase for 2008-2013, it is apparent that the earlier process was overly ambitious. Clearly it will be difficult to assess and implement the recommendations of groups working on 27 different objectives. Going forward with a new cycle of planning, there appears to be consensus that a much smaller number of initiatives will allow the institution to focus its energies more effectively. To this end it has been determined that the strategic planning process will be managed differently and will focus on measurable, campus-based objectives.

Much of the planning process still needs additional definition and detail. Documentation needs to be updated to reflect new planning processes and college staff and faculty need training in support of the process. It is not uncommon to hear the complaint that staff are unsure of how to get things done, that the planning and budgeting process is too bureaucratic and that it is not responsive in a timely manner to changing needs.

Planning and budgeting still are often misaligned. There is still a disconnect between a faculty-driven curriculum approval process and the administrative process for equipment and facilities budgeting. The result is that without careful monitoring, a curriculum proposal representing a significant investment on the part of the college can make it through the course-approval process without the appropriate monies budgeted to fully implement the program.

Recommendations from the Planning and Budget Task Force to establish a College Academic Master Plan that drives planning and budgeting should address some of these issues. A three pronged oversight that involves the Senate, CPC and Chancellor's Cabinet should ensure more integrated and responsive planning.

There are strong perceptions among the faculty that the college is not committed to hiring adequate numbers of full-time faculty to meet student needs and that non-academic staff have too much influence over faculty hiring decisions. The process of approval for faculty vacancies comes under particular fire, as each faculty vacancy must be re-justified and placed into a collegewide process. Thus, it is possible to lose a faculty position from a particular campus, despite having more than adequate load and budget to sustain such a position in order to re-allocate the position to a different discipline or campus. A special joint committee of administration and the OCC Faculty Association (OCCFA) has been convened to establish some data-driven guidelines for filling faculty vacancies.

Oakland Community College fosters and supports effective leadership.

OCC experiences administrative stability despite leadership changes

A significant concern expressed in the 1998 Higher Learning Commission report was the heavy reliance of the college on interim assignments and the high degree of turnover in the administrative ranks. Currently, the administrative structure is in some state of flux due to the normal amount of change to be expected at an institution of this size.

In fact, OCC experienced a long period of administrative stability under Chancellor Richard Thompson, lasting into the tenure of Chancellor Mary Spangler. In 2006, however, the college experienced the simultaneous retirement of two senior level administrators, concurrent with the resignation of a campus president and a dean. This led to a number of interim appointments, as the institution attempted to address the gaps left by these departures. Added to this was the unexpected departure of the current chancellor in 2007 and the appointment of an interim chancellor. These changes were effected with minimal disruption to the functioning of the college.

OCC supports leadership development activities

The college supports **leadership development activities**. In addition to supporting conference travel, faculty and administration are encouraged to attend such leadership programs as the Galileo Leadership Academy, the Chairs Academy, the AAWCJC Leaders Project, Leadership Oakland, and other programs that seek to develop leadership skills. OCC's **Professional Development and Training Center (PDTC)** presents a wide array of programs and workshops on higher education issues and concerns. Faculty, managers, and administrators also receive **tuition reimbursement** for graduate coursework.

Administrative concerns remain

Decisions made by the previous chancellor to realign certain administrative responsibilities had a deleterious effect. Dr. Spangler envisioned a more decentralized structure and was attempting to move the institution in that direction. Her departure in the middle of this process left the institution with an unclear reporting structure that undermined accountability and has led to confusion about administrative job descriptions. Currently, college administration is working to re-clarify the administrative structure.

In addition to campus responsibilities, deans have held collegewide assignments in the areas of orientation, assessment, developmental education, global education, and student life. They also represent the only professional staff assigned to the vice chancellor's office, except for the director of the Office of Assessment and Effectiveness. Without clear institutional priorities, deans must define for themselves the allocation of time and energy between college and campus responsibilities. Deans are the only administrative layer between college officers and the faculty. Without clearly defined, collegewide responsibilities and clear lines of authority, it is difficult to ensure accountability and to maintain collegewide consistent service, consistent application of policy, and administrative oversight of academic issues. A clear delineation of what constitutes collegewide policies and issues, versus campus responsibilities, needs to be established and assigned to an officer or officers to coordinate, monitor and manage. Currently, the administration is undertaking a discussion concerning the role and empowerment of the deans.

Appropriate staffing levels for the office of the vice chancellor for Academic and Student Services need to be identified and implemented. The vice chancellor is responsible for significant collegewide activities, yet must rely on the dotted line relationship with the deans for support in accomplishing the work of the office.

CONCLUSION – CORE COMPONENT 1D

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

CRITERION ONE: CORE COMPONENT 1E

Oakland Community College upholds and protects its integrity.

OCC complies with local, state, and national requirements.

Oakland Community College complies with all regulations set forth by the Family Educational Rights and Privacy Act (FERPA) of 1974. Student records are protected and all student rights are respected.

The college also complies with the Americans with Disabilities Act (ADA) and with Section 504 of the Rehabilitation Act. In 2006, the Michigan Department of Civil Rights (MDCR) conducted an audit of the college's barrier-free accessibility. The college was generally found to be in compliance with ADA, with some minor adjustments. OCC submitted a Civil Rights Compliance Plan for resolution of these adjustments, which the MDCR accepted; the college has developed and submitted a schedule for completion of those adjustments (Resource Lists A & B).

Also in 2006, the Board of Trustees initiated a policy review to ensure that its policies were updated to respond to changing laws and conditions. Policy statements and board practices were amended to bring them in line with changes in state and federal law.

Conditions of the Open Meetings Act are rigorously adhered to by the board and most other meetings at the college are also considered open.

The college has clearly defined grievance procedures, including sexual harassment, and student statements of rights and responsibilities.

Official college policies and procedures are described in college publications, as well as in employee and student handbooks. This information is also available on the college website and InfoMart.

College policies concerning the rights and responsibilities of employees are specified in their contracts and job descriptions. Grievance procedures are also clearly spelled out in each of the employee group contracts. The student complaint procedure, developed and administered by the College Academic Senate, is clearly delineated in the *College Catalog* and *Student Handbook*.

OCC maintains fiscal integrity.

The college **consistently receives clean audits** and has been commended on its fiscal accountability by its auditors. Monthly reports are provided to the Board of Trustees on the status of the college budget and on facilities construction and renovation projects.

OCC holds a **Standard and Poor's credit rating of AA+**, which speaks to the college's financial strength. In 2006, the Board of Trustees implemented new guidelines for the management of college investments and OCC purchased new software that improved the tracking and management of its investment portfolio.

Since 2004, a regular **annual report** has been prepared for the public that details the college's progress toward the goals of its strategic plan. Prior to that, from 1999 through 2003, planning goals and other significant college events were highlighted in an annual report to OCC's Business and Community Alliance advisory group; this publication was also widely distributed to Oakland County businesses, government, and educational entities. Since 2004, the college has published a **millage annual report** to the community detailing its use of the millage funds OCC voters have allotted to the college. These publications are also posted on the college website.

Self-study process reveals concerns

Several issues concerning registrar policies have been brought to light in the process of conducting the self-study. While the curriculum approval process itself is well-defined and contains multiple checks and balances, the process for changing other policies and procedures is less well defined. This lack of definition has resulted in what appears to be unilateral action on the part of the Registrar's Office. Examples include changes in policies concerning evaluation of transfer credit, awarding of multiple degrees, and catalog language changes that take place without a clear approval process. Additionally, there is frequently discordance between statements in the written catalog, the schedule of classes, the college website, and information contained in the Datatel system. The College Academic Senate attempted to address this issue in 2004 by having a Senate Committee review and reorganize the *College Catalog*. Nevertheless, inconsistencies still exist and this lack of agreement leads to confusion among staff and students.

Because it is unclear whether these were isolated problems or evidence of a more systemic concern, the self-study team recommended to the Chancellor's Cabinet that a complete audit of the Registrar's Office be conducted by an outside consultant to ensure compliance with the highest standards.

With the implementation of a new student information system in 2002, the ability to monitor academic standing was lost, requiring a significant effort to overhaul procedures and write new programming. The academic intervention, probation and dismissal policy remained in the catalog, but was not actively enforced. By 2005-2006, testing began on the new electronic process and academic sanctions began to be enforced in Summer 2007.

CONCLUSION – CORE COMPONENT 1E

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

OCC'S STRENGTHS AND CHALLENGES FOR THE FUTURE

CRITERION ONE: MISSION AND INTEGRITY

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

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

OCC's Strengths

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

OCC's vision, mission, goals, and purposes are clear and are prominently displayed at all campuses and sites. These defining statements are also used consistently in internal and external publications, and other communication vehicles. Research conducted for the Self-Study with board, administration, faculty, staff, students, and Oakland County residents demonstrates that all of these groups understand the mission and believe that OCC consistently lives up to it by providing learning experiences that put students first to reach their highest potential and provide Oakland County with the skilled workers it needs to succeed in a highly competitive 21st century global economy. Two examples among many of OCC's recent student-focused service enhancements are streamlining the mission and services of the Academic Support Centers and fully implementing the Datatel *Colleague* information management system with all of its information management and student-friendly services.

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

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

There is a strong commitment to shared governance.

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

OCC's Challenges for the Future

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

The 2006 Personnel Assessment of the College Environment study of faculty and staff raised serious concerns about board-college relationships, the extent to which the board appropriately understands its role and function relative to the college, the public behavior of some board members, and the acrimony that surrounded 2006 labor negotiations, particularly with faculty. In addition, board responses from the 2006 survey conducted with them as part of the Self-Study indicated that the board did not function as a cohesive unit, has a reputation for disagreement and at times engages in actions at meetings that generate negative publicity.

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

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

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

Future hiring to increase faculty diversity should be a priority.

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



Chapter 4

Criterion Two:
PREPARING FOR THE FUTURE



Oakland Community College:

- ▶ Prepares realistically for the future
- ▶ Is supported by a stable, sufficient resource base
- ▶ Demonstrates effectiveness with evaluation and assessment
- ▶ Aligns mission with planning process

CRITERION TWO: PREPARING FOR THE FUTURE

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

INTRODUCTION

In 1995, OCC's students and campuses may have looked much the same as they do today, but the college's internal landscape has changed significantly. In 1995, the college had no cohesive strategic plan and no formal academic, facilities or technology plans that provided a roadmap for the future.

OCC recognized that continuing to function as it had in the past was no longer an option for an educational institution that wanted to flourish in a rapidly changing environment where globalism and a dramatic shift from a manufacturing to a knowledge-based economy were reshaping the business world and the educational world that would supply those businesses with their skilled workers of the future.

The college set to work on the commitment to shape its dynamic future and be prepared to respond to the opportunities and challenges that lie ahead.

By 2002, OCC had completed its first five-year strategic planning cycle and embarked on a second five-year plan. In 2007, planning was already underway for a third planning cycle that will guide OCC from 2008 through 2013.

OCC's strategic planning efforts have been intensive, ambitious, inclusive, collaborative, data-driven, and consciously focused on mission during every step of the planning and implementation processes. This chapter will outline how OCC has used its extensive research capabilities, its assessment tools, and its resources – financial, human and physical – in planning for the best future of its students and the community it serves.

CRITERION TWO: CORE COMPONENT 2A

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

Societal changes impact OCC's evolving curriculum.

Data from the Office of Institutional Research helps shape curriculum

Since the late 1980's Oakland Community College has recognized the need to maintain a robust and dynamic **institutional research** function. Through its ability to design and conduct primary research on a wide range of academic and non-academic issues, OCC's Office of Institutional Research (OIR) provides the critical support necessary to sustain thorough curriculum-development and curriculum-review processes. OCC believes that a major component of institutional quality is based on systematic and objective assessment of internal and external forces which impact the viability of its curricular offerings. OCC also recognizes that the old adage "if you build it, they will come" no longer works in a highly competitive and fast-paced educational and labor market.

With the required infrastructure in place, the college has been able to develop the necessary information tools and systematic processes essential to support curricular decision making. Over the past 16 years, these tools and processes have matured as new technologies and greater acceptance of information-based decision making have advanced.

Since OCC's last comprehensive visit from the Higher Learning Commission, the college completely revised the curriculum development process as well as curriculum review process. However, as a large, multi-campus institution with many new faculty due to retirements, it is necessary to continually explain the relationship between these processes to ensure their consistent and appropriate application.

Model established for curriculum development

In terms of curriculum development, the college has established a model with two distinct phases. Known as the **Program Planning Model (PPM)**, the process was adopted from the investment banking industry and supports information-driven decision making. Through a careful examination of available data along seven core dimensions, the PPM begins with a discovery phase (research and development) and if appropriate concludes with implementation (design and promotion).

Generally, the PPM can be characterized as an interactive process involving the originator dean along with support from Institutional Research. Facilitated by the Office of Assessment and Effectiveness, the PPM is most effective when it occurs prior to curriculum development. The process is a systematic research-based model that is supportive, collaborative, and comprehensive.

PPM – Phase 1: Recognizing that all curriculum proposals/offerings have their strengths and challenges, the PPM is designed to support decision making for all newly proposed programs, those proposed for major revision, and programs slated for re-activation. Phase 1 takes into consideration specific questions comprising seven core dimensions some of which may be more or less relevant depending on the type of program. Specifically, the PPM examines:

1. Student target market
2. Benefit to student
3. Industry demand
4. Occupational conditions
5. College flexibility
6. College resource commitment
7. Competition

Additionally, the model can be initiated on existing programs which were identified by the Program Dashboard to be performing below established benchmarks or resulting from Curriculum Review Committee (CRC) recommendations (Resource Lists A & B).

The long-term viability of any curriculum is impacted by a complex web of internal as well as external forces. Hence, the program planning process examines a variety of issues from multiple perspectives: those of students, community, industry, college, and regional competition. Furthermore, the PPM seeks to identify all relevant strengths and challenges facing the curriculum proposal and brings together the vast resources and differing areas of expertise within the college to systematically and objectively consider the merits of proposed curriculum.

PPM – Phase 2: Once a decision has been made to move forward on a curriculum proposal, time and resources are devoted to the curriculum design, and to development and implementation of a customized 24-month promotional plan. Generally recognized as Program Marketing, it is based on information obtained during Phase 1. Well accepted and proven marketing techniques are employed to build awareness among targeted populations and ultimately to attain pre-established enrollment benchmarks.

The college commits the necessary resources over this 24-month period to implement promotional strategies. A supportive and cooperative approach involving program staff, administration, and various college departments is coordinated by the Office of Assessment and Effectiveness.

OCC addresses PPM consistency issues

As this process evolved, OCC has experienced some difficulty in ensuring the consistent application of the PPM across the college. In part this is due to historical methods of curriculum development as well as administrative organizational issues. The institution has also been challenged to ensure that the process is applied and completed before curriculum development takes place.

In order to address these issues, OCC seeks to **establish a committee** charged with critically and objectively critiquing reports and developing a holistic perspective on the implications of PPM findings in relation to other proposed programs. Currently, there is no administrative group conducting a holistic review of PPM findings in terms of collegewide impact on planning and resources. To this end, the committee will provide a much needed and consistent oversight function.

In addition, OCC seeks to **include the chief academic officer (CAO)** as a focal point in approving curriculum proposals. At this point the CAO is excluded from the curriculum approval process. As a result consistent implementation of curriculum development initiatives is hindered, despite the fact that the CAO has the responsibility to ensure that curriculum development, curriculum review, and student outcomes assessment activities are appropriately maintained.

OCC has also found that it is necessary to **establish a system for prioritizing PPM initiatives**. Since the college has more than 100 curriculum areas and more than 80 degree programs, the potential volume of work can be daunting. Establishing a set of criteria will assist OCC in knowing when and when not to apply the model; it will also help ensure consistent application of the PPM over time.

The Deans' Council is currently in the process of **establishing criteria** for determining when the PPM is applied to existing curriculum. Based on the Program Dashboard, those curricula that fall short on five or more of the seven measures constitute a red zone where a more formal review is needed. Curricula falling short on three to four measures will generally receive an informal review by the dean.

In terms of curriculum development, OCC has historically tended to focus at a micro-level and to decide on a program-by-program basis. In an effort to broaden the perspective and support long term macro-level thinking, the Office of Assessment and Effectiveness has initiated a process with the academic administration to develop a model by which long range planning can occur. The ultimate objective is to examine current curriculum offerings in relation to forecasted occupational and industrial changes in Southeast Michigan. This initiative will help to guide the alignment of the college's curriculum in relation to regional needs.

PPM process proves effective

The effectiveness of the PPM process became evident when we compared the positive enrollment trends among recently developed programs that were fully engaged in the process to the uneven growth in those programs that did not participate in the PPM.

PPM participating programs:

- Collision Auto Repair credit hours up 27% over 3 years
- Culinary Arts credit hours up 43% over 4 years
- Medical Assisting credit hours up 117% over 4 years
- Paralegal credit hours up 53% over 4 years
- Sign Language Interpreter Program credit hours up 129% over 4 years

Programs not participating in PPM:

- Accounting credit hours up 0.1% over past 4 years
- Concrete Construction Management credit hours down 8.3% over past 3 years
- Computer Information Systems credit hours down 38.6% over past 4 years
- Electrical Trades Technology credit hours down 14.6% over past 4 years
- Interior Design credit hours up 100.6% over past 4 years
- Music credit hours up 43.9% over past 4 years
- Theatre credit hours up 9.6% over past 4 years

CONCLUSION – CORE COMPONENT 2A

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

CRITERION TWO: CORE COMPONENT 2B

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

Oakland Community College's resources clearly support the educational programs and are adequate to maintain and strengthen these in the future. This is evidenced by the college's allocation of funding for appropriate staffing, program development, the purchase, upgrade and utilization of technology, maintenance/renovation of existing facilities and infrastructure, building of new facilities, and support for professional development for all employees. OCC has a budgeting process that allocates resources to support educational programs. The college is also moving toward a comprehensive planning process that will tie all allocations of resources to the educational programs consistent with the college mission.

OCC has strong, stable resource base.

OCC is fortunate to have a **stable and solvent financial resource base** that is projected to continue into the future. This is the result of a long history of strong financial planning. The Standard & Poor's rating agency recently emphasized OCC's increasingly strong financial position by raising the college's rating from AA- to AA+, the second highest rating available. This has been accomplished while the local economy has faltered. (Resource Lists A & B).

The college has always **maintained balanced budgets and has followed established guidelines** related to the distribution of funds. There has been an effective distribution of funds among personnel, facilities, technology, and equipment. The college's planning and funding structure has enabled the college to prosper despite considerable reductions in state funding, along with large increases in the state retirement contribution rate and medical insurance costs over several years.

General Fund Budget

The total college **General Fund Budget** for FY2006-07 was nearly \$149 million. The college has four major fund categories:

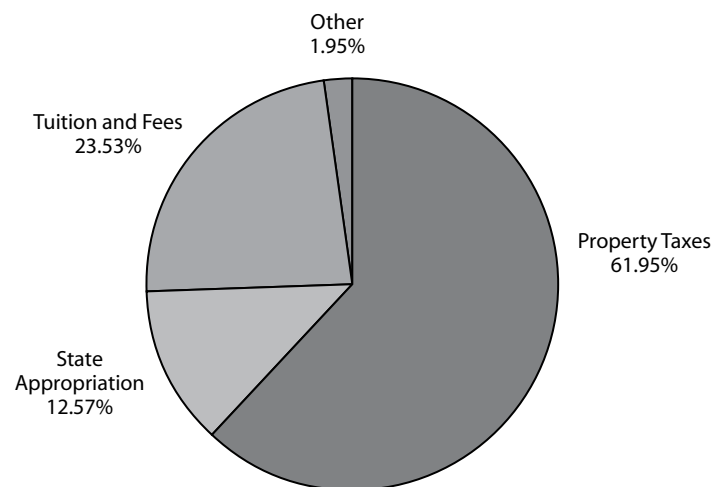
- The **General Fund** is the main operating budget fund for the college. Revenues are unrestricted in use and are used to cover most of the basic operating costs including salaries, benefits, equipment, supplies, and utilities. Funds are also transferred to the Plant Fund, the Restricted Fund, the Auxiliary Fund, and the Designated Fund.
- The **Auxiliary Fund** includes self-supporting enterprises such as the bookstores and child care centers.
- The **Plant Fund** accounts for capital expenditures for new construction, building renovations and upgrades, and capital equipment.

- The **Restricted Fund** includes Student Financial Aid, and federal and state grants.
- The **Designated Fund** includes expenditures designated by the Board of Trustees and the administration.

Revenue Budget

The college has basically three sources of revenue with property taxes leading the way. Oakland County has continued to grow and has experienced a long period of steadily increasing assessed property valuation. As shown in the following chart, FY2007-08 property taxes are projected to be 61.95% of the General Fund Budget, up from 61.21% for the FY2006-07 budget.

FIGURE 4: REVENUE BUDGET, FY2007-2008



OCC is committed to affordable tuition.

A continuing portion of OCC's mission is to make education affordable for its students. With that in mind, since 1993, the college has only increased tuition by inflation or 3%, whichever was less. At \$56.80 per credit hour, Oakland Community College currently has the second lowest in-district tuition rate among the 28 community colleges in Michigan.

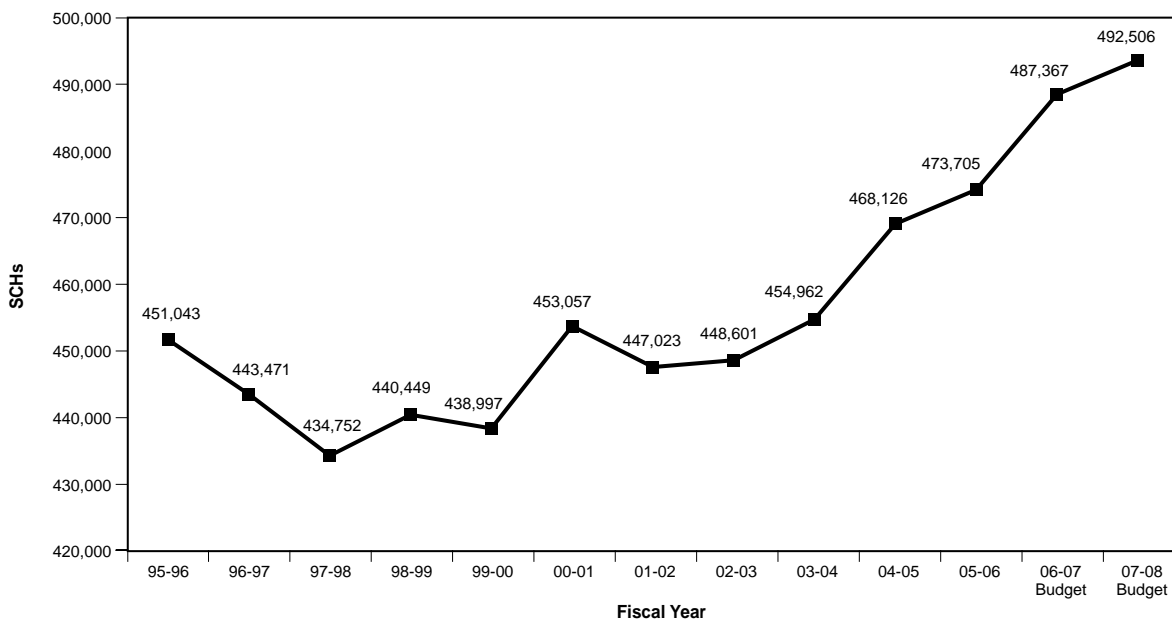
As shown on the previous chart, for FY2007-08, tuition and fees represents 23.53% of the revenue. The college has experienced enrollment growth of approximately 5% since 2000, again providing increased revenue to meet the increased needs.

The following chart shows the actual student credit hour enrollments from FY1995-96 through FY2005-06. The college continues to have the largest enrollment among the 28 community colleges in Michigan and is one of the largest community colleges in the nation. According to *Community College Week* (July 16, 2007), OCC ranked 33rd in the nation in terms of associate degrees granted in 2006.

The same July 16, 2007 issue of *Community College Week* also ranks OCC as follows for 2006, using information based on U.S. Department of Education 2004-2005 data (the most recent dates for which figures are available):

- 58th nationally in number of black graduates – 246
- 21st in non-minority associate degrees granted – 1442
- 8th in number of graduates in the family, consumer sciences and human sciences areas – 61
- 28th in number of graduates in health professions and related clinical sciences – 359
- 31st in number of graduates in business, management, marketing and related areas – 296
- 31st in graduates in nursing – 197

FIGURE 5: STUDENT CREDIT HOUR ENROLLMENT



State appropriations are budgeted to provide 12.57% of the General Fund Revenue Budget for FY2007-08. Although OCC has experienced declines in state support over the past few years, the college has been able to prepare budgets and financial plans to successfully meet the needs of students and continue to accomplish the college's mission.

Expenditure Budget

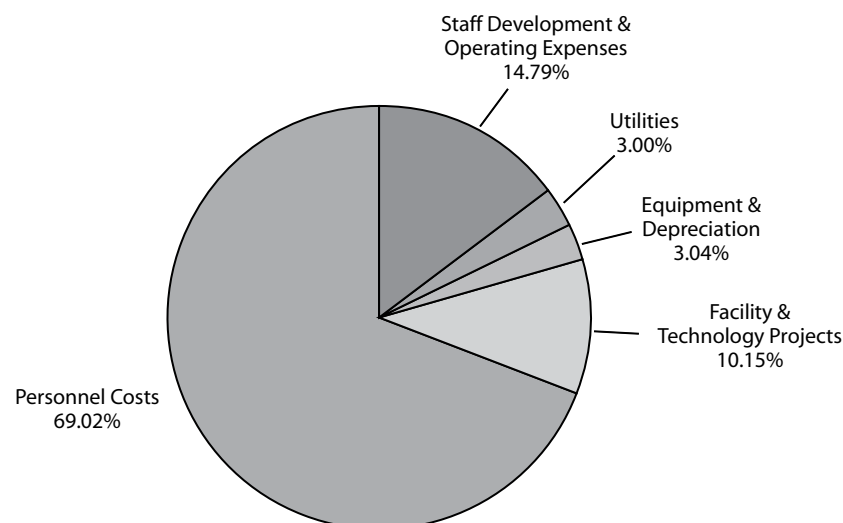
In FY2005-06, 43.8% of the General Fund expenditures was for instruction and 15.1% for instructional support. The remaining 41.1% of the expenditures included:

- 10.1% for student services
- 6.2% for information technology
- 13.0% for physical plant
- 0.4% for public service
- 11.3% for administrative costs

As shown on the following chart, 69% of the FY2007-08 budgeted expenditures are allocated for personnel costs. The college also budgeted \$600,000 for staff development, further providing evidence of its commitment to people as its most valuable resource.

The college is working to tie all funding decisions to the college planning process. Twice a year, a staffing committee – the Vacancy Committee – reviews campus requests for faculty positions in light of planned faculty vacancies and makes recommendations to the chancellor about faculty hiring priorities for the following year. The Vacancy Committee also reviews all non-faculty vacancies and makes recommendations for positions to meet the needs of the college. These recommendations are considered in making final staffing decisions. The college is currently preparing an Academic Master Plan that will be the foundation of the strategic plan, all tactical plans, and all operational plans. Funding decisions will be tied to these plans.

FIGURE 6: EXPENDITURE BUDGET, FY2007-2008



Property tax millage

Property taxes, providing 62% of the FY2007-08 budgeted revenue, are the largest revenue source for the college. When the college was established in 1965, a 1.0 mill was voted in perpetuity to support the college. A Michigan legislative bill, named the Headlee Amendment, was passed in the 1980s, reducing the millage rate to .8405.

Voters approved millage increase for OCC.

Millage background

Oakland Community College, as previously mentioned, is funded primarily by three sources: tuition, state aid, and property tax revenues. In establishing community colleges, the state legislature originally intended that each revenue source would contribute equally to the operations of a college. However, the portion of state aid shrank over the years to the point where it now represents only 12.57% of OCC's operating revenues. Property tax revenues are needed to fill the gap left by the loss of state aid. In 2001, property tax revenue accounted for almost 60% of the college's operating budget. The continuing erosion of state aid and increased dependence on property taxes make it clear that if OCC is to continue to serve the needs of Oakland County adequately, it must periodically ask Oakland County voters to renew or increase its property tax levies.

1995 millage increase

In 1995, Oakland Community College won voter approval for a .8 mill increase in its property tax levy for seven years. In 2001, a millage renewal campaign was launched for a .8 mill property tax levy for 10 years. The millage was successful, resulting in a 2:1 victory at the polls. That millage is projected to raise \$150 million over the 10-year period.

2001 millage renewal

The 2001 millage renewal campaign was a tightly focused and highly structured campaign aimed at the most likely voter in a school district election. The campaign employed a research-based strategy that accurately projected the outcome of the election. Organized opposition to the campaign was minimal and ineffectual. The political and economic environments were favorable for the millage renewal. The overwhelming success of the 2001 campaign is in large part attributable to the college's service to the community as well as its ongoing marketing and promotional activities. The need for, and benefit from, the millage had been OCC's constant message since the passage of the last millage in 1995. (One of the most positive features of the 2001 millage renewal campaign was the fact that OCC could account for how it spent all of its 1995 millage dollars.)

Explaining why OCC needs millage funding

Since the millage renewal represented 30% of the college's operating budget, the public was simply told that the defeat of the millage would mean that OCC could not continue to meet the needs of Oakland County and its residents.

The college needs the millage funds to operate. Without those funds, almost one-third of the college's revenues would be lost and OCC would have to downsize significantly, closing campuses or slashing programs. The uncertainty of millage support every 10 years makes it difficult to do financial planning for the institution. It would be preferable to have a stable property tax base.

Looking to future millage renewals

The strategy that was used in the last two millage elections is no longer applicable. Michigan law was reformed to require that millage elections be held concurrently with general elections. Therefore, OCC no longer has the luxury of targeting the most likely voter – a taxpayer with a predisposition to support education – in a school district election.

To prepare for the next millage renewal vote that will come in 2012, OCC plans to follow a strategy similar to what it used in previous millage renewal votes, working to keep all constituencies informed and garnering widespread internal and external support by:

- Campaigning at least one year early for the renewal
- Running a research-based millage campaign
- Keeping the rate of the requested renewal under one mill
- Asking for a 10-year renewal period

The college has tracked the continuing institutional resource requirements that will allow it to respond to the educational needs of the community. As was done in previous years, extensive planning for the use of millage funding will be completed prior to the next campaign. To appeal to the general electorate, OCC will continue to maintain its focus on marketing and promotional efforts and hold itself accountable to Oakland County taxpayers for the use of millage funds. Targeted messages and voter turnout efforts will be determined through extensive research and political analysis. This work will start in 2007. OCC already tracks key millage issues through its annual public opinion poll. The college is developing a millage marketing plan. Data on voter turnout for general elections will be collected and analyzed. Given the response of voters to the work of the college over the last six years, OCC has every reason to presume that the millage renewal will be approved.

OCC invests in technology resources to benefit students and staff.

Technology is the focus of one of OCC's seven strategic goals: "Facilitate the appropriate use of technology." This goal commits the college to employing technology *"responsibly and appropriately in order to promote learning, enhance teaching and support the college mission."*

OCC recognizes that this goal can only be accomplished by committing significant resources to provide the technology, the staff to support it, and the instructional development opportunities for faculty to enhance the learning environment. This assumption has resulted in an allocation to technology projects of approximately 1.15% of the annual general fund budget (FY 2006-07).

Technology organization, planning, and budgeting developed

The organization having primary responsibility for technology is the Information Technologies (IT) department which is headed by the chief information officer, who – since 2002 – has been an officer of the college, in recognition of the importance of technology in achieving OCC's strategic goals. IT consists of the following functions or work groups:

- Academic Technology
- IT Campus-based Support
- Administrative Information Systems
- IT Call Center
- Technology Infrastructure

Technology plans guide OCC

The **Technology Master Plan (TMP)**, created in 1997, provided overall direction for incorporating technology in teaching and learning, development of the technology infrastructure, and advances in administrative systems at OCC. The TMP was updated in 2002.

The current **Master Information Technology Plan (MITP)** was approved by the College Planning Council and the Chancellor's Cabinet in 2006. It is an annual plan with a three-year rolling view encapsulating three OCC core technology plans:

- The Academic Technology Plan (approved by College Academic Senate in 2005)
- The Administrative Technology Plan (currently, a group of prior plans and reports)
- The current IT Infrastructure/Systems/Services Plan

OCC's mission, vision, and strategic goals provide guidance for these plans and their integration into the MITP. All initiatives that are identified are linked to the college's strategic goals.

The **Academic Technology Plan** is the responsibility of the Technology Management Committee (a standing committee of the College Academic Senate) which has as its focus the use of technology in teaching and learning. Inputs include Campus Technology Initiatives reports and Functional Area Plans (e.g., Libraries, Academic Support Centers).

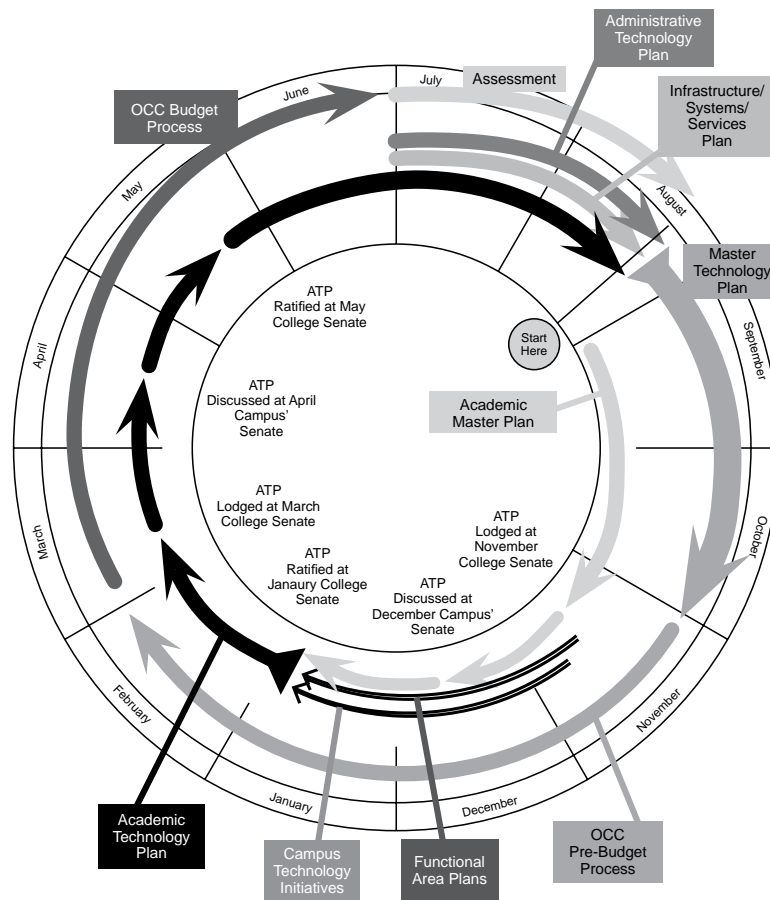
The **Administrative Technology Plan**, when complete, will address the goal of comprehensive, reliable, and secure administrative systems in an environment that allows ease of access for students and continuous service improvement for both students and internal users.

The **IT Infrastructure/Systems/Services Plan** reflects how IT supports and manages the college technology infrastructure, systems, and services to meet current and future needs as defined in the other core technology plans.

Included in the MITP is the definition of a cyclical process of planning and budgeting for technology. This process, which is in the early stages of implementation, is defined such that technology planning is coordinated and integrated and it informs the budget process.

FIGURE 7: PROPOSED PLANNING AND BUDGETING CYCLE FOR TECHNOLOGY

Source: *Master Information Technology Plan (2006)*



Technology enhances teaching and learning

A major thrust over the last decade at OCC has been the use of technology in teaching and learning. In 1998, the formation of **Teaching, Learning and Technology Roundtables and the Technology Management Committee (TMC)** were visible signs of this initiative. For six years, the roundtables provided faculty with presentations, workshops, and information exchange on technology usage in teaching and learning. The TMC, which has become a standing committee of the College Academic Senate, solicits input on technology, engages faculty in ongoing discussions of current and emerging technology and has responsibility for academic technology planning.

Teaching, Learning and Technology Centers (TLTC) were created to provide support and resources for faculty to assist in the continuous improvement of teaching and learning at the college. Established between 2001 and 2003, the centers (one located at each campus) are equipped with useful tools including computer work stations loaded with both common and specialized software applications, scanners, cameras, and printers. Faculty at all levels of computer experience can obtain ideas and assistance in the design of instruction and the pursuit of innovation and excellence in teaching, learning, and technology. The Academic Technology staff is composed of experienced educators

who provide instructional design consultation, assistance with use of course management software, and a wide range of information about teaching, learning, and technology. This type of support also occurs in faculty offices at the option of the faculty member.

More than 260 (70%) of OCC's classrooms have been enhanced in the last six years for instructor use. Each of these **Technology Enhanced Classrooms (TEC)** contains a specially designed instructor work station, which includes a personal computer, projector, DVD player, and other media equipment. In a Summer 2006 survey on classroom technology, faculty who teach in TEC classrooms were asked about the equipment, frequency of use, and satisfaction with how it works. The survey was requested by the College Equipment Task Force (CETF), developed by the Technology Management Committee (TMC) and the results were analyzed by the Office of Institutional Research. Four hundred twenty (420) responses were received and revealed that 60% of respondents felt classroom technology met their expectations; 16% said it exceeded expectations. Forty-one percent (41%) of respondents used a PC in the classroom all or most of the time; 50% used ELMO (a document camera that sends a live image of an object placed on the base to the projector for students to view) all or most of the time; 70% sometimes used a VCR. Survey results and the responses from open ended questions and comments were shared with CETF, TMC, IT desktop support, campus facility managers, and media services for their information and action. The TEC subcommittee also received the report as input for consideration while planning the evolution of OCC's technology equipped classrooms.

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

Feedback from both students and faculty has been important in assessing these initiatives and guiding future technology plans. Among the efforts over the last several years were:

- **Student focus groups** in February 2005 which obtained perceptions of the technology available versus the students' wants and needs
- **Faculty survey** in February 2007 which covered methods used to communicate with students, new technology desired for classrooms, and methods used for assessment
- Frequent **feedback from students and faculty** which measured satisfaction with course management software

Technology infrastructure developed

During the last 10 years, capital expenditures for technology in excess of \$21 million have created a robust technology infrastructure.

In 1997, OCC embarked upon the effort to create a **collegewide network to support both academic and administrative computing needs**. The goal was to bring access to college computing resources and the Internet to each campus classroom and lab, as well

as campus and administrative offices. The preliminary effort, which consisted of extensive cabling, network hardware, and high speed campus-to-campus communications, took place within the next three years, with nearly all of the initial objectives satisfied.

As expected, the demand to use network resources grew, resulting in requests for more classrooms in which, not only the instructor, but all students could use the computer and access the network. Today, the collegewide network supports 4,300 workstations, approximately 70% of which are allocated to instructional uses. Part of the current network includes wireless access points which allow students to access the network using their own laptop computers from common areas, such as lounges and cafeterias. By summer 2007, there will be 50 wireless access areas serving all campuses and some administrative areas as well.

A robust **OCC Wide Area Network** connects all five campuses, the District Office, and other college administrative sites so that all can access the Internet as well as appropriate internal technology resources. In addition, students, faculty, and staff can access the college network from off-campus locations for student services (such as web registration), online courses, and other campus computing resources through dual, high capacity Internet links. These resources are protected by firewalls, along with intrusion detection and prevention capabilities. The existence of two data centers connected to the five campuses in a redundant fashion has recently been implemented to achieve the highest possible availability of OCC technology resources.

Concurrent with the development of the network infrastructure, it was essential to **provide current technology to students, faculty, and staff in locations including classrooms, labs, Academic Support Centers, libraries, and offices**. In 1998-1999, the initial plans for personal computer replacement and standardization were developed. These plans have been refined over time. There is a continually improving standard configuration for new PC systems that is adequate for the vast majority of usages. These systems have a lifetime of at least four years and are replaced at that time. There is recognition that a few functions, such as CAD, Robotics, and Digital Photography, require specialized systems and/or configurations. There is provision for these specialized needs in the configuration and replacement processes. In addition, there is a process to obtain user input as part of the evolving definition of the standard configuration.

Annual funding for replacement of computing equipment is approximately \$1.5 million. Funds have also been provided to replace major technology assets, such as servers and network hardware, by placing this equipment on a depreciation schedule.

Administrative systems implemented

In 2002, the **Datatel Colleague system** was implemented for student, financial, and human resource functions of the college. This enterprise system was seen as the way to provide students and faculty with technologically current capabilities that OCC's existing group of home-grown and vendor systems would have been unable to achieve. Students had been able to register via touchtone telephone for a number of years, but there was a desire to provide them with web registration and other web functions. In addition, the

selection of an enterprise system offered other benefits, such as a common database, vendor updates, and a user group.

The greatest benefit of *Colleague* for students has been the ability to register for classes using the web. This includes searching for sections, selecting sections, and making payments. In addition, students are able to view their class schedules, grades, and unofficial transcripts. Students have welcomed web registration, with the number of web registrations now at approximately 75%. Faculty have also benefited by having access to online functions, including class rosters, class schedules, and online grading.

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

OCC is well positioned for the future

With the substantial investment in technology that has taken place during the last 10 years, the college is well-positioned to expand its use of technology and take advantage of future technological advances. A sampling of current projects follows:

- A new telephone system using VoIP (Voice over Internet Protocol) technology providing unified communications (e.g., voicemail and faxes in e-mail)
- A permanent home for IT and major technology infrastructure components at the Auburn Hills campus in late 2007
- Migration to the VISTA operating system and Office 2007. A committee consisting of faculty, staff, and IT has been formed to evaluate timing based on academic and other needs
- A media server for faculty use in teaching and learning

OCC is committed to investing in its human resources.

Details on OCC faculty and staff

There are a total of **836 full-time employees** at OCC (*Source: Human Resources Full-time Staffing Analysis, July 2006; please note that the number of employees at OCC varies throughout any year, due to the gap between hiring and retirements/resignations*). (Resource Lists A & B).

Of those full-time employees, 47 are **exempt staff**, including officers of the college, Chancellor's Cabinet members, their administrative assistants, and other confidential exempt staff.

Six bargaining units represent all other full-time regular staff. The largest employee group is **full-time faculty**, who are represented by the Oakland Community College

Faculty Association. There are currently 285 members (2007). Other employee groups are:

- **Classified** (238 professional and technical support staff)
- **Teamsters** (153 administrative management staff)
- **Maintenance** (103 custodial, grounds and skilled crafts staff)
- **Public Safety Officers** (18 officers)
- **Operating Engineers** (9 supervisors of maintenance staff)

The relationships with all the bargaining units are positive and productive. The unions are strong and influential members of the college community. Copies of the Collective Bargaining Agreement are on file in the Resource Room and are also accessible on the Human Resources website on OCC's InfoMart (Resource Lists A & B).

OCC also employs a large number of part-time hourly staff. Adjunct faculty members teach credit courses as well as workforce development noncredit courses. Other part-time hourly staff are used to supplement the work of full-time staff in various departments like Program for Academic Support Services (PASS), Academic Support Centers, and the office of Institutional Research.

The level of full-time staffing has been relatively constant for the last 10 years. An increase in administrative management staff resulted from independent contractors for information technology services being now provided by college employees.

Minimum staffing for many employee groups is established by the various bargaining agreements. The minimum number of faculty positions was negotiated in the 2006 Faculty Master Agreement, which provided for at least 290 full-time faculty by 2009.

OCC meets human resources challenges

It is a challenge for OCC to manage its human resources effectively. Salaries and benefit packages are above market for most job groups and benefit packages compare favorably with other large local employers in both the public and private sector. Rising costs of health care (averaging 12% per year), wage increases in excess of 3% over the last eight years for most groups, and increases averaging 2% in contributions to the state retirement system have strained the college's budget.

The challenges resulting from these escalating costs have been met in a variety of ways:

- The OCC Board of Trustees has **limited personnel expenditures**, including temporary contracted staffing, to 80% of the operating budget. With the rising costs described above, the opportunities for growth are limited.
- A **Vacancy Committee** was established to manage allocation of positions, review and approve reclassifications and review college practices relating to personnel costs. This committee includes the four campus presidents; the vice chancellor of Administrative Services; the vice chancellor of Academic and Student Services; and the chief officers for Human Resources, Information, and Strategic Development. The

chief human resources officer chairs the committee. Minutes of the monthly meetings are available on InfoMart for the college community.

Requests for new positions, replacements or redesigned positions are submitted through college administration to the Vacancy Committee. The committee takes a collegewide view of the need for the replacement or adjustment and identifies funding to support the recommendation. Data regarding staffing levels for each position requested are provided to the committee. Recommendations from the committee are forwarded to the chancellor for approval.

Recommendations for faculty positions are brought forward from the department chairs, through the deans and president on each campus. The campus presidents then jointly recommend faculty positions to the Vacancy Committee twice per year. Each department and campus provides data regarding enrollments in the discipline or program, staffing by faculty and adjuncts, and growth opportunities to support its recommendation. Some departments are staffed with no full-time faculty, which is another factor in the Vacancy Committee's consideration for new positions.

The Vacancy Committee routinely monitors overtime, contract, and temporary employee costs; it has achieved a significant reduction in dollars spent in these areas.

- A **position control system** was developed to track the status of each position, including vacant positions and staff on leave, and the funding basis. The system is essential to managing staffing levels and costs.

College accommodates enrollment and program growth

Enrollment and academic program growth are accommodated in a number of ways:

- Annual faculty appointments may be made to jump start a new academic program and evaluate program viability. While the college has a significant and growing number of adjuncts, the majority have the same education qualifications as full-time faculty in the discipline.
- The use of adjunct instructors, many with recent and relevant professional experience, adds to the learning experience for the students. Since adjuncts play a large role in the classroom, OCC provides for regular evaluations, orientations at the campuses, and night administrators to assist with concerns during evening hours; the college also encourages adjuncts to participate in professional training and development activities.

OCC offers competitive compensation packages

Compensation for staff is extremely competitive. Market studies are performed in preparation for collective bargaining and in response to requests for reclassification of full-time positions. The data reflects that wages are generally at or above what is offered at other community colleges in Michigan. It is a significant challenge to provide a high level of staff support while staying within the 80% rule and having one of the lowest tuition rates in the state. Benefits packages are also extremely competitive when compared with data regularly collected by the Michigan Community College Human Resources Association.

College has high retention rate

The college benefits – and also suffers – from a high retention rate for faculty and staff. Opportunities for replacements for faculty and staff have been limited in recent years with a very low number of retirements and resignations. The college is starting to see escalating number of retirements now, which permits it to deploy human resources in different ways to meet current and future needs. This increase in the number of hiring opportunities is fortuitous, as it coincides with development of academic master plans and recommendations coming from the strategic planning process.

OCC has coordinated hiring processes and procedures

The Human Resources (HR) department coordinates all hiring activities for full-time and permanent part-time staff. This ensures that college procedures and requirements in collective bargaining agreements are followed. HR prepares and distributes all postings, prepares and places advertisements and reviews all applicants for minimum qualifications prior to forwarding them to search committees. Search process guidelines for all employee groups are published. Recruitment activities are targeted to regional or national publications and websites depending on the position. Advertisements are sent to publications targeted to the specific profession or discipline, as well as diverse audiences. HR routinely asks departments to suggest recruitment strategies and tracks the success of the various recruitment methods. Currently, most responses come from electronic websites.

Search committees at the college are often large and expected to represent the diversity in the college community. New language in the Faculty Master Agreement supports search committee diversity. External searches are expected to result in applicant pools that are diverse; diversity of the pool is monitored at each stage of the process. When diverse pools are not achieved, searches may be extended to permit additional recruitment activities.

Training is provided for faculty search committees. HR holds regular search committee orientations on each campus to acquaint members of search committees and administrators with appropriate hiring procedures. Feedback is given in the sessions that have resulted in process improvements. Search committees are provided with guidance on development of legally appropriate selection criteria, interview questions and reference checks.

The college wants to increase the representation of faculty from diverse racial and ethnic backgrounds. Opportunities have been limited in part because of low turnover of faculty in recent years. It is expected the implementation of the strategies identified by the diversity strategic planning task force, careful attention to the processes identified above, and active involvement of faculty and college administration will have a positive impact.

OCC successfully completed variety of audits

During the last year the college underwent comprehensive audits from outside agencies. The first was a **State of Michigan Department of Labor audit** of all college facilities and procedures relating to accessibility. Data was collected from all locations and all sites relating to compliance with standards for accessibility for people with disabilities. All college processes and procedures were audited for compliance with related laws and regulations. The college received an extremely favorable report. Minor adjustments

needed to be made, such as appropriate signage, widths of aisles in classrooms, etc. A compliance plan has been established to address all of these issues.

OCC's Risk Management group (part of a statewide coalition of community colleges which manages a self-insured program) performed an **audit of all human resources practices and procedures**. This report was received and demonstrates significant conformance with best practices and legal requirements. A plan to respond to the recommendations for improvements is in progress.

A key component of the success of these audits is that OCC has standardized processes in place for hiring of full-time and permanent part-time staff. This helps ensure hiring of best-qualified candidates and fair consideration of applicants for employment. Most searches involve search committees who use pre-established, job-related criteria to evaluate candidates. Recommendations are made to hiring supervisors and are ultimately approved by the Board of Trustees. HR does background investigations of all those hired, verifying education credentials, employment information, and performing civil and criminal record checks.

OCC invests in professional development to benefit college, students, and community.

Oakland Community College recognizes the value of its human resources investment. It spends significant dollars and personnel time on recruitment and hiring of the best faculty and staff. The college has sought to maximize that investment through extensive support of professional training and development. To that end, the **Professional Training and Development Department (PDTC)** was established. Staff training activities for each year are tracked and reports of those activities are available to staff and supervisors.

Currently staffed with four full-time employees and utilizing professional trainers, the department provides training and development in the following areas:

- New employee and new faculty orientations
- College/legal mandates such as Sexual Harassment and Workplace Violence
- Technology appropriate use regulations
- FERPA
- Health and safety training
- Assessment
- General Education attributes/outcomes
- Discipline-specific topics
- Diversity
- Technology
- Customer service
- Student-centered learning
- Distance learning

A minimum number of hours of training and development are required for all employees every year. Employees can attend training sessions offered by PDTC or can apply to have outside seminars credited, with the approval of the supervisor. A new initiative for PDTC is the provision of customized training which tailors development activities to meet specific department needs.

The PDTC also supports leadership training components for the college. The most significant of these is the **OCC Leadership Program**, in which all administrative management staff will participate. This one-year program for a cohort of 25 staff involves daylong sessions on a variety of topics such as strategic planning, conflict management and supervision skills. Four cohorts have completed the program, with at least two more cohorts scheduled. The PDTC is also developing a website clearinghouse for external leadership programs, both local and national. The college's support of professional development and leadership activities has resulted in a number of internal staff promotions and advancement opportunities.

The college recognizes the value of objective-based learning and assessment for its professional development activities. Facilitators are expected to develop session outcomes for most programs and training programs are regularly evaluated. Two years ago the college administration conducted a thorough review of program structure and staffing at PDTC, which was enhanced by the data collected.

Other college support of professional development activities for staff includes:

- Tuition waivers for OCC classes
- Tuition reimbursement
- Campus funds for professional travel
- Collegewide funds for professional conference attendance
- Sabbatical leaves for faculty and administrative/management staff

Since 1997, OCC has also sponsored faculty involvement in the **Galileo Leadership Consortium**, an academy designed to facilitate nationwide collaboration in creating positive, joyful and hopeful college educational experiences for students. This two-year seminar series is dedicated to creating dynamic learning communities through the development and support of a network of educational leaders.

Additionally, the college offers opportunities for faculty to participate in **international programs** such as the Salzburg Seminars; and for faculty, staff and trustees to share in the college's cultural exchange program with the Mexican State of Oaxaca.

Investing in its physical environment benefits OCC staff, students, and the community.

Oakland Community College puts students first with **carefully planned and executed campus improvements.**

Since the college received its initial distribution of millage increase funds in 1995, followed by millage renewal funds in 2002, it has completed hundreds of large and small renovation and construction projects, carefully spending more than \$78 million of the money entrusted to the college by Oakland County voters.

Millage funds (totaling approximately \$203 million) from the 1995-2001 millage increase were carefully used to:

- Make inroads on much-needed **facility repairs and renovations** based on carefully defined and coordinated collegewide and campus master facilities plans
- Undertake **new construction** to enhance the learning environment for students
- Upgrade **classroom technology and capital equipment**
- Improve **college operating systems** for students
- Provide **scholarships and employment opportunities** for students
- Add **new programs** to benefit students and ultimately Oakland County

Recognizing OCC's value to the community and that the college had indeed kept its 1995 millage promises, Oakland County residents voted to renew that .8-mill property tax for an additional 10 years (2002-2012). The millage passed by a two-to-one margin. This endorsement from Oakland County voters has allowed the college to continue its pivotal role in the county, providing students with quality, affordable, state-of-the-art education and training that will equip them to take their places in the dynamic workforce of the 21st century. The millage renewal generates approximately \$42.7 million annually – 62% of OCC's overall budget. Of those funds, the college typically allocates \$15 million annually to improving facilities for students.

Oakland Community College holds itself accountable as it carefully expends the community's investment in the future. The college has been a conscientious steward of millage funds and values Oakland County's willingness to share in the continued commitment to providing students with the learning environments and skills they need to excel in a global economy.

CONCLUSION – CORE COMPONENT 2B

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

CRITERION TWO: CORE COMPONENT 2C

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

OCC implemented process to assess institutional effectiveness.

Institutional Dashboard developed

In 2002, as a result of OCC's last comprehensive self-study and in preparation for the Higher Learning Commission's 2003 focused visit, the college began a process to revamp its institutional effectiveness process. This process primarily focused on the college's six purposes. It has developed into an annual institutional dashboard model, which is also based on OCC's six purposes but additionally considers the college's seven goals as laid out in its five-year strategic plan.

This annual **Institutional Dashboard** provides consistent and regular reporting on the extent to which the college is making progress towards accomplishing its stated goals and purposes. The dashboard is based on a set of predetermined measures that reflect various dimensions comprising larger constructs. Furthermore, each measure has established benchmarks (targets and trouble scores) determined by the Chancellor's Cabinet and based on historical data. The end result is an "actionable" document that directly supports decision making and allows the college to focus its resources on areas that need support or growth, or on new initiatives. At the same time, the dashboard reflects areas of excellence resulting from specific initiatives undertaken by the college. It is important to note that the Institutional Dashboard is reflective of the college's progress towards meeting its current strategic goals and purposes. It is not a document that defines what OCC's goals and purposes should be in the future. This latter issue must be determined by other means.

The Institutional Dashboard serves as an early warning system as well as an information tool to monitor organizational performance in a systematic and objective framework. Over time, OCC expects that all measures within the dashboard will be reviewed and appropriately modified each time the college establishes new or revised goals or purposes. In the intervening time, measures comprising the dashboard remain consistent in order to provide reliable assessment from year to year. In other words, if the measures were adjusted each year, the college would be unable to determine if progress – or the lack thereof – was due to actual actions taken by the college, or if it resulted from a change in measurement.

The Institutional Dashboard focuses on the extent to which OCC is accomplishing what it publicly proclaims as its strategic goals and organizational purposes. Using the dashboard, the college is able to identify areas of excellence as well as areas of concern. It can then proactively address these issues in a more expeditious method. As a result, significantly less time is devoted to measurement issues, since the design phase of the Institutional Dashboard sought consensus on valid and reliable measures and reasonable expectations of performance (benchmarks) for each measure. The dashboard is a system of internal accountability based on mutual agreement and consensus.

Significant allocation of staff resources in the Office of Assessment and Effectiveness (OAE) and the Office of Institutional Research (OIR) are devoted to the ongoing data collection, analysis and reporting processes involved. Fortunately, the college's vast technological resources have been employed to streamline and enhance the quality of the Institutional Dashboard as a viable tool to assess institutional performance.

Oakland Community College is a data-rich institution and it faced the challenge of determining how best to identify and monitor those issues considered most critical. Through an extensive vetting process the college was able to identify 116 measures that reliably and legitimately operationalized the complexity of its goals and purposes.

Beyond the issues of establishing and producing the annual Institutional Dashboard, OCC is experiencing challenges in realigning its tactical decision-making process to better focus initiatives to support the college's goals and purposes. These decisions also include budgetary allocations, staffing, technology, promotion, services, etc.

Like any large organization with established procedures and a complex organizational structure, OCC is venturing into areas that will require adjusting these well-established methods. Time, plus an ongoing commitment from administrative and academic leadership, will ultimately bring about fundamental change. Key to this transformation is building awareness of the uses of this decision-making tool among administrative and academic leadership and sustaining that awareness throughout the year, not just when the report is published.

Initially, a strategic planning task force was established to conceptually develop and review the Institutional Dashboard. Now that the college has entered into the third year of this initiative, the task force has disbanded. There are two reasons for this: some task force members have left the college and the work of producing the annual dashboard report has become relatively routine. However, OCC recognizes the need to have a standing work group dedicated to the continued incorporation and assessment of the dashboard tool. In part, this group will develop and implement strategies for promoting and building awareness of the Institutional Dashboard. A portion of this plan involves identifying specific individuals and units within the college who are best positioned to address areas of challenge and to engage faculty and administrators in ongoing dialogue concerning actions that can be taken.

On one hand, the Institutional Dashboard is a tool to support strategic decision-making. Additionally, at a more micro level, there is a wealth of information depicting trends and illuminating specific areas of excellence and concern. To this end OCC has an objective to regularly and routinely disseminate information pertaining to individual measures to targeted audiences within the college. In turn, this information-sharing process is expected to enhance understanding and utilization of information within the context of decision-making.

The long-term viability of using the Institutional Dashboard as a tool to monitor organizational performance is largely dependent on the continued commitment of the Chancellor's Cabinet to give systematic attention to the report's annual findings. Further

solidification and acceptance of the dashboard as a viable organizational performance measurement tool will manifest itself when individual measures are linked to specific administrative and academic leaders who can best effect change in those areas.

OCC's Program Dashboard assesses program effectiveness

In 2003, in a continuing effort to be a more data-driven, decision-making organization, OCC began an initiative to develop a process to systematically and annually review the performance of curriculum offerings. Developed to support and supplement the existing Curriculum Review Committee (CRC), the **Program Dashboard** is a data-driven tool designed for the systematic and objective review of all curriculum offerings. Based on a common set of seven measures which apply to all programs/curricula, the Program Dashboard facilitates the systematic identification of well-performing, as well as ailing, curricula so early intervention efforts can be undertaken.

In a rapidly-changing economic and competitive environment, OCC recognizes the necessity and importance of continually reviewing curriculum offerings. The Program Dashboard allows for an integrated approach for utilizing, presenting and monitoring data to meet long- and short-term programmatic decision-making needs.

The annual Program Dashboard has significantly increased the use of existing operational data for building greater understanding and for decision-making. However, the college continues to be challenged with old habits of making decisions anecdotally. Nonetheless, progress is being made towards moving more of the discussion and decision-making out of the subjective and into the objective realm.

For example, the Program Dashboard allows for a bifurcated application of the information. First, the college is able to examine trends in individual curriculum offerings over time as well as to look at trends in individual curriculum offering as they relate to collegewide trend averages. Second, the Program Dashboard allows OCC to identify which curricula perform well and which are under-performing in terms of the seven metrics. As a result, the Program Dashboard supports setting priorities, as well as targeting time and resources to those areas which are in most need.

In addition to supporting ongoing information needs, the Program Dashboard is a primary component of the Curriculum Review Committee's self-study process. Initially, the Program Dashboard is used to identify which programs will be reviewed over the next year. Once these programs are scheduled for review, detailed, trend-oriented reports are prepared to support the self-study process.

In addition, the Program Dashboard is used by the academic administration (the vice chancellor for Academic and Student Services and the deans) to identify ailing curricula and establish priorities. Specifically, those curricula having five or more measures that fall short on pre-established benchmarks (red zone) are subject to a formal review through the Program Planning Model. Meanwhile, curriculum that fall below their benchmarks on three to four measures (yellow zone) are subject to a more informal review by the academic administration (Resource Lists A & B).

In the history of the college, several attempts have been made to establish annual data-driven review processes. However, until now, the technology and information systems prohibited the development of a user-friendly system. After migrating to *Colleague* from OCC's old Legacy system, the institution was able to design the Program Dashboard with common software. The Program Dashboard provides a consistent, annual review of all curriculum offerings. OCC has also been able to transform operational data into actionable information which is highly targeted to specific areas of need.

Initially, OCC faced a challenge in identifying both valid and reliable metrics based on day-to-day operational data that apply to all curricula. Many possible measures were identified; however, it was necessary to identify those which most aptly reflected the relative health of the curriculum, while ensuring that the data was accurate and had a reasonable likelihood of being available in future years.

For each potential measure that was identified through the literature, expectations of external agencies, models at other colleges, and internal expectations, the OAE worked closely with the vice chancellor for Academic and Student Services and the academic deans to rank the importance of each measure. Once this process was completed, the OAE then worked with OIR to determine if valid and reliable data was available on the highest priority measures.

Those seven highest priority measures were:

1. Student target market
2. Benefit to student
3. Industry demand
4. Occupational conditions
5. College flexibility
6. College resource commitment
7. Competition

Detailed descriptions of each measure, along with its source documentation, were provided to the deans, a process which allowed for vetting of the possible measures.

Once the list of seven measures was determined, OAE and OIR:

- Established the necessary protocols to extract the data
- Developed annual timelines
- Implemented consistent procedures and policies for generating and managing the data
- Created an MS-Access database which stores and displays program information online as well as in print format

At this point OCC has been able to identify well-performing and ailing areas; however, it is still challenged with the task of confronting these issues on a consistent and holistic basis.

Furthermore, although the Program Dashboard is available to all academic administrators on their desktops, not all have taken advantage of the tool. The college is committed to the continued use and increased awareness among all academic leadership of the applications and uses of information available through the Program Dashboard.

The establishment of the Program Dashboard has also contributed to and streamlined the prioritization of the college's internal curriculum review process, saving time and resources. The college expects this streamlining to have a positive effect on the number of programs which annually go through the CRC self-study process.

The Program Dashboard is moving into Phase 2 development, which will increase the amount of information available to faculty and administration. Specifically, additional information will be added in terms of "programs" (curricula) which lead to specific degrees/awards. Ultimately, the college will seek to replace the state-mandated Program Review of Occupational Education (PROE) process with the Program Dashboard. Currently, occupational programs are reviewed through the PROE process once every five years, while OCC's Program Dashboard is an annual review. As a result, OCC is in a much better position to identify problem areas and rapidly address issues. In addition, replacing PROE with the Program Dashboard will buy back a significant amount of time from faculty and academic administrators, since they will spend little time collecting data, while having more time to interpret data and develop action strategies.

Curriculum review process streamlined

In recent years the **Curriculum Review Committee** (CRC), a standing committee of the College Academic Senate, streamlined its process and associated documentation in an effort to address procedural concerns and increase volunteer participation in the review system. To this end, the revised CRC process aims to support programs and disciplines through a formal, standardized review process that engages the program/discipline professionals in a dialogue with the larger academic community across the college.

Generally, the CRC makes recommendations, based on the outcomes of the review process and fosters dialogue to enhance the effectiveness of the program/discipline. Moreover, this review process provides peer mentors from the CRC and suggested resources to the program/discipline to facilitate the implementation of recommendations. Additionally, the CRC has established follow-up procedures to further assure that recommendations are implemented over time.

The curriculum review process focuses on the analysis of curriculum/program design, currency, efficacy, efficiency, consistency, and integrity by examining syllabi, course descriptions, student outcomes assessment plans and their findings along with program dashboard information. Other relevant data is considered depending on availability and relevance.

The curriculum review process follows a sequence of steps which promote consistency and broad-based awareness among all interested parties. Initially, the Office of Assessment and Effectiveness (OAE) creates a rolling five-year list of programs for review. Early in the

winter semester, this list is sent to all program/discipline chairs and coordinators, deans, campus presidents, college and campus Academic Senate chairs, and the chairs of the Curriculum Review and the College Curriculum/Instruction committees. The list is subject to review and modification. Then in the middle of winter semester, the OAE provides the vice chancellor for Academic and Student Services, members of the Deans' Cabinet, and the CRC chair with an annual plan of programs/disciplines for review during the next academic year. After conferring with the Deans' Cabinet and the CRC chair, the vice chancellor sends notification to the identified program/discipline chairs or coordinators that their programs/disciplines are up for review in the following academic year.

Deans with supervisory responsibility for the identified programs/disciplines and the CRC chair coordinate the scheduling of the review with the program staff and confirm that schedule in writing to the vice chancellor. In turn, the vice chancellor posts the position for the faculty coordinators in mid-winter semester, indicating during which semester of the following academic year the review will occur. Upon their acceptance, the vice chancellor sends the accepted review list to the CRC chair.

The CRC chair ensures that all information and materials needed for review are available and sent a semester in advance to the persons responsible within the program/disciplines for conducting the reviews. At the same time, the CRC assigns a peer mentor to the program coordinator. The program/discipline faculty coordinator completes the responsibilities in the review process, then forwards copies of the materials to the CRC chair two weeks in advance of the scheduled review meeting with the CRC. The CRC chair, in turn, reviews the prepared document and distributes these materials to committee members in preparation for the meeting.

The CRC holds a review meeting with the program/discipline representatives and with the supervisory dean present. Through discussion with the designated program/discipline representatives, the CRC develops recommendations. These written recommendations are sent to the faculty coordinator and supervisory dean for distribution to the entire program/discipline for discussion and implementation. Additionally, the CRC chair provides a report of the program/discipline's review to the Academic Senate, vice chancellor, and the Office of Assessment and Effectiveness.

Subsequent to receiving the CRC recommendations, the faculty coordinator and the supervisory dean are responsible for designing an implementation plan and timeline for the recommendations and for submitting status reports to CRC.

Even after revamping the CRC process and streamlining its procedures, the review process continues to encounter a number of challenges. Mainly, the process remains voluntary. Although programs are objectively and systematically identified, it is ultimately up to specific faculty to undertake the review. The CRC and administration have worked to develop a process that is supportive and linked to resources; however, the real value of this process to enhanced student learning has not yet been fully realized.

Historically, CRC sought to review 20% of the college's curriculum annually. This has proven to be a monumental task and perhaps unnecessary following the establishment of the annual Program Dashboard. The sheer number of programs/disciplines makes it nearly impossible to initiate and complete 25 to 30 reviews per year. As an alternative, the Program Dashboard can now serve as an early warning system by identifying those curricular areas in most need of attention/review. As a result, the CRC's time and resources can more appropriately be focused on critical areas of concern.

OCC continues to cultivate an environment of collegial cooperation and assistance by providing mentors to faculty undertaking reviews. As CRC members gain greater experience with the new process, this supportive relationship will continue to flourish. Meanwhile, the college continues to experience challenges associated with post-review follow-up and action based on CRC recommendations. OCC is focusing attention on establishing a meaningful feedback loop to communicate better with the faculty, mentors, the vice chancellor for Academic and Student Services, the OAE, and the general OCC community about allocating the necessary resources and assigning appropriate priority to implement recommendations.

Overall, the curriculum review process is hampered by the lack of clear lines of authority and accountability discussed in Chapter 3. CRC recommendations are given to program coordinator, faculty and deans. The College Academic Senate does receive the same recommendations; however, implementation and follow-up have proved to be problematic. If recommendations are not followed, there has been little recourse; positive sanctions are absent as well, given the previously mentioned disconnect between the curriculum review process and the college planning and budgeting committees.

CONCLUSION – CORE COMPONENT 2C

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

CRITERION TWO: CORE COMPONENT 2D

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

OCC embarked on five-year planning process.

After securing a 10-year millage renewal in 2001, Oakland Community College embarked on a five-year strategic planning process that covered fiscal years 2002-2007.

At OCC planning is an ongoing process

The planning process began with the Board of Trustees establishing strategic endpoints to achieve by the completion of the planning cycle.

The next step in the process was to hold two, half-day meetings of internal and external constituents to identify the strategic imperatives to be addressed in the five-year plan. The strategic imperatives were:

- Learner/learning-centered education
- Education unbounded by time, place, and tradition
- Dynamic responsiveness to diverse populations
- Expanded community partnerships and collaborations
- Appropriate use of technology to support mission
- Organizational effectiveness to support OCC mission

The strategic imperatives were validated by the college's Business and Community Alliance advisory group, the College Academic Senate, the Chancellor's Council and the College Planning Council.

A series of seven focus groups were conducted with internal and external constituents to review and assess the strategic imperatives.

Information obtained during the planning process was used to develop 67 potential objectives for the seven strategic imperatives.

Goals and objectives identified

With input on OCC's strategic imperatives solicited from the entire college community, the chancellor identified seven strategic planning goals that grew from the strategic imperatives. Those seven planning goals had 27 strategic objectives, the high-leverage activities that would provide intentional direction for OCC's actions as the plan is executed and implemented. The college would not normally have identified so many objectives. However, work had already begun on a number of the objectives, so 27 seemed

manageable over the five-year planning period. The following goals and objectives were identified:

- Plan future directions
 - Review and reorganize the current governance structure
 - Clearly connect the academic, facilities, and technology plans and directly link planning and budgeting
 - Initiate the planning process and integrate it with the budget process
 - Develop an enrollment management plan
 - Conduct a comprehensive space and resources study at each campus
 - Develop a long-term master plan for the Combined Regional Emergency Services Training (CREST) facility
 - Complete the evaluation of child care services
- Increase quality and accessibility of education
 - Enhance effective recruitment and staff development strategies and maintain competitive compensation packages
 - Enhance and coordinate support services, including registration, orientation, recruitment, admissions, and financial assistance
 - Assess and adjust program scheduling and offerings
 - Develop new programs and mini-certificates
- Expand partnerships and collaborations
 - Assess Individual Instruction Centers throughout the college
 - Develop and implement an institutional marketing plan
 - Identify, assess and develop a program of educational, business, and community partnerships
 - Identify existing joint programming with K-12, private schools, and proprietary schools and create opportunities for new ones with feeder schools
- Appreciate and understand diversity
 - Create academic strategies and service opportunities which take OCC into the community
 - Create strategies to ensure an ethnically and culturally diverse faculty and staff
 - Develop strategies to sustain and increase employee involvement in diversity activities
- Promote a global perspective
 - Expand the instructional programs to include courses and programs addressing global issues
 - Infuse global components into the instructional program
 - Develop new intellectual and artistic activities for the community

- Facilitate the appropriate use of technology
 - Complete and implement the Academic Technology Plan as an integrated component of the college Master Technology Plan, including use of technology
 - Review and update the technology replacement schedule
 - Develop a plan to increase the use of technologies with a specific focus on the instructional program

- Assess institutional effectiveness
 - Design and implement a management review of non-instructional services
 - Develop and conduct student surveys to gather data
 - Complete and communicate an Institutional Effectiveness Dashboard Model

Beginning in 2004, a separate task force was planned for each of the 27 objectives. Each task force was comprised of two co-chairs (typically one faculty and one staff) and 10-15 members. Their work was guided by a charge from Chancellor's Cabinet, indicators of success and desired outcomes. By the end of the planning cycle in 2007, 24 of the 27 task forces had been organized and had completed their work. The other three task forces were deferred to the next planning cycle.

OCC holds itself accountable for and reports progress on the plan

Progress towards the strategic planning goals is reported in the college's **annual report** where it holds itself publicly accountable for its efforts. Several immediate changes were made based on task force recommendations. The governance structure was one of the first changes implemented, streamlining and re-defining the existing councils and committees providing input to the chancellor. The college successfully redefined and refocused the role of the College Planning Council and expanded its role to include input to task force recommendations. Another task force focusing on the future of OCC's CREST site revealed the need for focusing its programs and initiating and implementing a business plan identifying priorities in its future directions.

Internal accountability has been assigned to members of the Chancellor's Cabinet, with some actions being taken after discussion by that group. Some task forces highlighted the need for additional research or quick action. An example including both would be recognizing, through discussions of an enrollment management plan, that a comprehensive program for developmental education will be critical to the institution's future. Stakeholders in such a program have been charged with developing a plan for such a program.

Further examples of success of the strategic planning process, even before it was completed included:

- Sharpening the mission of the Academic Support Center program (formerly called the Individualized Instruction Center or IIC)
- Reaffirming the college's commitment to diversity in programming and staff
- Identifying additional methods of expressing that commitment
- Establishing a master information technology plan as well as a replacement schedule

Planning process is inclusive, collaborative

The strategic planning process was very **inclusive**. Every OCC employee group, as well as the Board of Trustees and business and community members, were involved in identifying goals and objectives. In all, there were more than 4,000 responses that were incorporated into developing the final objectives for the planning process. This gave the chancellor an opportunity to see where there was positive energy to move the college forward.

More than 200 faculty and staff participated in strategic planning task forces; and many of them served on more than one task force. The task force structure was very **collaborative**. Most task forces were co-chaired by a faculty and staff member. The general membership of 10-15 was balanced as much as possible by stakeholders from every campus and college site. Community members were also involved. The task forces were given their charges by the Chancellor's Cabinet. The recommendations of the task forces were reviewed by both Cabinet and the College Planning Council prior to the chancellor responding to them. This review provided for input from all functional areas of the college through the administrators for those areas; it also obtained input from faculty through their union and the college senate representatives.

All **recommendations and responses were published** on the strategic planning website on the college's intranet.

In total, there were more than 100 recommendations from the 24 task forces. Some of the recommendations that were operational in nature could be implemented immediately:

- Reconfiguring the membership of the Chancellor's Advisory Council
- Changing the titles of departments to better reflect their mission
- Installing security measures in child care areas

Some objectives called for review of functional areas – such as non-instructional services, and the Individualized Instruction Centers – which were found to be adequate and the recommendation required no action.

Still others required changes in faculty contracts that would have to be addressed in future contract negotiations.

The majority of recommendations addressed curricular or staffing issues, or included training and goal-setting features which will be accomplished over a longer term.

The planning process itself has been invaluable to the college. As a result of task force work, OCC has identified and implemented several new analytical tools that will help it in:

- Determining its future curricular needs
- Improving student services
- Monitoring its progress towards achieving its goals and purposes
- Preparing business plans for auxiliary and noncredit services

The process also helped staff to think more strategically, align new initiatives with the strategic plan and gain a better understanding of a long-range planning process. Many short-term strategies, developed during the planning process, have already been implemented. Examples include:

- Reconstituting the College Planning Council
- Developing an Institutional Dashboard to support decision-making by college officers
- Refocusing and renaming a student support program
- Developing an institutional marketing plan
- Developing an enrollment management plan that highlighted the need for retention strategies over recruitment
- Preparing a business plan template for noncredit programming
- Implementing technology master plan and replacement strategy

The added value of the strategic planning process has been to focus attention on the need for long-range planning, the need for empirical data to support planning, the need to consciously **position** OCC for the future instead of just projecting where it will end up. In addition, the involvement of staff, students, faculty, and community members helped to increase understanding of the planning process and its importance in a dynamic environment.

College encountered challenges in the planning process

Strategic planning is very labor intensive. It was difficult to populate 24 task forces at a time when OCC had several other major initiatives underway. In addition, the entire planning process was undergoing review and revision at the same time the strategic planning process was going on. Operational needs competed with strategic needs for declining resources. It was difficult to engage the entire college community in the strategic planning process, in spite of numerous opportunities to participate in strategic planning activities, written and electronic communication about the strategic planning process, and periodic campus updates made by the chancellor.

College Planning Council will guide the strategic planning process

The most important action taken to continue strategic planning in a positive direction is the decision to vest responsibility for the process with the **College Planning Council** (CPC). This gives the process an institutional “home” in a shared governance environment. The CPC is currently working on the process for the next strategic planning cycle from 2008-2013. This process will be managed differently and will focus on measurable, campus-based objectives. Several strategic initiatives have already been identified for this new cycle as a result of work done by the 2002-2007 task forces. The CPC is also working on plans to involve all stakeholders in goal-setting as well as on a communication plan to keep the entire college community routinely involved with the planning process.

The CPC’s role was redefined during the strategic planning process to develop and recommend academic strategies and to assess the institution’s progress. Unlike the Chancellor’s Cabinet whose membership is wholly administrative, CPC membership includes contractually-mandated faculty representation. The CPC receives and approves the

strategic plans coordinated by the academic and administrative groups at each of OCC's sites. All initiatives will be submitted to the CPC in a standardized format used at every stage of the planning process. Common formatting and a set submission timeframe will help ensure that all campuses are represented and that similar initiatives can be combined rather than duplicated or ignored.

The responsibilities of the College Planning Council are to:

- Develop and recommend strategic directions for OCC to the chancellor
- Coordinate the college planning process
- Continually assess and report on the institution's progress
- Provide standards for planning.
- Review planning proposals for conformation to the strategic plan
- Ensure that the planning process is open and includes staff and faculty input
- Ensure that planning follows the college's vision, mission and purpose statements

Strategic planning will always be labor intensive. However, one of the lessons learned from the previous cycle is to limit the number of goals and objectives to be achieved. There will always be the tension of doing strategic planning versus operational decisions and resource allocations. The College Planning Council recognizes this and is working to identify and communicate different strategies for each process.

CONCLUSION – CORE COMPONENT 2D

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

OCC'S STRENGTHS AND CHALLENGES FOR THE FUTURE

CRITERION TWO: PREPARING FOR THE FUTURE

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

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

OCC's Strengths

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

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

The college has used millage funds responsibly.

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

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

Oakland Community College has developed an ongoing strategic planning process; the ambitious 2002-2007 planning cycle saw the college make accomplishments toward achieving seven strategic goals with their 27 objectives. OCC's strategic planning efforts have been intensive, ambitious, inclusive, collaborative, data-driven, and consciously focused on mission during every step of the planning and implementation processes as it

concentrates its resources – financial, human and physical – to provide for the best future of its students and the community it serves.

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

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

OCC's Challenges for the Future

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

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

Data-driven decision-making will require cultural change.

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

Millage renewal is crucial to continued financial health.

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

OCC needs to fully implement online services for students that include student e-mail and a student help desk.

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



Chapter 5

Criterion Three:

STUDENT LEARNING AND EFFECTIVE TEACHING



Oakland Community College:

- ▶ **Bases effective assessment on clearly stated outcomes**
- ▶ **Values and supports effective teaching**
- ▶ **Creates effective learning environments**
- ▶ **Supports learning and teaching with adequate resources**

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

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

INTRODUCTION

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

OCC is accountable for performance, to itself and to many constituencies: external groups including federal and state agencies, taxpayers and regional bodies, as well as internal constituencies including elected boards, students, faculty, and staff.

This chapter demonstrates that OCC is fulfilling the most fundamental aspect of its mission, student learning, by:

- Developing and implementing clear goals and outcomes for student learning and effective tools to assess that learning
- Supporting effective teaching and, therefore, student learning
- Creating quality learning environments
- Supporting those learning environments with the technology, facilities, and supportive services needed to facilitate teaching and learning

CRITERION THREE: CORE COMPONENT 3A

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

Oakland Community College has developed a culture of assessment.

Oakland Community College has a **robust assessment program** in place. This program focuses on:

- Vocational and occupational programs that lead to an associate degree
- Certificate or certificate of achievement programs
- Assessment of General Education
- Assessment of noncredit areas such as workforce development

The primary goals of assessment at OCC are:

- Determining the college's strengths so that faculty and staff can learn from and build on them
- Pinpointing challenges so pedagogical and curricular changes can be made to enhance student learning and increase student success

Additional goals include:

- Sustaining involvement among all full-time faculty
- Enhancing opportunities for adjunct faculty to become fully engaged in assessment activities
- Continuing to increase the use of assessment results in the curriculum development, curriculum review, and budgeting processes
- Working collegewide and with the Diversity Committee to examine minority student retention and devise strategies to improve student success

The college requires that the assessment of student learning occur in both **credit and noncredit areas** and has initiated the development of an **evaluation rubric** by which the success of program assessment can be measured.

To that end the faculty and administration have worked together to build the necessary infrastructure to allow assessment to function at an optimum level at OCC given the size and organizational complexity of the institution.

Oakland Community College is committed to creating and enhancing its culture of assessment that demonstrates student learning and to integrating assessment activities as part of the "normal routine" for the institution as a whole as well as for its full-time and adjunct faculty members.

College publishes consistent assessment statement

Oakland Community College has developed a **consistent assessment statement**. It can be found in a number of college publications including the *College Catalog* and the *Student Handbook* and is meant to inform different constituencies of OCC's commitment to and intentions regarding the assessment of student learning. The statement is as follows:

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations clear to students and setting appropriate outcomes for learning. It helps determine how well student performance matches those outcomes. It uses the resulting information to improve student learning. The assessment process helps to support OCC's shared academic culture dedicated to assuring and improving student learning. Assessment of student learning occurs at various academic levels. The goals at each level are different.

Following this introductory statement in the various publications are descriptions of assessment at the classroom, program, and general education levels and information on where interested persons may go to obtain additional information.

Committee oversees assessment activities

The **Student Outcomes Assessment Committee** (SOAC) is a standing committee of OCC's College Academic Senate. Membership on this committee includes a faculty chairperson who receives release time or equivalent supplemental pay each semester in compensation for their committee leadership. Other members include three faculty members and one academic dean representing each campus, as well as the director of the Office of Assessment and Effectiveness (OAE). One of the campus deans also serves as the lead assessment dean at the college.

SOAC's role is to propose policy regarding assessment to the College Senate and ultimately to the college chancellor. The committee meets monthly during the academic year; the chairperson, the director of OAE and the lead assessment dean meet weekly as an executive planning council.

Assessment at OCC occurs at multiple levels

Assessment activities at OCC are wide-spread and occur at multiple levels of the organization:

- Classroom level
- Program level
- Institutional level for effectiveness purposes

SOAC had served as the single organization providing focus and direction for the work in educational outcomes assessment for over 10 years. However, assessment practices, data collection, and monitoring reached a level of administrative and technical complexity that made it difficult for SOAC, as a volunteer committee, to sustain the necessary supportive functions of assessment.

The Office of Assessment and Effectiveness facilitates assessment

To better manage the increased complexity in assessment, OCC created the **Office of Assessment and Effectiveness (OAE)**, formerly called the Office of Institutional Effectiveness. The OAE performs necessary administrative functions associated with an expansive assessment program. Effective July 1, 2004, the director of Institutional Effectiveness assumed responsibilities for the operation of the OAE and its commissions with direct reporting responsibilities to the vice chancellor for Academic and Student Services. The establishment of the OAE has allowed the college to focus and centralize allocated budgetary resources dedicated to support assessment. As a result this office, in collaboration with the vice chancellor for Academic and Student Services and SOAC, is responsible for allocating funds to support various assessment activities. Those funds:

- Support Student Assessment of General Education (SAGE), which includes testing, promotion, incentives, and analysis
- Fund improvement efforts, which are directly based on assessment findings
- Fund specific assessment activities for programs and out-of-classroom areas
- Produce faculty publications geared towards assessment including design and maintenance of the assessment website (www.oaklandcc.edu/Assessment)
- Host assessment workshops for the faculty and academic administration

The list above does not take into consideration resources provided by other units of the college such as Institutional Research and the Professional Development and Training Center.

To facilitate assessment in degree and certificate programs, the vice chancellor of Academic and Student Services has also given release time/supplemental pay to five faculty members across the college who act as **program assessment facilitators**, working one-on-one with program coordinators who oversee vocational/occupational disciplines. The role of the facilitators is to consult with faculty in the development and implementation of their individual assessment programs. In addition, four General Education faculty facilitators receive release time/supplemental pay to facilitate annual Faculty Assessment Day workshops focused on “authentic assessment” (assessment of OCC student work demonstrating specific General Education attributes/outcomes using faculty-generated evaluation rubrics). Facilitators also help to disseminate workshop results to participants and to plan other workshops focused on teaching a single General Education outcome.

Databases monitor assessment activities, provide information

To manage the implementation of program assessment, an **MS-Access database** was created by OAE which supports the ongoing monitoring of individual program assessment activities. This assessment database serves as the official central repository for all program assessment plans, their timelines, assessed benchmarks, action plans, and historical records pertaining to each program. A unique feature of the database supports on-demand reports which include monthly assessment feedback documents which are electronically sent to program coordinators, facilitators, and deans regarding data collection and analysis, timelines, and feedback loops (action plans for improvement). These monthly reminders have greatly enhanced the sustainability of assessment efforts.

A **general education database** was created and is maintained by OAE to gather and archive information on general education attributes/outcomes delineated at other community colleges, plus various definitions of those attributes/outcomes and instruments used to measure them. The database also contains a bibliography of books on assessment and online resources available for faculty use. The general education database is available on OCC's assessment website (www.oaklandcc.edu/Assessment). Also contained in this website are the *Faculty Assessment Handbook* in modular form, general information on assessment, and specifics on assessment at Oakland Community College.

The Professional Development and Training Center provides assessment workshops

Additionally, OCC has the support of its Professional Development and Training Center (PDTC), which offers faculty a wide array of workshops focusing on assessment. One frequently repeated PDTC workshop provides a thorough review of the *Faculty Assessment Handbook*. This workshop:

- Targets new faculty and academic staff
- Describes and explains in detail the fundamentals of how OCC conducts assessment in vocational and occupational programs, as well as in general education

The handbook contains a glossary of assessment terms, process flowcharts, check lists to use in developing assessment plans, and examples of existing assessment plans and timelines. All are thoroughly explained in the PDTC workshop.

The PDTC also offers an advanced workshop on degree and certificate program assessment at OCC, as well as a variety of offerings on such subjects as teaching critical thinking and other general education attributes/outcomes, rubric development, book reviews, and action research projects to help in classroom assessment.

From October 2006 through June 2007, the PDTC offered 29 workshops addressing areas of assessment and the three General Education attributes/outcomes SOAC focused on during that year: Critical Thinking, Social Responsibility, and Collaborative Learning.

College has strong program assessment process.

Assessment of degree and certificate programs is an ongoing process

At any given time, a number of OCC programs are undergoing curriculum modifications which necessitate revisions of their assessment plans. In a few cases, such curriculum modification has even delayed the development of initial assessment plans. In addition, new programs are being developed at the college on a regular basis.

Until 2006, OCC's curriculum development process did not require the creation of program assessment plans as a precursor for approval. This allowed programs to begin implementation without assessment plans in place. As a result, a review of OCC programs shows uneven progress in assessment. Some programs have "closed the loop" a number of times; others are just beginning to collect and analyze data; and inevitably, some are

either developing their initial plans or making revisions to initial plans after review by OAE and the assessment facilitator.

Because the college is not a static institution, some lag time in developing program assessment plans is unavoidable; however, a great deal of work has gone into making the process more seamless. When faculty on the College Curriculum/Instruction Committee did not feel comfortable evaluating assessment plans for new programs, they requested that this be an administrative function. Therefore, a decision was made to work with the campus deans and presidents and ask them to check with the OAE prior to signing off on curriculum proposals, which is the final step in the approval process prior to review by College Curriculum/Instruction Committee. If an assessment plan has been submitted, the approval process is allowed to move forward; if an assessment plan has not been submitted, the proposal will not leave the campus. This process refinement should help maintain momentum in assessment across programs.

Assessment of student learning occurs at various academic levels. The goals at each level are different. For program assessment, every degree, diploma and certificate program has a statement of purpose and learning outcomes. Each learning outcome is measured by the faculty in the program through a variety of assignments, tests, practicums, projects, and licensing examinations. Also, program graduates are surveyed to get feedback about how well the program prepared them for their jobs. The goal of program assessment is to revise and improve the curriculum of the program and to enhance student success.

Criteria determine which credit-based OCC programs are assessed

OCC offers a wide variety of programs; almost all of them are formally assessed, whether the program leads to a degree or a certificate. This includes most of the program options that exist within the same degree; since each option exists for a distinct reason, it is important to assess each program option to make sure its unique purpose is being fulfilled.

At the same time, there are some OCC programs that are not formally assessed. If a certificate program is part of a degree program it is not required to have a separate assessment plan. This is also true for program options in a degree that depends on another assessed program, such as the Business option of the Exercise Science program.

Similarly, applicant programs for which students must take prerequisites before being formally admitted to a program (such as Pre-Nursing), are excluded. In addition, programs whose objectives are created by specific employers (such as DANA Corporation) or programs where students complete their specific training at another institution (such as Cosmetology) are also excluded. Please see Resource Lists A & B for a complete list of criteria.

Resource Lists A & B list the programs that OCC has determined require formal assessment programs. A program assessment facilitator is assigned to each program to assist program faculty in plan design, data collection, and data analysis.

Criteria determine which noncredit-based OCC programs are assessed

In addition to credit-based programs, OCC offers a wide variety of noncredit programs. Assessing these programs can be more challenging, since the length, content, and availability of these programs are often limited.

OCC has created the following general guidelines for determining which noncredit programs are assessed. The college is in the process of determining which noncredit programs fall under this definition:

- Duration of the program in terms of clock hours/weeks
- Frequency of offering (e.g., ongoing for the foreseeable future)
- OCC maintains control over the content and delivery of the program
- Completion leads to awarding of a “credential”
- Has a history of completers that includes at least 10 program completers
- Has a conceptual framework based on industry input and/or industry certification
- Available for open enrollment

OCC designates individuals involved in assessing a program

While there are many people involved in program assessment, the faculty teaching the classes in the program are the key to successful assessment. As the recognized experts in their fields, the faculty (both full-time and adjunct) work with the development of students and the program’s content on a regular basis. This first-hand knowledge of the essential elements of a program and students’ abilities to master those elements serves as the vital component in creating the assessment standards for a program and measuring student achievement in meeting those standards.

Faculty involved in program assessment receive support from the program assessment facilitator and/or the dean overseeing the program. Working with program faculty, the program assessment facilitator and dean help create the program assessment plan. Once this plan is created, the facilitator and the dean work with faculty to implement the assessment plan on a timely and complete basis. They also meet with faculty to review the results of the assessment plan. If these results require the development of an improvement plan, the facilitator and the dean will work with the faculty to determine what that improvement plan should include and how it should be implemented. Program assessment facilitators are members of the Student Outcomes Assessment Committee (SOAC) and therefore are well informed on all assessment policies and procedures at the college.

OCC continues to face challenges engaging administration in this process. Adherence to this planned process is uneven among the deans and is complicated by recent turnovers and interim positions at the dean level. The director of the Office of Assessment and Effectiveness, the chairperson of SOAC, and the lead assessment dean plan to meet with deans and campus presidents in Fall 2007 to review procedures and encourage greater participation.

Finally, the Office of Assessment and Effectiveness plays a vital role in gathering and disseminating program assessment data, results, and information by:

- Requesting and archiving feedback according to each program's timeline for the review of program assessment
- Overseeing development and maintenance of the college's assessment website
- Offering information on assessment resources
- Funding assessment initiatives
- Coordinating college workshops and conferences on assessment
- Working with SOAC and the vice chancellor of Academic and Student Services to ensure the smooth implementation of the faculty-led program assessment at OCC

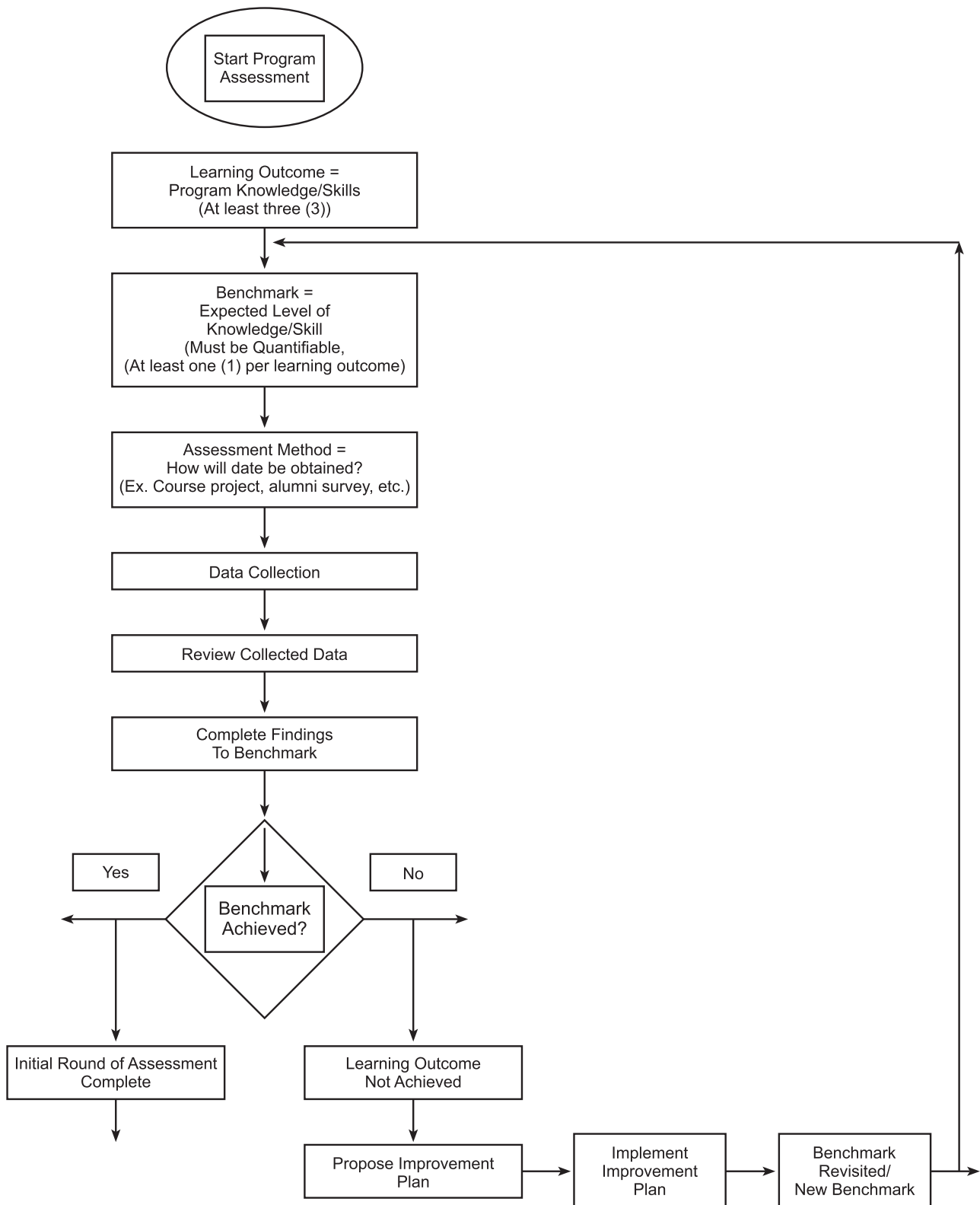
College establishes components of a program assessment plan

At OCC, a good program assessment plan has four key components:

1. **Learning outcomes** identify the most important things that students should know or should be able to do when they leave an OCC program. These are the “big picture” components of the program, the three to five outcomes that, taken together, articulate the entire scope of what OCC – and the world – hopes to see in a student who has completed this program.
2. **Benchmarks** identify how OCC will know if the student has achieved a learning outcome. If a learning outcome is part of the big picture of a program, the benchmarks describe that part of the big picture in greater detail. These benchmarks should be clearly defined and measurable and there should be at least one per outcome.
3. **Strategies for measuring expected outcomes** occur through the use of direct measures that demonstrate specific knowledge and abilities (exams, papers, internships, capstone projects, certification/licensure exams, etc.) and indirect measures that demonstrate perceptions about learning, including focus groups asking people's opinions of whether learning occurred.
4. **Timelines** assure that all learning outcomes are being assessed on a regular and consistent basis. The Office of Assessment and Effectiveness sends monthly e-mail reminders to all program contacts, facilitators and deans concerning those benchmarks which are scheduled to be assessed that month. Each e-mail reminder includes an MS-Word document for recording and submitting assessment results. This information is sent back to OAE and is maintained in a comprehensive database.

The following flowchart provides a general guideline for development and implementation of a program assessment plan:

FIGURE 8 – ASSESSMENT IMPLEMENTATION FLOW CHART



The results of OCC's program assessment efforts as of November 2006 are depicted in charts contained in Resource Lists A & B.

According to September 1, 2007 statistics from the Office of Assessment and Effectiveness:

- 103 programs are required to have program assessment plans.
- 21 (20%) of programs do not have assessment plans.
- A total of 556 benchmarks are distributed across the 81 programs with plans.
- Of those benchmarks scheduled to be assessed during academic year 2006-2007, 100 (18%) were assessed.

These results illustrate that OCC is still in the process of trying to convince faculty of the real value of assessment. Pedagogical and/or curricular changes as a result of program assessment are few; however, the college is steadfast in its efforts to advance assessment.

Each year more faculty become involved and increased numbers of faculty members understand the process and begin to believe in the efficacy of assessment. Two elements are needed to enhance this process:

- Greater administrative support
- Integration of assessment into the faculty contract

The first element is being addressed at this time. The latter must wait on either a Letter of Understanding between the college and the OCC Faculty Association (OCCFA) or on the next scheduled contract negotiations in 2009.

OCC assesses General Education.

The General Education assessment process continues to evolve

In 2003-2004, General Education classes accounted for 60% of OCC's total course offerings. Because of the size and impact of this program, the Students Outcomes Assessment Committee (SOAC) realized that it was necessary to develop an assessment method which would reflect the broad scope of the General Education program and its impact on all students at OCC.

General Education attributes/outcomes have been defined and refined

College faculty, over several years in the late 1990's through 2001, identified 10 General Education attributes/outcomes that together represented the 10 lifelong skills to which students are exposed during their time of study at OCC. In creating these General Education attributes/outcomes, the college established an expectation that OCC graduates would complete their studies with demonstrated abilities in these 10 areas. Assessing student progress in these delineated areas seemed the best way to measure student progress in General Education.

In Spring 2003, this goal was problematic due to the history of General Education assessment at OCC. After initially agreeing upon and endorsing the 10 attributes/

outcomes, faculty never actually clearly defined the attributes/outcomes. Additionally, there was never any faculty consensus on the behaviors to be used in measuring the extent to which students had demonstrated the various types of knowledge and skills. Instead there were general descriptors associated with each attribute/outcome. Faculty members were free to identify any of the descriptors associated with a specific attribute/outcome and describe how that descriptor was taught in their courses. By completing this identification and description and going through the curriculum process, faculty in different disciplines ensured that their courses would remain on the General Education distribution list.

This initial approach to General Education assessment was followed by a focus on classroom assessment with attempts to gather assessment data from individual faculty members and then somehow aggregate that data. Although, this process did not produce systematic, program-level results, it did serve to introduce faculty to assessment and initiate the development of a climate – if not a culture – of assessment at OCC.

Still using the attributes/outcomes as a framework, but determined to move in a new direction, in spring 2003, SOAC embarked on an investigative process to identify best practices in assessing General Education in post-secondary institutions. It soon became apparent that the 10 General Education attributes (renamed “outcomes” in 2007 by the College Academic Senate) actually represent 16 individual dimensions of skill and knowledge. For each dimension, SOAC attempted to identify available direct and indirect assessment instruments and proven techniques for administering these assessments.

OCC initiated Assessment Week in 2004 and shared results with faculty

During OCC’s first Assessment Week held February 9-13, 2004, the college made its initial attempt at assessing its General Education program. Based on a SOAC recommendation that was approved by the College Academic Senate, OCC focused on two of the 10 attributes/outcomes: communicating effectively in writing and critical thinking. Additionally, an indirect assessment of all 10 attributes/outcomes provided a broad perspective on perceived student progress. Standardized instruments used included:

- ACT Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills, as a partial measure of the OCC General Education attribute to communicate effectively
- ACT CAAP Critical Thinking, as a partial measure of the OCC General Education attribute to think critically and creatively
- ACT College Outcomes Survey, as an indirect measure assessing a student’s perceived progress in all 10 General Education attributes/outcomes

In order to get students in a captured audience, they were assessed during regular class time. Two random samples of course sections were drawn based on the Winter 2004 schedule. One sample was administered the CAAP Writing Skills test and ACT College Outcomes Survey, while the second sample was administered the CAAP Critical Thinking exam and the ACT College Outcomes Survey. Faculty were asked to volunteer one of their class times during Assessment Week at which time a proctor would administer one of the two assessment tests and the College Outcomes Survey.

The results of the assessments were analyzed and reviewed in Spring and Summer 2004 and were shared with the College Academic Senate, deans, and faculty in Fall 2004 and Winter 2005.

Faculty received the results in a series of workshops where they met as disciplines to discuss the findings of Assessment Week 2004 and how the results affected their programs. During the Winter 2005 semester, faculty continued to discuss these findings. In addition, disciplines were invited to send one member to a second series of workshops to share the discipline's action plan describing what changes programs and disciplines planned to make to improve student learning as a result of the assessment findings.

Assessment Week 2004 resulted in several challenges but also in valuable insights into improving the testing process, specifically:

- In some cases students were not apprised of assessment testing despite the college's best efforts to communicate the need for and purpose of Assessment Week.
- Asking students to complete two assessments during one class period resulted in some cases of tester fatigue.
- Faculty expressed different levels of support for the testing process due to the interruption of valuable class time and to perceived ambiguities in the findings.
- Assessment Week was held during winter term when OCC experienced closures due to inclement weather; for some courses, this resulted in two full days of lost class time.
- Logistically it was difficult to identify and train proctors.
- The second series of faculty workshops designed to collect discipline action plans was cancelled due to lack of participation. This clearly illustrated that faculty, at that time, did not feel comfortable enough with the process, the data or both to make either pedagogical or curricular changes based on this initial assessment.

Despite these challenges, SOAC successfully administered more than 1,100 assessments during Assessment Week 2004, providing some baseline data and valuable learning experiences from initial missteps.

Assessment Week evolved to SAGE in 2005

As a direct result of the Assessment Week 2004, it was determined to move testing out of the classroom and into a designated area at each campus. In order to accomplish this, the college embarked on building a "brand" image focused on SAGE (Student Assessment of General Education), developing a comprehensive and highly coordinated promotional campaign targeted to students and the larger college community.

Promotional posters announcing SAGE were posted at multiple locations at each campus during the first week of the Winter 2005 term. In an effort to gain representative participation, a random sample of 7,500 students received letters of invitation from the vice chancellor of Academic and Student Services to be part of SAGE. This invitation was followed a week later by a reminder postcard. An article also appeared in *OCCurrences*, the college's internal newsletter, to publicize SAGE. Recognizing the need to provide

motivation for students to voluntarily participate in testing, the college provided a \$25 gift certificate to the bookstore to those who completed one of the assessments.

For SAGE 2005, SOAC recommended to the College Academic Senate a direct assessment of the science component of the college's technological and scientific literacy attribute along with a reassessment of the critical thinking attribute. The ACT College Outcomes Survey was also re-administered. As direct measures OCC employed:

- ACT CAAP Critical Thinking, as a partial measure of the OCC General Education attribute to think critically and creatively
- College Base Science Reasoning Test as a partial measure of the OCC General Education attribute to be technologically and scientifically literate

SAGE 2005 resulted in more than 1,500 completed assessments.

Key knowledge gained from the SAGE 2005 experience included:

- The importance of developing a timelier and more effective method for sharing assessment results with faculty
- The recognition that faculty in specific disciplines should be targeted to receive the assessment results, rather than continuing the comprehensive approach taken the previous year. With that in mind, the analyzed data on scientific literacy were given to the science chairpersons for dissemination to discipline faculty.
- The decision to move SAGE to the fall term to allow more timely analysis and dissemination of results to faculty during the academic year

As a result, SAGE was administered again in 2005, during the first week of November. Employing SAM Challenge developed by Course Technologies, the college created its own home-grown assessment of students' computer skills. In total, 526 students were assessed. Some technical difficulties were encountered due to outdated computer technology and unreliable internet connections. This first attempt at administering a web-based assessment provided the college with valuable insights.

OCC piloted ICT (*iskills*) assessment during SAGE 2006

SAGE 2006 – a cooperative effort among many staff and departments including SOAC, the Office of Assessment and Effectiveness and IT – was conducted during the first week of November 2006. Participating students took the ACT CAAP Essay (based on the recommendation of the four English department chairs) and OCC became one of the first 10 post-secondary institutions in the nation to administer the new Information and Communication Technology (ICT – now called *iskills*) Literacy Assessment, developed by Educational Testing Service (ETS). This 75-minute, web-based, interactive test provided students with 15 scenarios designed to evaluate their proficiency in using technology to define, access, evaluate, manage, integrate, create and communicate information.

In total, 613 students completed one of the two assessments.

Between 2005 and 2006 significant improvements were made to computer technologies and the college's internet connection. As a result, very few technical problems resulted during the ICT (*iskills*) administration.

Students taking the ICT (*iskills*) assessment received instant individual data on their performance and OCC worked with ETS to develop a meaningful aggregate analysis of the ICT (*iskills*) data focusing on the seven skill areas. This collaboration is ongoing. When the analysis is completed, that information will be shared first with those faculty who teach courses approved through the curriculum process as "teaching critical thinking" and then with the faculty as a whole. This will be accomplished utilizing the OCC Assessment Website.

The CAAP Essay test sample was analyzed by ACT and individual results were sent to students; aggregated data was sent to the college. Additionally, a group of English faculty evaluated the same student sample using the ACT scoring rubric. This served multiple purposes. It helped to validate the assessment for writing faculty as well as for the faculty as a whole and it provided the assessment committee with valuable feedback on the process. As with previous years, a large part of the feedback loop focused on process and building a culture of assessment rather than with actual curricular or pedagogical changes. The college anticipates that as the assessment process continues and the learning curve becomes less of a barrier, a shift will occur. This shift will be away from process and acculturation and towards the use of assessment data to truly enhance student learning.

In addition to the CAAP Essay test, OCC also offered students the opportunity to participate in the 2007-2008 Student Essay Competition, which addressed writing, critical thinking and social responsibility in the same activity. The theme focuses on priorities facing the United States as a member of the world community and asked students to explain what global priority they would set for the country if they were elected president of the USA, why they chose that priority and what impact there would be on other countries and their citizens if the priority was met. This essay competition is a further demonstration of how assessment is interconnected throughout OCC (Resource Lists A & B).

Meanwhile, the college recognizes that employing nationally normed standardized tests has both positive and negative aspects. To counterbalance some of the negative aspects, OCC hosted its first Faculty Assessment Day in March 2007. Modeled after the process used at Bellevue Community College in Washington, faculty assessed actual student work based on the collective rubrics developed by discipline faculty to define and evaluate General Education attributes/outcomes during academic year 2005-06. This form of authentic assessment was instituted to increase faculty participation and commitment to assessment. OCC's first annual Faculty Assessment Day was a great success. On a voluntary basis, more than 50 full-time and adjunct faculty representing diverse disciplines participated. The focus was on effective writing and critical thinking; the feedback on student performance, the heuristic value of the rubrics and, again, on the process, were invaluable.

The following table summarizes the history of general education assessment at Oakland Community College from 2004 through 2008:

FIGURE 9: HISTORY OF GENERAL EDUCATION ASSESSMENT

History of General Education Assessment					
General Education Outcome	2004	2005	2006	2007	2008
Communicate Effectively – Speaking					OCC Public Speaking Rubric
Communicate Effectively – Writing			CAAP Essay	OCC Writing Rubric	OCC Writing Rubric
Creative Thinking	ACT College Outcomes Survey	ACT College Outcomes Survey			*ACT College Outcomes Survey
Critical Thinking	CAAP Critical Thinking exam and ACT College Outcomes Survey	CAAP Critical Thinking exam and ACT College Outcomes Survey		OCC Critical Thinking Rubric	OCC Critical Thinking Rubric and *ACT College Outcomes Survey
Problem Solving	ACT College Outcomes Survey	ACT College Outcomes Survey			*ACT College Outcomes Survey
Aesthetic Awareness	ACT College Outcomes Survey	ACT College Outcomes Survey			*ACT College Outcomes Survey
Career Development	ACT College Outcomes Survey	ACT College Outcomes Survey			*ACT College Outcomes Survey
Interpersonal Skills	ACT College Outcomes Survey	ACT College Outcomes Survey			*ACT College Outcomes Survey
Personal Development	ACT College Outcomes Survey	ACT College Outcomes Survey			*ACT College Outcomes Survey
Collaborative Learning	ACT College Outcomes Survey	ACT College Outcomes Survey			*ACT College Outcomes Survey
Independent Learning	ACT College Outcomes Survey	ACT College Outcomes Survey			*ACT College Outcomes Survey
Scientific Literacy	ACT College Outcomes Survey	C-BASE Science and ACT College Outcomes Survey			*ACT College Outcomes Survey
Technical Literacy	ACT College Outcomes Survey	C-BASE Science and ACT College Outcomes Survey			*ACT College Outcomes Survey
Appreciate Diversity	ACT College Outcomes Survey	ACT College Outcomes Survey			*ACT College Outcomes Survey
Social Responsibility	ACT College Outcomes Survey	ACT College Outcomes Survey		AAC&U Core Commitments Inventory	*ACT College Outcomes Survey
Global Environment	ACT College Outcomes Survey	ACT College Outcomes Survey		AAC&U Core Commitments Inventory	*ACT College Outcomes Survey
Information Literacy			iskills – Information and Communication Technologies		* Planned

Schedule of assessment established in 2005-2006

During 2005-06 SOAC established – and the College Academic Senate approved – a multi-year, circular timeline for assessing all 10 attributes/outcomes (Resource Lists A & B). This timeline allows ample time to plan for and develop the necessary assessment instruments and to involve faculty most vested in the attribute. The timeline also provides the opportunity for assessment results to be rolled out to faculty and students in meaningful ways. From a faculty perspective it will inform curriculum and pedagogy. For students, it will increase understanding of the college’s expectations/standards and provide them ample opportunities to be more active participants in the learning process.

Despite the challenges, the assessment of General Education attributes/outcomes has progressed and is directly responsible for the College Academic Senate’s review of those attributes/outcomes and their relationship to the college’s philosophy of General Education and its General Education distribution requirements. OCC is taking a very comprehensive approach to the assessment of student learning in general education. The college realizes and accepts the fact that this is a complicated and long term endeavor. To put it bluntly, assessment is a “messy” process; however, OCC continues to make progress in closing the loop.

Resource Lists A & B contain detailed timelines for General Education assessment from 2003 to 2009, as well as Gantt charts depicting work – past, present, and future – on each General Education outcome.

The following schedule illustrates the Students Outcomes Assessment Committee’s plans for the 2007-2008 assessment year at OCC:

FIGURE 10: 2007-2008 SOAC SCHEDULE

Assess	Take to Students	Take to Faculty	Take to Admin/Board
<p>Communicating Effectively: Speaking</p> <ul style="list-style-type: none"> • Ask faculty to volunteer classes to evaluate approx. 10 min presentation • Speech rubric will be designed • Throughout year will hold PDTC sections to have faculty evaluate presentations 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • HP&T critical thinking online workshop • ASC and political science podcasts • Ask ASC to conduct face-to-face workshops • Ask Counseling what they could do • Possibly develop posters • Intro critical thinking rubric to students • Scholarship/writing competition • JJ Berry & Tim Walters critical thinking workshops • Posters on critical thinking 	<p>Communicate Effectively: Writing</p> <ul style="list-style-type: none"> • Revise rubric and share with faculty • Develop workshops for writing across the curriculum 	<p>Summer '07 Assessment Presentation for Presidents</p> <ul style="list-style-type: none"> • How we do assessment and results
<p>Social Responsibility</p> <ul style="list-style-type: none"> • AAC&U Grant 		<p>Social Responsibility</p> <ul style="list-style-type: none"> • AAC&U Grant 	<p>Share Assessment Findings with Board</p>
<p>Interpersonal Development</p> <ul style="list-style-type: none"> • AAC&U Grant 		<p>Informational Literacy</p> <ul style="list-style-type: none"> • Develop workshops for Faculty Assessment Day • Writing • Critical Thinking • Speaking 	
		<p>Lunch Symposium</p> <ul style="list-style-type: none"> • Ask presidents to sponsor on each campus • Power Point presentation on assessment findings 	
		<p>Website:</p> <ul style="list-style-type: none"> • Assessment information posted 	
		<p>New Faculty Orientation</p>	

Assessing effectiveness is a collegewide commitment

The seventh goal of Oakland Community College's strategic plan commits the institution to assessing its effectiveness, ensuring that its programs – as well as its services and operations – are hallmarked by quality and integrity. Several data-driven tools help OCC in reviewing the quality and effectiveness of its programs and services:

- The Institutional Dashboard Report (published each December since 2004) assesses the college's progress in achieving measures within each of its goals and purposes, supports strategic thinking and assists in short-term and long-range planning.
- Community College Strategic Planning web-based software projects industry demand and occupational conditions, analyzes potential markets and competition for programs and develops information on the human and financial capital needed to begin or revise programs.
- The Program Dashboard provides systematic and objective review of all curriculum offerings based on a common set of measures that apply to all programs and disciplines: demand for the course, enrollment issues, and measures of student success. It identifies well-performing programs and also those that need early intervention to be improved.

The **Program Dashboard**, originally developed by the Office of Assessment and Effectiveness (OAE) as an administrative tool, has proven to be a particularly effective way to monitor the overall health of all programs at the college from a performance perspective.

However, in addition to its value to administration, the Program Dashboard has been embraced by the College Curriculum Review Committee, a standing committee of the College Academic Senate. The committee integrated the Program Dashboard, along with assessment, into its peer review process.

To further integrate the assessment of student learning into the college's culture, one of the measures within the Program Dashboard focuses on the extent to which a program has engaged in assessment activities. To this end, an "**implementation**" rubric (Resource Lists A & B) was created. This rubric examines 13 dimensions of program assessment implementation. The rubric identifies specific areas of strengths and challenges the program faces in conducting assessment activities. The OAE and the Student Outcomes Assessment Committee (SOAC) have developed a process by which each assessment plan is reviewed and the rubric applied. Additionally, the implementation rubric has been incorporated into the assessment database and will be maintained on a continuous basis. In summary, this assessment rubric has a number of additional benefits to the college, since it:

- Supports SOAC's ongoing assessment of program assessment
- Provides critical information needed in various reports
- Demonstrates progress in program assessment over time at a macro level
- Offers a tool to assist assessment facilitators, program staff and deans
- Identifies programs that are performing assessments well and those needing assistance

- Pinpoints specific areas within a plan which are in need of enhancement or improvement
- Recognizes and highlights those programs that are doing well
- Provides a means of identifying and prioritizing fundable initiatives

CONCLUSION – CORE COMPONENT 3A

Oakland Community College continues its collegewide commitment to developing a culture of assessment that focuses on the institution's fundamental mission, enhancing and improving student learning. A Student Outcomes Assessment Committee (a standing committee of the College Academic Senate) oversees assessment activities which occur at multiple levels: classroom, program, and institutional. The OCC Office of Assessment and Effectiveness facilitates assessment by conducting the administrative functions associated with an expansive assessment process and monitoring assessment activities through data collection and feedback which is used to develop action plans for improvement. Credit and noncredit programs are assessed and a major focus has been defining, developing and refining assessment processes for General Education. This process has grown into the annual fall SAGE Week (Student Assessment of General Education) during which students are evaluated on selected General Education attributes/outcomes and an annual Assessment Day during Winter term that focuses on "authentic" assessment of OCC student work using faculty-generated rubrics. One new and interconnected assessment tool OCC has developed is the **2007-2008 Student Essay Competition**, which addresses writing, critical thinking and social responsibility in the same activity.

CRITERION THREE: CORE COMPONENT 3B

Oakland Community College values and supports effective teaching.

The college hires qualified faculty.

Oakland Community College maintains high standards in hiring the full-time faculty who will create and staff the courses and programs the institution offers. These standards are contained in the Faculty Master Agreement.

OCC Faculty at a Glance

	Full-time	Part-time
Minority	29	54
Women	144	335
Men	134	344
Percent of Faculty Holding At Least a Master's Degree		Percent of Faculty Holding A Doctoral Degree
93%		19%

Source: OCC Human Resources Staff Diversity Summary, 3/31/07

Most importantly, the college requires a master's degree or higher from all faculty of most disciplines.

Some disciplines in the college are called Category Two disciplines in the Faculty Master Agreement and include many of the technical and specialized business areas (e.g., Automotive Technology, Culinary Arts, and Dental Hygiene). The faculty of Category Two disciplines may substitute a bachelor's degree and extensive work experience for a master's. Despite this allowance, the college's website reports that 93% of Oakland Community College's full-time faculty members hold master's degrees. More than 19% of these additionally hold doctorates.

Either of these requirements – a master's degree or a bachelor's with work experience – demonstrates Oakland Community College's commitment to filling its instructional positions with highly qualified faculty.

The college supports academic freedom, encouraging qualified faculty to determine their own curricular content.

Oakland Community College empowers its well-qualified faculty with the tools of academic freedom, enabling them to create both the content and presentation of their courses. This freedom is guaranteed in the Faculty Master Agreement.

According to the agreement, no special limitation shall be placed upon faculty investigation, presentation and interpretation. This freedom does not release faculty from their instructional obligation to teach courses consistent with the content described in the *College Catalog*. However, the course descriptions have been developed by faculty in the disciplines to the standards of their professional fields. In addition, Oakland Community College faculty members adhere to the statement of ethics crafted by the American Association of University Professors, holding themselves to high standards of intellectual integrity and institutional involvement.

Oakland Community College frees up its faculty to function in an empowered environment, limited only by their own high personal and professional standards.

Curriculum/instruction committees at the campus and college levels oversee college offerings

Campus and collegewide curriculum/instruction committees at Oakland Community College oversee the creation of new courses and the alteration of current courses. Each of these committees has strong faculty representation and input.

The **collegewide Curriculum/Instruction Committee** is a standing committee of the College Academic Senate. As such it has a mandatory membership of three full-time faculty from each of Oakland Community College's five campuses. These faculty members, together with any other administrators and staff members who wish to serve on the committee, review proposed changes to the college's curricular offerings. The Curriculum/Instruction Committee:

- Evaluates new course concepts
- Evaluates any changes to current courses that faculty believe should be made based on developments in the field of research on pedagogy
- Reviews the creation of new programs and the reworking of existing programs

Each campus also maintains a local **campus curriculum/instruction committee** made up of faculty and other volunteering college employees. These campus committees exist to perform preliminary reviews of curriculum proposals that will be going to the college committee.

This two-step process of local review before collegewide review serves to catch minor errors at an early stage and streamline the work of the collegewide committee.

Aided by data derived from the program planning process, the college and campus curriculum/instruction committees are critical means by which the faculty members of Oakland Community College craft the curricular components of the institution.

Staff Development Days provide learning opportunities to share best practices and strategies

The Faculty Master Agreement mandates that once a year in the fall semester the faculty of each campus must gather for several hours of interaction and training during **Staff Development Day**. This annual assembly provides an excellent opportunity for faculty to learn from one another by sharing best practices and strategies, although as yet no formal qualitative or quantitative assessment has been implemented to assess the effectiveness of these assemblies. Staff Development Days also help keep faculty up to date on important issues affecting the college.

Typically, a temporary college committee comprised of faculty, staff, and administrators determines a portion of the agenda of each Staff Development Day. These committees set aside a portion of every Staff Development Day to address a variety of issues of concern to instructional faculty.

Topics at recent Staff Development Days have included:

- Student outcomes assessment
- Classroom civility
- Policies to address disruptive students, academic dishonesty, and sexual harassment

The organizers of these gatherings have also pursued a best practices approach, seeking to advertise instructional strategies that meet the needs of both students and faculty.

Recent topics have included:

- Effective textbook ordering and use
- Openness to innovation and change in stale course offerings
- The benefits of cooperative learning environments

Campus planning committees with strong faculty membership determine the final agendas and ensure such gatherings will continue to be relevant and informative for Oakland Community College's instructors.

Biannual, mandatory Discipline Days facilitate curricular planning strategies

The Faculty Master Agreement mandates that twice a year – once in the fall semester and once in the winter – the faculty of all campuses who are members of the same discipline (e.g., all of the full-time instructors of biology or history) gather for several hours of productive interaction to plan curricular strategies for the year. Called **Discipline Day**, these assemblies are excellent opportunities for faculty to pool knowledge and chart the future of their disciplines.

A wide variety of topics is frequently addressed during Discipline Day meetings. Faculty can share best practices to ensure collective instructional success. This meeting often serves

as the forum during which like-minded peers can air and critique ideas for new courses and programs or discuss changes to existing courses and programs. Disciplines also take this opportunity to coordinate collegewide course offerings, debate such issues as textbook selection, teaching philosophy, and adjunct instructor hiring, or plan future discipline staff development opportunities.

Although there is no formal qualitative or quantitative assessment in place for Discipline Days as yet, there is agreement that these events provide rich opportunities for faculty to shape the curricular direction and instructional quality of their courses and programs at Oakland Community College.

Global Education Committee initiates new instructional strategies and student opportunities

Faculty all across Oakland Community College serve on vital committees that deeply impact the institution's curricular content and instructional strategies. One such committee is the Global Education Committee.

The **Global Education Committee** provides a collaborative environment for sharing ideas and serves as an incubator for developing strategies to promote international education opportunities at OCC. The committee plans and creates events and initiatives that offer students, faculty, staff, and members of the community quality cross-cultural learning experiences that affirm diversity, embrace collaboration and promote the sharing of information to better prepare individuals to meet the challenges of a global society. As a clearinghouse, the committee informs the college community of international education opportunities, newsworthy events, and other activities the committee may choose to sponsor.

For example, the Global Education Committee encouraged faculty to incorporate international education components in their courses by offering three Professional Development and Training Center workshops on "Infusing Globalism into the Curriculum" and several workshops on "Understanding the Culture of India." The committee also supported professional development for four faculty members to attend the annual conference of the Midwest Institute for International and Intercultural Education and sponsored two faculty to participate in Fulbright Study Groups to China and Russia. Additionally, the committee facilitated and promoted the creation of two new courses: Chinese Language and Culture I and II.

Since 2004, Oakland Community College faculty members have also participated in the international Salzburg Seminars, held each summer in Salzburg, Austria.

Members of the Global Education Committee were further responsible for drafting an Accord of Cooperation 2004 between Oakland Community College and six institutions of higher education in the State of Oaxaca, Mexico. This accord was later approved and, among other areas of collaboration, provided for discipline exchanges involving common curricula and instructional design and expanded cyber-connectivity -- including reciprocal, interactive, online course development, discussion boards, chat rooms, CD-ROMs, and e-pals. This project, called the *OCC-Oaxaca Cyber-Connection: Globalizing Curriculum*

and Community, received a 2006 Innovation Fund Grant from the American Council of Education.

In 2007-2008, OCC's interim chancellor signed a letter of intent with several Chinese educational institutions to explore possibilities for faculty and student exchange.

The Global Education Committee is just one of the opportunities that faculty at Oakland Community College have to positively affect and shape the curricular and instructional future of the institution.

The Professional Development and Training Center provides training for faculty and staff

Oakland Community College's Professional Development and Training Center (PDTC) began in Fall 1998 when Oakland Community College's administration recognized the need for professional development for its employees in order to meet the changing needs of education. Since that time, the center has offered hundreds of workshops and over 146,900 hours of training. In 2006-2007 alone, the PDTC developed five new online workshops and 10 advanced technology workshops; and coordinated 185 customized workshops to meet department training objectives.

The PDTC provides the college's faculty and staff with a range of general technology, communication, customer service, and diversity classes and General Education attribute/outcome workshops, as well as training in using new library resources and software such as Educator, Camtasia and Blackboard. PDTC continues to expand its offerings – especially convenient, online programs – and to offer customized departmental training programs.

In 2006, PDTC also revised and enhanced the new employee orientation for faculty and staff, incorporating suggestions from new hires who had recently completed the program.

Through the PDTC, college faculty have had the opportunity to participate in and facilitate an impressive array of workshops geared toward improving their understanding of and relationship with their students. For example, student-focused seminars are offered in the following categories:

- Ethnicity – “Skin Deep: Race on Campus,” “Acculturation Challenges of Immigrants,” and “Communication Across Cultures”
- Gender – “The Chilly Climate for Women in the Classroom,” “Women at Work in the Classroom,” and “Student Experiences with Gender Equity in the Classroom”
- Generations – “Generational Diversity,” “Generation NeXt Comes to College,” and “Teaching Generation WHY?”

The PDTC also encourages faculty to participate in what it calls discipline-specific activities. The center recognizes that faculty members routinely address their own professional development within their own disciplines and so PDTC offers Staff Development Unit

credit to those who do so. Recent examples of activities that received PDTC recognition as appropriate discipline-specific events included:

- Guest speakers on crisis intervention and nursing outcome classification
- Discussions of recent books on history and Islam
- Attendance of conferences on English instruction and accounting

The PDTC attributes its success to two factors: allowing faculty determination to drive their own training needs and emphasizing small-group, high-interaction workshops with intensive follow-up.

The PDTC utilizes a variety of assessment tools to evaluate the effectiveness of training, including:

- Establishing learning objectives for each workshop
- Following up with supervisors
- Testing before and after technology workshops
- Soliciting end-of-course evaluations and feedback
- Analyzing numbers of workshop registrations

The feedback and data provided by these instruments are analyzed and utilized to identify trends and concerns (in previous years some faculty expressed concerns that mandatory training was punitive and repetitive) among members of the college community.

PDTC training is mandated in Faculty Master Agreement

Ever since the creation of the PDTC, the Faculty Master Agreement has contained provisions for **mandatory training**. Currently, a minimum of 10 hours of professional development each year is required, with six of those hours being determined by the college's administration.

The exact specifics and compensation for this mandatory training have changed as the Faculty Master Agreement has evolved since 1998, but both parties negotiating the contract, faculty and administration, remain committed to the importance of professional development.

The college sponsors faculty involvement in the Galileo Leadership Consortium

The college sponsors faculty involvement in the **Galileo Leadership Consortium**, an academy designed to facilitate nationwide collaboration in creating positive, joyful and hopeful college educational experiences for students.

The Galileo Leadership Consortium is a two-year seminar series dedicated to creating dynamic learning communities through the development and support of a network of educational leaders. Oakland Community College has sponsored faculty participation in the consortium since its launch in 1997. The consortium seeks to support its participants in their continuing journey to become exemplary professionals and establish relationships among K-12 educational organizations and community colleges. Through an intensive course of dynamic presentations by national experts, videos, case studies, dialogues, field

investigations, team building, study groups, readings, reflective journaling, action research, and professional learning communities, consortium participants grow tremendously in their appreciation for and skills in their teaching profession.

As examples, Oakland Community College participants in the Galileo Leadership Consortium of 2003-2004 investigated the topics “Emotions and Thoughts and Academic Performance,” “The Effect of Quizzes,” and “Group Work vs. Individual Work: Which Produces Higher Assessment Scores?” Additionally, a group of Galileo faculty members are currently engaged in a two-year, multi-campus, multi-disciplinary student outcomes initiative focused on critical thinking.

Oakland Community College continues to sponsor faculty participation in the Galileo Leadership Consortium as a means to facilitate instructional development.

The Faculty Master Agreement mandates regular, extensive reviews for full-time faculty

Oakland Community College is not content merely to hire the most qualified candidates for its faculty positions. All full-time instructors at the college, from the most recent annual appointment to the professor with 30 years of tenure, must complete **annual reviews** to ensure that the highest level of instructional quality is being maintained.

Those faculty members hired on an annual or probationary basis must be reviewed by their department twice each year. Even continuing contract or tenured faculty, however, are supposed to be reviewed every year, although some anecdotal evidence suggests tenured faculty members are not always regularly reviewed.

Departmental reviews include:

- A written self-appraisal
- A description of short and long-term goals and the strategies necessary to implement them
- Peer review and student feedback
- A classroom visitation

In addition to the departmental review, annual and probationary faculty are reviewed once a year by their academic supervisor or dean. Once again, even continuing contract faculty are reviewed once every three years by their dean. Dean reviews consist of:

- A classroom visitation
- A discussion of departmental reviews
- An appraisal of the faculty member’s collegial and professional responsibilities

Oakland Community College’s commitment to regularly reviewing all levels of its full-time faculty demonstrates that the achievement of tenure is not a license to abandon effective instruction.

Departments regularly evaluate adjunct faculty

Oakland Community College employs many qualified part-time or adjunct faculty to supplement its full-time instructors. In order to ensure the effectiveness of instruction by its adjuncts, the college has developed a process by which they may be regularly evaluated by their full-time peers.

Adjunct instructors are evaluated by full-time members of their own discipline, who act as facilitators. Evaluations consist of a classroom visitation and a student questionnaire. The student questionnaire is a national instrument. Scoring of the questionnaire is facilitated by the adjunct supervisor who coordinates with a full-time faculty member to get feedback to the adjunct instructor in a timely fashion. The adjunct is informed prior to the visitation so that a suitable class period for observation may be selected. Currently there is some lack of uniformity across campuses in implementing evaluation policies for adjunct faculty evaluations; they are not mandatory and are performed at the discretion of department chairs.

Once the visitation and questionnaire are completed, the facilitator and the adjunct meet to review the results. The adjunct instructor also receives a copy of the summary of the evaluation. These evaluations are given additional weight because they are not only a key component in allowing adjunct instructors to increase in their pay scales but also heavily influence the rehiring decisions of department chairs and deans.

By regularly evaluating the teaching of its adjunct faculty, Oakland Community College strives to guarantee the instructional excellence of its course offerings.

Outstanding faculty are recognized at annual collegewide Excellence Days

Oakland Community College recognizes its excellent full-time and part-time instructors through annual **Outstanding Faculty Awards**. Faculty members on each campus are nominated for these awards by their students and peers. The nominations are collected and evaluated by campus-level Outstanding Faculty Committees, who select an outstanding full-time faculty member and an outstanding part-time faculty member from each campus.

A collegewide **Excellence Day** is further observed to commemorate the awardees from all campuses. These events are well attended and serve to generate a great deal of energy and enthusiasm for the college's instructional excellence. Several campuses also hold their own Excellence Day ceremonies or recognize awardees in various ways.

Outstanding Faculty Awards and Excellence Day celebrations are key components in Oakland Community College's efforts to distinguish the best of its teaching faculty.

Winners of outstanding full-time faculty awards receive funds to attend NISOD conference

Founded in 1978, the National Institute for Staff and Organizational Development (NISOD) is dedicated to serving, engaging and inspiring teachers, researchers, and leaders. NISOD's constituency represents more than 600 institutional members nationally and internationally. The organization provides conferences, research, web resources, publications, award programs, corporate partnerships and more. Every May, NISOD

hosts a four-day **International Conference on Teaching and Leadership Excellence**. Conference attendees hear internationally renowned speakers, participate in professional development seminars and take part in roundtable discussions, all aimed at inspiring greater degrees of excellence in already gifted instructors.

As a means of recognizing effective teaching, Oakland Community College sponsors attendance at the conference. Every year, the winners of the Outstanding Full-Time Faculty Awards from each campus are provided the costs of registration at the conference as well as airfare and hotel expenses. In this way, the college rewards its best instructors by providing them the tools to hone their teaching skills in the company of other outstanding faculty.

College conducts regular organizational climate survey

In Summer 2006, as part of its preparation for the 2008 visit of the Higher Learning Commission (HLC), Oakland Community College conducted an organizational climate survey, the **Personal Assessment of the College Environment (PACE)**. This survey is designed specifically for community colleges by the National Initiative for Leadership and Institutional Effectiveness (NILIE) to compare the existing climate at an institution to a range of four managerial systems found to exist in colleges and to the NILIE Norm Base of 45 community colleges across North America.

PACE was distributed by mail to 2,110 employees and 732 (34.7%) responded. A total of 56 items were on the survey, organized into four climate factors (Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) and one section customized for OCC. Respondents rated items on a 5-point satisfaction scale from a low of “1” to a high of “5”. Of the 56 items:

- None fell in the 1-2 range
- Three fell in the 2-3 range
- Forty-four were rated between 3-4
- Nine were rated between 4-5

These results indicate a healthy campus climate in which all OCC scores were more positive than the PACE-established Norm Base scores:

Climate Factor	OCC Score	Norm Base Score
Supervisory Relationships	3.75	3.62
Institutional Structure	3.45	3.31
Teamwork	3.80	3.67
Student Focus	4.00	3.80
Overall	3.73	3.57

It is interesting to note that a PACE survey was also administered in 1997 in preparation for the HLC’s 1998 re-accreditation visit to OCC. At that time, eight factors were assessed. Overall results showed a healthy campus climate, although slightly below national averages. The 2006 survey demonstrates significant score improvement.

Overall areas of excellence at Oakland Community College identified in the 2006 PACE survey include the extent to which employees felt:

- Their jobs were relevant to OCC's mission (4.48)
- Their supervisors expressed confidence in their work (4.21)
- OCC prepared students for further learning (4.12)
- Student ethnic and cultural diversity were important at OCC (4.11)
- They were given opportunities to be creative in their work (4.09)
- Students receive an excellent education at OCC (4.09)
- OCC prepared students for careers (4.06)
- Their supervisors were open to ideas, opinions, and beliefs of everyone (4.05)
- Students were satisfied with their OCC educational experience (3.99)
- OCC effectively promoted diversity in the workplace (3.97)
- Student learning was central to OCC's mission (4.01 – customized section)
- Ethnic and cultural diversity of faculty and staff were important at OCC (3.81 – customized Section)
- Student learning drove decision-making (3.54 – customized section)

The PACE survey revealed the need for improvement in several areas, including the extent to which employees felt:

- They had the opportunity for advancement (2.94)
- They were able to appropriately influence the direction of OCC (3.10)
- Information was shared within the college (3.21)
- Decisions were made at the appropriate level at OCC (3,23)
- Institutional teams used problem-solving techniques (3.33)
- OCC was appropriately organized (3.35)
- Open and ethical communication were practiced at OCC (3.39)
- OCC had been successful in positively motivating employees' performance (3.46)
- A spirit of cooperation existed at OCC (3.46)
- Their work was guided by clearly defined administrative processes (3.48)
- The Board of Trustees understood its role in governance at OCC (2.81 – customized section)
- There was a positive relationship between the faculty, staff, administration, and Board of Trustees (2.96 – customized section)
- Survey results were effectively utilized in decision-making (3.10 – customized section)

The least favorable aspects cited in the open-ended responses reflected a high response to the Institutional Structure questions, indicating a desire to discuss these specific issues. Individuals seemed to have particular issues with the function of the Board of Trustees in governance of the college.

The college provides an extensive orientation for all new full-time faculty

In an effort to improve the experience and ease the process of transition for newly hired full-time faculty, Oakland Community College requires an extensive **orientation for all new full-time faculty**. Run by the Professional Development Training Center (PDTC), this orientation addresses many of the issues instructors face in a new work environment.

Originally the orientation handled only basic human resources topics like insurance benefits, pay rates, contract details, and identification badges. Feedback from new faculty soon revealed, however, that a more extensive orientation was desired; additional topics were added to orientation, extending the process to a three-day event and allowing new faculty to better integrate into campus and college life.

The new orientation more directly addresses improving the teaching experience of recently-hired faculty. New instructors are shown the Program for Academic Support Services and Academic Support Centers, both critical components of the college's efforts to support faculty in assisting students with special needs. Health and safety videos and computer programs are viewed and completed, giving new faculty more tools to handle potentially dangerous and disruptive classroom situations. Perhaps most helpfully, a panel of recently-hired faculty, who have been teaching at the college for three years or less, meets with the new hires to answer any questions they might have and provide insight into the institution and its environment.

Through its orientation program for new faculty, Oakland Community College demonstrates its commitment to pedagogical excellence from the very beginning of a faculty member's affiliation with the college.

The college assigns an experienced mentor to all newly hired full-time faculty

One component of Oakland Community College's service to its new full-time faculty members is the **mentor system**. All recently hired full-time faculty members are mentored by an experienced instructor to help ease the transition into a new job.

It is expected that members of a new faculty's own department will provide a welcome into the new job as well. After all, many of those department members were likely on the search committee that recommended the faculty member for hire. Mentors, on the other hand, are traditionally from departments other than the new faculty member's own. The idea behind this policy is to provide the new hire with a perspective and voice beyond the familiar. Mentors can also act as a sounding board to listen to concerns or worries that new hires might not wish to share with their own departments. A mentor and the new faculty member often remain close long after the mentorship period is over, demonstrating the value of this important relationship. As a multi-campus institution, OCC continues to work toward uniformity in implementing the mentorship program across the college.

By providing a guide and confidante through the sometimes difficult first years of a new faculty's employment, Oakland Community College seeks to put new instructors at ease and so improve their performance in the classroom.

The college's Office of Institutional Research provides faculty with student and community data

The **Office of Institutional Research (OIR)** pursues the collection of many different kinds of data sets. Its overall goal is to improve the way Oakland Community College and its faculty serve the student body.

OIR data collection focuses on trend analysis. Among its investigations are the following:

- The **Graduate Follow-Up Survey**, which is partly satisfaction response and partly an analysis of student progress since leaving the college
- Multiple **enrollment reports**, charting the number and types of students who take courses at the college. These reports are completed by term (Fall, Winter, and a combined Summer I-II): Headcount, Credit Hours by Campus, Credit Hours Collegewide, Reported at First Day of Session, Reported One 10th Day of Session, Reported End of Session.
- The **Non-Returning Student Survey**
- The **Student Services Opinion Survey**
- The **Public Opinion Poll**

The use of such data can enable the college's faculty and departments to respond to student interests and experiences by adapting both what courses are offered and how those courses are marketed. The ability of Oakland Community College to offer its students meaningful educational experiences improves thereby.

The college offers release time supplemental contracts to support faculty in developing new courses

Oakland Community College provides **release time supplemental contracts** to faculty members who wish to take on leadership or pioneering roles in their disciplines and departments. These contracts release the faculty member from a certain number of contractually mandated instructional credit hours without reducing their base pay. The contracts free faculty members to develop new courses or address problems with existing courses without being overburdened.

By offering release time to faculty for the performance of specific tasks, it is possible to achieve coordination of activities in a multi-campus environment. Faculty have used release time to write curriculum to meet the changing needs of OCC students, particularly in the area of developmental education.

Release time supplemental contracts are a flexible and innovative way Oakland Community College seeks to improve the pedagogical environment of the institution.

The Office of Assessment and Effectiveness aggregates information to assist the college in developing and monitoring quality programs and causes

Oakland Community College's **Office of Assessment and Effectiveness** has three important data-driven tools that allow OCC's deans, department chairs and faculty to align planning efforts, support decision-making processes, objectively review all curriculum offerings and put in place guidelines that affect their direction:

- The Institutional Dashboard Report, which allows for direct use by deans and faculty to dialogue about areas of common interest
- The Program Dashboard Report, which permits deans and department chairs to evaluate trends of programs and to put in place guidelines to alter their direction

- Community College Strategic Planning web-based software to facilitate multiple types of analysis

The **Institutional Dashboard Report** – published for a fourth year in December 2007 – supports strategic thinking and assists in long-range and short-term planning and budgeting. The college has identified benchmark or “target” scores it should strive to achieve for measures within each of its strategic goals and purposes. Scores continue to improve each year, for example, the 2006 Institutional Dashboard Report shows that OCC’s six purposes garnered higher composite scores than in 2005 (9.75 up from 9.6) as did the composite score for the seven Strategic Goals (9.57 up from 9.1).

The **Program Dashboard Report** is also an indirect measure that, in part, relates to teaching effectiveness. It consists of a common set of criteria to look at all programs and disciplines and it identifies well-performing programs as well as those that need early intervention to be improved. Particularly relevant are several components, all of which are presented in summary form. These include:

- Demand for the course
- Student course completion rate by discipline
- Percent of incompletes by discipline
- Percent of withdraws by discipline

Community College Strategic Planning web-based software from *CCbenefits, Inc.* projects industry demand and occupational conditions, analyzes the potential student market and other competition for a program and develops information on the human and financial capital needed to begin or revise a program.

The Office of Assessment and Effectiveness provides a wealth of information to support faculty and Oakland Community College as a whole in improving its courses, programs, and pedagogy.

The Curriculum Review Committee provides support for program/discipline curriculum reviews

The **Curriculum Review Committee** (CRC) provides support to programs and disciplines reviewing their curricula. Since effective teaching is built upon an effective curriculum, the CRC has established guidelines and procedures for uniform reviews of all programs and disciplines. Review coordinators from each discipline or program act as liaisons between the CRC and their programs/disciplines. Coordinators analyze their curriculum from a variety of perspectives, which include – but are not limited to:

- Course offerings and contents
- Enrollment trends
- Instructional methodologies and outcomes
- Staff development
- Interdisciplinary activities

Without the CRC, review of programs and discipline curricula would be haphazard.

The College Planning Council maintained a budgeted pool of monies to fund innovative proposals by faculty and others from 1996 to 2004

Following the last Higher Learning Commission visit in 1998, the College Planning Council (CPC) initiated a program which budgeted \$1 million annually to support innovative proposals from members of the college community. For the eight years of its existence (1996-2004), this program of the CPC provided funds for dozens of initiatives.

Innovative practices of many different sorts received funding from the CPC. Some were fast-track, short-term initiatives completed within 180 days. Others were long-term programs taking four to five years to complete.

Among the initiatives funded were:

- Purchasing access to online databases
- Setting up a wireless classroom
- Establishing a mobile nurse clinic

All of these programs were initiated by faculty in order to improve the instructional quality of the institution.

From 1996 to 2004, the CPC's funding of innovative proposals demonstrated Oakland Community College's commitment to incorporating new practices into instruction to enhance student learning.

The Office of Assessment and Effectiveness currently processes requests to fund and evaluate innovative instructional practices

In 2004, the CPC was reorganized and ceased to budget monies to fund collegewide innovative proposals. Instead, in an effort to more effectively localize the efficient funding of new plans, responsibility for evaluating and financing propositions devolved to individual offices, committees, and campuses.

One such example is the Office of Assessment and Effectiveness (OAE). The OAE director oversees a well-organized process in which faculty or staff originators of innovative proposals relating to student outcomes assessment submit requests to the OAE, receive funds and then report back the success or failure of the project. Some recently funded proposals include:

- A psychology professor who received funding to investigate the need to create a standardized final exam for introductory psychology courses
- A math department that received funding to outfit a classroom with T1 Navigator hub-connected calculators in order to provide instant assessment of students' skills
- A dental hygiene instructor who received funding for a series of speakers and workshops to address poor reading and critical thinking skills of students entering the dental hygiene program

The Office of Assessment and Effectiveness is just one example of the many offices and committees that now evaluate and fund proposals for innovative instructional practices.

The administration initiated the designated-full practice to support new or second-tier courses and their instructors

Oakland Community College's administration offers a number of **designated-full sections** to full-time faculty each year as an innovative practice supporting the pedagogical excellence of the institution. Instructors are thereby encouraged to teach courses necessary for student success and goal achievement.

The designated-full process is a practice by which a certain section of a specific course is designated as full for the purpose of faculty payment. Because faculty are compensated by student credit hour when they teach more than their minimum requirement of classes, instructors can be reticent to offer courses that may not fill or may be cancelled due to low enrollment. In the past, this reduced the offering of new courses and second-tier courses in sequences of diminishing student enrollment (e.g., language courses). Through the designated-full policy, courses that a relatively small number of students might need in order to complete degree or program tracks can be safely offered by faculty without fear of negative financial consequences.

Although there is no formal process currently in place to evaluate and assess the effectiveness of the designated-full process in helping students complete their degree and program tracks, it represents a creative means that enables Oakland Community College to meet the needs of its program and degree-track students.

The college's sixth strategic goal is facilitating the appropriate use of technology

Oakland Community College is committed to employing technology responsibly and appropriately in order to promote learning, enhance teaching and support the college's mission. In 2004-2005, OCC completed and implemented an Academic Technology Plan as an integrated component of the College Master Information Technology Plan. During the same time period, it also reviewed and updated a continuously evolving technology replacement schedule. In Fall 2006, OCC activated a strategic planning task force to develop a plan to increase the use of technologies with a specific focus on the instructional program during 2007.

The Technology Management Committee was created to evaluate and initiate the incorporation of instructional technology

The **Technology Management Committee** (TMC) has existed at Oakland Community College since 1997. Its mission is to ensure that proposed technology initiatives are appropriate to the institution's needs. Specifically, the TMC contributes to the development of plans for the use of technology in the instructional operations of the organization. One of the TMC's initiatives was the implementation of *Colleague*, the collegewide information technology support system, which brought dramatic improvements in how OCC handles and disseminates information internally, facilitates online faculty and staff training and has improved online registration, web advising and financial aid. The TMC has, therefore, overseen radical improvements in the technology available to faculty to aid their instruction, to staff, and to the college as a whole.

Three years ago, the TMC transitioned from a funded group that met weekly to a standing committee of the College Academic Senate that meets monthly. Its required membership has not changed (three faculty and a dean from each campus) and it continues to report its findings and recommendations to the College Academic Senate, acting in an advisory role to the college's administrative leadership.

The following activities are critical to the functioning of the TMC:

- Soliciting and considering input from the college community on its technology needs
- Engaging the members of the college community in an ongoing discussion of current and emerging technologies and their applicability to the institution's mission
- Providing recommendations on the appropriate use of technology for faculty, staff, and students
- Assisting in the integration and assessment of technology

The Technology Management Committee is the primary means by which new instructional technology is incorporated into the institution.

Teaching and Learning Technology Roundtables facilitated the introduction of new technologies to faculty members

Teaching and Learning Technology Roundtables (TLTRs), offered from 1998 through 2006, were an initiative of the Technology Management Committee and a vital component in implementing new technologies into Oakland Community College's instructional environment.

The sessions were designed to facilitate communication about technology issues as well to deliver information on what others were doing with new technology. Many faculty members were active in providing input into a process that was driven by teaching and learning needs.

TLTRs were frequently offered every month and featured local and national speakers and emerging topics. An especially effective roundtable was the Hands-On-Alley, a 45-minute demonstration of various technologies that faculty could easily implement into their teaching. Multiple TLTR sessions were offered and faculty attended the sessions of their choice.

The success of the TLTR prompted the emergence of a **Teaching Learning Technology Center** (TLTC) at each campus. Each center is staffed with a technology person who can provide the daily services that were once provided by the TLTRs. The centers are an innovative and popular way faculty can stay informed of new research and technological advances that can be immediately incorporated into their instructional practices.

The college continues to offer programs in a variety of formats to help staff and faculty keep up with technological advances. These include:

- **OCC Professional Development and Training Center (PDTC)** technology training workshops and online courses for faculty and staff. In 2006, 184 workshops attracted 523 participants. PDTC also coordinated with the Academic Technology department to provide online and face-to-face workshops in Educator, Camtasia and Blackboard software.
- **Technology Fairs**, hosted by the Information Technology department on campuses in Fall 2006. These events offered faculty and staff a convenient, informal setting in which to seek out “how to” information on using technology, see demonstrations, practice with various software programs and meet their campus Information Technology support staff.

The Institute for Online Teaching and Learning provides training for faculty developing and delivering online courses

In the five-day, modularized **Institute for Online Teaching and Learning (IOTL)**, faculty work through face-to-face and distance experiences as they rethink their courses, jump-start their development of course materials and learn by doing to use the tools and practice the skills required in online courses. Small-group and one-to-one collaboration and learning are emphasized and many opportunities for individually customized support are available.

Institute training, which is optional for faculty who are or will be teaching online classes, attends to the pedagogical implications of integrating course management tools into the delivery of an online course. In the workshops, faculty discuss and share their existing instructional strategies; learn about new strategies; and progress through a series of coached, hands-on activities. Extensive post-institute support is provided to participants in the form of a website, individual consultations, and continued participation in TLTRs.

The institute has been so successful that faculty members have asked for an additional mini-IOTL. In addition, each summer a roundtable event is devoted to IOTL “Greatest Hits.” Faculty come away from the IOTL energized about teaching and annual surveys indicate that faculty see it as a transformative influence on all the courses they teach.

Faculty of all disciplines are members of relevant professional organizations

Many of the full-time faculty at Oakland Community College are **active members of local, state-wide, national, and international professional organizations**. An e-mail query requesting information from college instructors on their association affiliations yielded dozens of responses from faculty in every discipline – from natural science to social science, and from nursing to interior design.

Across the board, faculty proclaimed the merits of membership in professional organizations; some faculty felt that if OCC would pay dues for faculty membership, participation in professional organizations would be further enhanced. Some, like one dental faculty member, enjoyed the opportunity to interact with colleagues of similar focus and stay up to date on the recent research and practices of their profession and specialty. Others, among them a film instructor, noted that attending organizational conferences provided excellent occasions to think more deeply about their classroom teaching. Further,

two English as a second language faculty especially enjoyed receiving regular newsletters from their organizations containing articles of direct relevance to their instructional methodology.

A wide variety of Oakland Community College's faculty regularly take advantage of the benefits offered by membership in professional organizations. Their teaching and the pedagogical climate of the institution benefit greatly thereby.

Oakland Community College offers Staff Development Unit credit and financial compensation to faculty who attend a conference related to their teaching

In order to encourage faculty to gain the maximum benefit from their memberships in professional organizations, Oakland Community College grants **professional development credit to instructors who attend conferences correlated with their classroom teaching.**

The **Professional Development and Training Center (PDTC)** is a college organization that provides and monitors the training activities of the faculty of Oakland Community College. Each year, faculty are required to accumulate a certain number of Staff Development Units (SDUs) to chronicle their professional development. One popular way to earn SDUs is to attend a conference related to pedagogical improvement then submit a written evaluation of the experience, including thoughts on what they have learned from it. The number of SDUs faculty earn are determined by the length of the conference.

By providing SDU credit for conference attendance, Oakland Community College encourages its faculty to gain the maximum benefit from their affiliation with professional organizations.

OCC makes available travel funds for faculty who attend conferences related to their teaching

To further encourage faculty to attend and learn from organizational conferences, Oakland Community College regularly **allocates travel funds** to each campus based on a collegewide formula that incorporates the number of full-time faculty (number of FT faculty x \$180). Deans prioritize faculty requests and award funds accordingly. The form used to request funds to cover travel is conveniently located on the college's website. It is a simple process to download the form, then complete and submit it.

Additional funding is available to faculty who want to actively participate in a professional organization. A collegewide fund is available to those presenting at a conference and to those who are officers in an organization. The Office of Assessment and Effectiveness, the Diversity Committee, and Student Life also provide funding to faculty who utilize the resources of their professional organizations to improve teaching and student learning.

CONCLUSION – CORE COMPONENT 3B

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

CRITERION THREE: CORE COMPONENT 3C*Oakland Community College creates effective learning environments.***Committee regularly reviews program and discipline curricula.**

The **Curriculum Review Committee** (CRC) is a standing committee of the College Academic Senate. The CRC's primary purpose is to review program and discipline curricula on a five-year cycle. Over the past 10 years, the CRC has completed a number of reviews; one challenge identified for this group is to continue thorough reviews with follow-through processes that would be assisted by the CRC's being integrated into a feedback loop with the Curriculum/Instruction Committee and SOAC for enhanced coordination and communication, as well as for budgeting and planning purposes.

The CRC has a mandatory membership of three full-time faculty from each of Oakland Community College's five campuses. These faculty members, together with four administrators, review discipline courses, programs, and degrees for currency, transferability, and employability.

For the last three years, the CRC has been working on an over-arching process that defines the specific protocol for curriculum reviews in terms of:

- Timeline for the reviews
- Review process and procedures
- Recommendations and follow-up

In 2006-2007 the CRC successfully completed 13 reviews using this newly refined process. For 2007-2008, 17 reviews are currently scheduled.

Sunsetting procedures being revised

Although OCC reviews academic programs through the work of the Curriculum Review Committee using data from the Program Dashboard (e.g., occupational trends in the service region, needed occupational skills, degree/credit hour trends, and student outcomes assessment, etc.), the question of sunseting programs has been problematic. The data on which to base sunseting decisions is obviously available; however, the college has not clearly defined the criteria that would determine whether sunseting is appropriate. As a result, sunseting programs has been inconsistent and rare.

Data clearly demonstrates this fact. For example, OCC currently lists 175 programs in *Colleague* that grant some sort of degree or award. As of June 2007, 43 programs (25%) have had no graduates in the past 10 years; 81 programs (47%) have had four or fewer graduates in that same time period.

Based on the recommendations of one of the strategic task forces, work is in progress to address the sunseting issue. A committee of deans and the chairpersons of standing Academic Senate Committees is developing criteria and procedures for making these difficult decisions. Recommendations will be sent to the Chancellor's Cabinet and the College Planning Council for their review in Fall 2007.

The review of sunseting criteria and procedures has uncovered a number of other issues related to curriculum that are unclear. For example, the distinction among program "options" and "concentrations" is confusing and apparently inconsistent. There also appears to be a difference of opinion among parties at the college in terms of what constitutes "restricted" and "reciprocal" programs. Additionally, the procedures for deactivating courses that have not been taught over many years are not formalized and are therefore problematic. These and other concerns raised during the Self-Study have led to the suggestion of an audit of the Registrar's Office to determine whether such issues are valid concerns and, if so, how to best address them.

Survey helps define student needs and gauge academic effectiveness

With the support of the College Academic Senate, OCC implemented the comprehensive **Community College Survey of Student Engagement (CCSSE)** in the 2004-2005 academic year to research student needs and gauge the academic effectiveness of the college. The five benchmarks that constitute the CCSSE survey address some of the most crucial aspects of a student's academic experience. The information gained through analysis of these benchmarks allows the college to evaluate its effectiveness and compare it to that of comparable institutions. Benchmark scores are used by the college to prompt dialogue about effective teaching and learning and to focus attention on programs and policies that are in need of improvement or are worthy of celebration.

CCSSE's five benchmarks are:

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

FIGURE 11: CCSSE 2005 BENCHMARK SUMMARY

All Students				
Benchmark	OCC Score	Comparison Group Statistics		
			Extra Large Colleges	2005 Colleges
Active and Collaborative Learning	45.8	Benchmark Score	48.4	50.0
		Score Difference	-2.7	-4.2
Student Effort	45.8	Benchmark Score	49.1	50.0
		Score Difference	-3.2	-4.2
Academic Challenge	44.5	Benchmark Score	49.3	50.0
		Score Difference	-4.7	-5.5
Student-Faculty Interaction	43.4	Benchmark Score	48.4	50.0
		Score Difference	-5.1	-6.7
Support for Learners	45.0	Benchmark Score	48.6	50.0
		Score Difference	-3.6	-5.0
		Number of Colleges	18	257

As a result of the data gained from administering CCSSE in the 2004-2005 academic year, OCC has begun a series of initiatives that focus on faculty, staff, and students. These **include creating an action research project** sponsored by the Office of Assessment and Effectiveness and the Professional Development and Training Center titled “Becoming a Self-Reflective Teacher to Increase Student Engagement” and **developing programs to engage students** and increase their satisfaction and involvement with the college and the community through: a comprehensive new student orientation, the Service Learning initiative, a heightened emphasis on Student Life activities, the Student Ambassador program, and the Student Art Purchase program.

The “Self-Reflective Teacher” action research project was piloted and positively received in Fall 2006 and Winter 2007. OCC’s Galileo leaders spearheaded the project and invited other faculty members to join in researching two questions: would rates of student engagement rise if they and faculty participated in reflective thinking about the classroom experience and would faculty use the reflections to make instructional changes. Open-ended research questions showed positive change between fall and winter and, although the change was not statistically significant, faculty found the project “worthwhile and enlightening” and 50% of them said they would “continue to monitor the pulse of the class by using assessment tools,” demonstrating that this project is another way OCC is closing the loop in general education assessment (Resource Lists A & B).

The self-study process also indicated several additional ways the college might enhance student satisfaction and streamline its own internal processes by:

- Creating a **comprehensive online application** product featuring personalized web content and targeted e-mail for prospective students. Each semester, clerical staff persons manually enter over 10,000 applications into the system until the beginning of classes. They are also responsible for telephone inquiries and record-keeping duties. An effective, integrated online application would result in less staff frustration and more time to foster excellence in customer service, record keeping and a more timely response to staff challenges.
- Improving the **student address verification process**, as hundreds of pieces of mail return undelivered following a collegewide mailing
- Developing **document imaging services** necessary for archival record keeping and retention, thus reducing the dependence on paper files and providing more centralized operation in financial aid, records, and admissions
- Providing e-mail accounts for students to facilitate communication

OCC has implemented annual Student Assessment of General Education

In 2004, Oakland Community College held its first Assessment Week, which in 2005 became known as the annual **Student Assessment of General Education (SAGE)**. Each year, students are asked to voluntarily demonstrate competencies acquired under the 10 General Education attributes/outcomes. With logistical support from the Office of Assessment and Effectiveness, random samplings of students are solicited to participate in the assessment, which takes place on all five campuses throughout SAGE week each November. Past assessments have focused on the attributes/outcomes of:

- Critical thinking
- Scientific literacy
- Writing
- Information and communication technology literacy

The college's goal is to assess approximately 500 students annually; following 2006 SAGE week, about 2% of OCC's students have been assessed in one or two attributes/outcomes since SAGE began. Please refer to Resource Lists A & B for Gantt charts detailing General Education assessment from 2003 to 2007.

In November 2006, OCC was one of the first 10 higher education institutions in the nation to participate in a 75-minute, web-based, interactive Information and Communication Technology Literacy Assessment developed by Educational Testing Services. The test provided students with 15 scenarios designed to assess their proficiency in managing, evaluating, creating and communicating information.

The data from SAGE and CCSSE is available to faculty, who can use this information to form new hypotheses and research questions for improving and enhancing student learning.

College measures satisfaction with Student Services

Oakland Community College's annual **Student Services Opinion Survey**, coordinated by the Office of Institutional Research, is designed to gather insight regarding students' satisfaction with selected Student Services.

The dean of Enrollment Services and the Office of Institutional Research implement this yearly survey, comprised of multiple choice and open-ended questions which measure the extent to which students are satisfied with selected Student Services, including Registration, Financial Aid, Placement Services, and Cooperative Education.

In Winter 2004, Enrollment Services partnered with the Professional Development and Training Center (PDTC) to retrain staff in customer service and attitude and placed laptop computers at each campus registration area to provide access to assistance during registration. The PDTC training, along with enhanced computer access, proved effective: survey responses in Winter 2006 showed marked increases in student satisfaction.

Student satisfaction has also increased following the implementation of Datatel and *Colleague*, OCC's collegewide information technology support system. One of the support system's online features is **Web Advisor**, a program that has empowered students to access previously unattainable database information and take action from the convenience of home or any other internet-accessible location. Web Advisor provides results with real-time information regarding the schedule of classes, seat availability, online payments, student registrations, and account information, resulting in greater flexibility and extended service hours when accessing online services. According to Winter 2006 Student Services Opinion Survey results, students find that OCC services are easier, quicker, more accurate, and available with more complete information.

In Winter 2004, Web Advisor usage following implementation of the collegewide system was 18.8%. By Winter 2006, it had increased to 65% and by Fall 2007, it was at 75%, resulting in the elimination of long registration lines on campus. According to survey results, students are more satisfied with staff services, staff knowledge, hours of operation, and technological advancements regarding improved services overall.

Oakland Community College recognizes that ongoing assessment is integral to maintaining a college that meets the needs of an ever-changing community. Through the implementation of the above mentioned modes of assessment, OCC continually seeks to improve its effectiveness.

OCC demonstrates commitment to promoting diversity and supporting all learners

Oakland Community College serves Oakland County, a 900-square-mile area that has become increasingly diverse over the past several decades. *Census 2000* data reveals that the county's population includes 10.1% African-Americans, 4.1% Asians, 2.4% Hispanics, and 10% immigrants from the Soviet Union, Iraq, Albania, Bosnia, Laos and Viet Nam. Southeast Michigan is also home to the nation's largest Arab and Chaldean communities which make up 2% of the region's total population.

In 1965, when OCC opened, its student body was mainly recent high school graduates. Today's student population is vastly different in age and attendance patterns and reflects the county's rich diversity. And while 85% of OCC's attendees live in Oakland County, the college has attracted students from 80 countries around the world. According to *Community College Week* (3/29/04), OCC ranks 17th in the nation for foreign student enrollment; college records for 2006 show that of OCC's 24,123 credit students, 9% are foreign students. OCC was the only Michigan community college listed in the top 40 schools.

OCC Student Demographics

For OCC's 24, 532 credit students in Fall 2007:

Average age:	27
Gender:	58% women, 39% men, 3% unreported
Ethnicity:	64 % White, Non-Hispanic 14% African American, Non-Hispanic 3% Asian/Pacific Islander 2% Hispanic 1% American Indian/Alaskan Native 9% Foreign Students (Non-resident Aliens) 8% Unknown/Unreported
Attendance:	67% part-time, 33% full-time Average number of credit hours taken was 8.37

Sources: *Oakland Community College At A Glance 2006-2007*; *Office of Institutional Research Reports, March 2007 and September 2007*

Goal 4 of the 2002-2007 Strategic Plan for Oakland Community College is *Appreciating and Understanding Diversity*. The college values and fosters diversity among its faculty and staff, as well as in its student body.

Examples of this commitment include:

- The College Diversity Committee and Campus Diversity Committees, which hold regular meetings and maintain a college-supported budget
- The Developmental Education Committee, which also holds regular meetings and maintains a college-supported budget
- Programs for Academic Support Services (PASS)
- The Academic Support Center
- The International Student Advisor program on each campus that plays an active role in student inclusiveness
- The English as a Second Language program
- The Sign Language Interpreter program
- The Womencenter

College and Campus Diversity Committees

The **College Diversity Committee** strives to enrich Oakland Community College by providing an environment for valuing and respecting all differences among individuals. An appointed membership assures balance of skill sets and employee groups, although opportunities for more local participation from all OCC sites would enhance this collegewide committee's efforts. Budget allocations sustain programs, facilitate planning and renew members' skill bases through travel to national events. This committee maintains visibility, resources and priority in overall college business and it traditionally undertakes planning activities to develop annual goals and a work plan.

Each Oakland Community College campus also has an active **Campus Diversity Committee**.

These committees – often working in collaboration with other units of the college such as the Professional Development and Training Center and the Global Education Committee – sponsor a variety of events and activities that focus on diversity and multi-cultural experiences. Among these activities are:

- The **Diversity Speakers Series** which, in October 2006, brought noted author Dr. Joe Feagin to the Orchard Ridge Campus to speak about “Backstage Racism” and discrimination at historically white institutions
- The **Martin Luther King Convocation**, held each January since 2005 at the Orchard Ridge Campus and attended by more than 300 faculty, staff, students, and community members. Keynote speakers have included *Detroit Free Press* columnist Rochelle Riley (2005); Dr. Joseph Lowery (2006), who co-founded the Southern Christian Leadership Conference with Dr. King in 1957; and Dr. Manning Marable (2007), one of America's most influential and widely read writers and scholars who directed Columbia University's Institute for Research in African-American Studies.
- **Diversity Month** activities held each April on all campuses
- **Cultural events** including performances of Hispanic and Indian dance and music

Developmental Education Committee

The **Developmental Education Committee** is a gathering of diverse and committed individuals who focus on the needs and issues of students whose skills currently fall below traditional college level. The Developmental Education Committee has helped maintain a strong literacy program at OCC including ESL, developmental English, and developmental mathematics classes.

This group assesses current college issues and processes that impact these students and discusses how OCC can better serve these students. At OCC, developmental education students are those whose skills currently fall below traditional college level as determined by their scores on the placement tests (COMPASS English and Math, and MTELP – the Michigan Test of English Language Proficiency). OCC offers a variety of developmental education courses in literacy, math, and English as a Second Language.

The Developmental Education Committee is a group whose purpose is to assess current college practices, policies, procedures, and issues concerning developmental education.

The membership of the committee is diverse and varied with representatives from the faculty, staff, and administration. The goals of the committee are to create a revised plan for an integrated developmental education program incorporating the current best practices of our faculty and staff and to enhance the program through training, policy revisions, coordination committees, and curriculum development. A plan which enhances and integrates current developmental education initiatives was presented to the College Planning Committee at its request in September 2007.

In addition, a variety of related initiatives have been adopted through the recommendations of the Developmental Education Committee. One example is OCC's **TEAM program (Teach English and Math)**, which supports students whose skills fall below the developmental level in English. TEAM's goal is to assist students in improving reading and writing skills so that they can achieve scores of 38 or above when they retake the COMPASS English test. Eligible students are those who score 37 or below on COMPASS. To enhance their skills, students use a computer program called PLATO, housed in the Academic Support Center. They work through a series of modules at their own speed for a minimum of four hours a week. A faculty instructor works exclusively with the TEAM students a minimum of two hours a week. TEAM is a 12-week, noncredit program; however, if needed, a student may continue in the program for up to three semesters. Once students score into ENG 1055 (Academic Literacy I), they are able to take other courses as recommended by an academic counselor.

The committee continually reviews the policies and processes dealing with developmental education. Some of the issues being addressed are:

- Mandating registration in developmental education courses for students who place into those courses
- Making math a separate category on the General Education Distribution List
- Requiring that all degree-seeking students complete at least MAT 1100 Elementary Algebra
- Enhancing the Academic Support Centers (ASC) and removing the testing activities from those areas, allowing the ASC to focus more on assisting students
- Creating common templates in developmental math courses for exams, syllabi, assignments
- Enhancing the reading component of the English literacy courses

Programs for Academic Support Services

The mission of Programs for Academic Support Services (PASS), which has an office on each OCC campus, is to empower students by providing resources that equalize opportunities for success while promoting self-advocacy, individual learning and academic achievement. The three primary programs of PASS are:

- Disability Services
- PASS Tutoring
- Attendance Cost Assistance

Through the **Disability Services** program, Oakland Community College offers reasonable academic accommodations to any enrolled OCC student who chooses to submit qualified documentation of a disability. In Fall 2006, according to OCC's *At A Glance 2006-2007* publication, the college served 808 students with disabilities.

It is the student's responsibility to contact the PASS office and meet with the PASS coordinator each semester he or she wishes to be reviewed for official classroom accommodation recommendations. The PASS office handles disability and personal student information with discretion and confidentiality. Students are NOT punished, labeled or marked for seeking services.

PASS Tutoring is a program offering class-specific, individual, one-hour-per-week tutoring. Students are not charged for this service. Students must be punctual as well as prepared for each session to stay in the program through the end of that semester. Eligibility requires a student to either submit official documentation of a disability or be earning below a 2.0 (C) in a class. Eligibility for PASS tutoring does not guarantee service; neither is there an "entitlement" to this service.

Attendance Cost Assistance is a program offering additional financial assistance for school to students who fall into a state-approved "Special Populations" category (including single parents and displaced homemakers), and who are enrolled in a state-approved occupational curriculum with the goal of completing the program to obtain steady employment. Eligible students must also demonstrate both excessive financial need and an ability to succeed academically. The Attendance Cost Assistance program is not Financial Aid; in fact, students must first apply for traditional financial aid through the Financial Aid department.

Academic Support Centers

The **Academic Support Centers** on each of the OCC campuses provide assistance to students who seek academic support. Students who are experiencing difficulty in their course work and students who wish to expand the opportunity offered in regular classes may receive assistance in the Academic Support Center.

The services now offered at each Academic Support Center include instructional support for a diversity of learners including reading, writing, study skills, and critical thinking. To accomplish this the Academic Support Center utilizes accredited Supplemental Instruction and tutors – more than 100 of whom are participating in the international College Reading and Learning Association (CRLA) tutor training and certification program. Further student services include ESL tutors/seminars, skill-building seminars, and software including PLATO, reading, grammar, MLA and ELLIS. Academic Support Center services to faculty include development of in-class workshops to support instruction (such as textbook reading strategies, test-taking skills and MLA usage), weekly study-skill seminars to promote student success, supplemental technology resources, and extra credit opportunities.

Additionally, the Academic Support Center administers placement tests to all new students (with certain exceptions including students with disabilities who work with PASS to schedule

and take these tests). Placement tests include COMPASS (Computer-Adaptive Placement Assessment and Support System) math and English placement tests for native English speakers; proficiency assessment tests for non-native speakers – MTLEP (Michigan Test of English Language Proficiency) and ESL PhonePass, a fully automated, computer-scored, telephone-administered test begun in 2006.

During 2005-2006, as part of OCC's Strategic Plan, the Academic Support Centers were assessed, their mission and services streamlined and their name changed from Individualized Instruction Centers to better reflect their mission and services.

Womencenter

The **Womencenter**, located on the Orchard Ridge Campus but also offering hours of service on the Highland Lakes and Southfield campuses, serves women from all OCC campuses as well as from the community. Its purpose is to help empower women with educational and supportive programs. Conferences, workshops, seminars, supportive groups, peer counseling, and scholarship funds, as well as resource and referral services, assist women in developing the necessary skills to meet their needs and provide the opportunity to achieve personal, educational, and career goals. To achieve its best success, the Womencenter would benefit from increased visibility on the campuses as well as from enhanced attention in college publications and communications. The 2006 Student Services Survey Report showed that only 33% of the students surveyed were aware of the services offered by the Womencenter.

International Student Advisor

According to OCC records for Fall 2006 (OCC *At A Glance 2006-2007*), 9% of the college's 24,123 credit students were foreign students. OCC's **International Student Advisor** (ISA) program provides assistance on every OCC campus by:

- Helping foreign students to enter the U.S. in F-1 status
- Providing information on how to change status within the U.S., maintain F-1 status and apply for work authorization when allowed
- Facilitating the process for students transferring to other schools
- Assisting students with cultural issues

The college's international student advisors monitor F-1 students' immigration status and academic records throughout their stays. They link various departments and community agencies for academic, social, family, and immigration support for the students and promote awareness of challenges faced when studying in a foreign country.

Additionally, OCC offers courses and programs to help non-native speakers of English establish English proficiency. Each campus has ESL courses; for many years, OCC's ESL program has been the largest in Michigan.

Comprehensive counseling services assist students.

Oakland Community College offers **comprehensive counseling services at each campus** as part of its effort to help students achieve their highest potential. The Counseling department provides a number of avenues for student advising including:

- Counseling departments on each campus staffed with a collegewide total of 28 full-time counselors and a flexible number of part-time counselors. All OCC counselors have graduate degrees in counseling, psychology or related fields and most are licensed professional counselors through the State of Michigan. Counselors are available to provide educational counseling, career counseling, and personal counseling.
- Career Counseling Centers with printed and digital resources for occupational research
- Courses and workshops offered by counselors on topics such as “Career Portfolio Development,” “Human Potential,” “Enhancing Self-Esteem,” and “Orientation to College”

As students’ needs and patterns of behavior have evolved, the college’s strategies and systems for meeting their needs and responding to their changing expectations have also grown in new directions. Some of OCC’s recent accomplishments include:

- **Improved web services and “Ask a Counselor” e-mail access**

OCC began providing web registration services to students in the fall of 2004. Since that time, the number of students using the web to register for classes has climbed steadily to 75% in Fall 2007, while the number of students using telephone registration or on-campus, walk-in services has declined to less than 25%. At the same time, the number of online and augmented sections offered at the college climbed from 138 sections in Winter 2001, to 399 in Winter 2007. Clearly, OCC students interact with the college through electronic means more than ever, increasing the need to provide more counseling and advising services.

In response, Oakland Community College counselors have been moving more and more resources to the web. In addition to basic information such as campus department and counselor contact information, hours of operation and basic services, the **college Counseling Web Site** now:

- Serves as a portal to college transfer information
- Offers software applications like *Career Cruiser* that help students seek satisfying fields of study and employment
- Makes personality and behavioral styles inventories available online
- Provides information and local referral sources for mental health issues such as grief, depression, stress, and domestic abuse

These resources can be accessed and used by students in conjunction with counselor appointments, providing a personal “guide on the side” during conversations about academic, career or personal counseling needs; or students can pursue questions and use the tools individually, fostering greater independence and responsibility for lifelong learning.

Students are also able to use “Contact Enrollment Services” as a communication portal to converse with the office of the Registrar and/or the directors of Student Services.

In addition to the web portal access for online resources, the “**Ask a Counselor**” function on the OCC Counseling Services web page provides the opportunity for students to e-mail questions seeking basic information to either the Auburn Hills or Orchard Ridge Counseling department. Questions are reviewed by support staff each morning. Staff members either 1) answer the question directly, if possible; 2) refer the question to the appropriate person or department at the college; or 3) refer the question to an adjunct or full-time counselor. The link is also available statewide to online students via the Michigan Community College Virtual Learning Collaborative web page.

Students use “Ask a Counselor” for a range of questions, from information about transfer requirements (to OCC or to other colleges), to program requirements, registration questions, and course availability. Additionally, international students are able to send in questions from remote locations. To assist with assessment of the service and planning for future needs, the Counseling department maintains an electronic file of questions asked and answered.

In the future, the counselors plan to expand the “Ask a Counselor” function to the Highland Lakes and Royal Oak/Southfield campuses and hope to engage Enrollment Services staff in the project, since many questions students ask relate to registration and records information.

- **Skillshops on the Auburn Hills Campus**

To provide more opportunities for students to gain skills required for both academic and eventual career success, counselors on the Auburn Hills campus have joined with faculty and staff in the Academic Support Center to offer a series of short **Skillshops**. These one- to two-hour workshops are free and open to all OCC students. They cover a variety of topics useful for students at different stages of life, such as “Self-Assessment and Learning Styles,” “Breaking the Career Plateau,” “What Do I Want to be in 10 Years?,” and “Professional and Classroom Etiquette.”

In addition to offering a handful of skills students can begin using immediately, the Skillshops also serve as introductions to other full-length courses or student services the college offers. Workshop facilitators also seek recommendations from students for future Skillshops to ensure offerings are aligned with student needs.

The self-study process has also pointed out another way Counseling Services could enhance student success: developing a common academic advising model/template that all counselors could use; such a template could be maintained by students during and in between counseling visits and be shared as needed with other college faculty and staff.

OCC supports Student Life initiatives.

Student life is all about engagement. OCC has a **vigorous Student Life initiative** with strong support from all levels of the organization, from facilities maintenance and management to all levels of administration and faculty. Student Life reports and development proposals are frequent agenda items at administrative meetings as well as collegewide and campus Academic Senate meetings.

In July 2006, the college made an administrative appointment of an interim executive director of Student Services through December 2007 to facilitate its continuing commitment to putting students first. This position helped streamline the path to student success by coordinating a multitude of vital student support services. Because this interim appointment had the positive effect of highlighting and emphasizing the importance of the student life initiative at OCC, it will be continued. However, rather than being a Chancellor's Cabinet-level appointment, it will report to the Vice Chancellor of Academic and Student Services.

The OCC **Student Life Committee** has focused on physical environments by making available more accessible space for student meeting and study areas, improving the quality of food services offered to students, and providing cafés with wireless connectivity and game/activity rooms. A Student Center building nearing completion at the Auburn Hills Campus and enhanced student areas at other campuses have benefited from this focus.

Student Life has also published **three handbooks** (2005, 2006, and 2007, also available online). Each contained comprehensive schedules of events and activities at each OCC campus; opportunities for community service; and explanations of various enrichment opportunities including an annual Student Art Award Purchase (18 purchases were made in 2006), the Student Ambassador program, and international study opportunities such as the annual Salzburg Seminar, exchange programs with Oaxaca, Mexico, and a "Biodiversity in the Tropics" course that included a field trip to Costa Rica.

New Service Learning initiative engages students.

The **Service Learning initiative** is a process of granting college credit for specific goal-directed community service. OCC recognizes that students are more successful when they are engaged in activities outside the classroom that support what they are learning inside the classroom.

The Service Learning initiative at OCC began as a project of the Student Life Committee in 2004 in response to results from the college's first General Education Assessment survey, and as a means of encouraging more student involvement in out-of-the-classroom development activities.

OCC's 2003-2004 General Education Assessment Survey was designed to measure students' progress toward the college's 10 General Education attributes/outcomes.

Significantly, the results indicated that students felt “no perceived progress” toward their development in the area of “social responsibility.” Questions related to this category included items such as “actively participating in volunteer work to support worthwhile causes,” “becoming more aware of local and national political and social issues,” and “being sensitive to moral injustices and ways of avoiding or correcting them.”

In October 2006, OCC enhanced its commitment to Service Learning by signing an agreement with Michigan Campus Compact (MCC), the national coalition of nearly 1,000 public and private colleges and universities. The Compact’s goal is to promote civic engagement that fosters students’ citizenship skills, forges community partnerships and integrates civic and community-based learning into the curricula.

To date, a sampling of the accomplishments of the Service Learning initiatives includes:

- Hiring a **Manager of Student Success**, whose responsibilities include helping to institutionalize Service Learning in our curriculum, processes and procedures
- Obtaining a grant through Michigan Campus Compact to fund an **AmeriCorps VISTA volunteer position** at the college for the 2006-2008 academic years to help further implement Service Learning through building community partnerships and connecting students to service opportunities in the community in a variety of ways, including sponsoring Community Service Volunteer Fairs beginning in Fall 2006
- Offering four half-day **workshops on service learning** for faculty and staff in the last two years. More than 40 OCC faculty and staff have attended.

Since joining MCC, OCC is able to access many services and grant opportunities. The college has also developed a database of more than 50 area schools, government agencies, non-profits and social service organizations prepared to place OCC students in volunteer positions. Marketing efforts are producing high-quality, informative materials. Administrative support functions are being developed and faculty involvement is beginning.

Next steps for the Service Learning program will need to include continuing to increase the number of faculty incorporating Service Learning into their courses; evaluating, measuring and documenting if and how Service Learning enhances student learning; and improving Service Learning’s “toolbox,” including its website.

New student orientation programs garner positive responses.

A collegewide New Student Orientation Task Force was formed to take responsibility for developing **new student orientation programs** that include:

- An online orientation
- A half-day on-campus orientation with a parent orientation component

OCC’s Marketing Task Force has recognized orientation programs as opportunities not only to educate new students and their parents, but also to reinforce their decision to

attend the college. Research indicates that strong orientation programs positively impact retention and graduation rates. In the end it is one more opportunity to engage students and the community at large.

The **online orientation** consists of a virtual guided tour of college services and opportunities. The tour begins with an introduction about navigation called “About our Web” and the following list of questions: *Which campus do I attend? What are classes like? How do I pick a program? Need academic help? Money concerns? Will the credits transfer? Who do I call or where do I go for information? What’s there to do on campus? How do you get into classes?* Components of the online orientation are linked to appropriate services such as Counseling or Student Life.

Half-day on-campus orientations for students and parents have been implemented on each campus with varying attendance, but positive feedback from attendees. The initial program was piloted with 50 students in 2005. In Summer and Fall 2006, more than 530 students participated in four orientations. The first orientation session is titled: “How To Be A Successful Student In The Classroom,” and the goal is for students to identify learning and thinking skills that are necessary for successful college classroom performance. The second session is titled “Student Services That Enhance Your College Success,” and the goal is for students to learn how specific support services can enhance their success at Oakland Community College. The third session is titled “Ensuring Students Success in English and Math.” Faculty provide students with learning tips for success in English and math classes. The final session is titled: “Student Success at Oakland Community College: A Counselor & Student Life Perspective.” Students develop a perspective of student life and counseling services. Parents who attend are invited to meet with OCC faculty and staff to discuss OCC’s services and offerings.

CONCLUSION – CORE COMPONENT 3C

Oakland Community College constantly seeks to create and enhance its learning environments to help support all of the students in its diverse learner population. The college addresses this commitment at many levels, from reviewing programs and curricula on a five-year cycle and assessing its effectiveness in meeting student needs through research and testing activities such as the Community College Survey of Student Engagement, the Student Services Opinion Survey and the Student Assessment of General Education, to providing student services and learning enrichment activities such as comprehensive counseling services and international student advisors, Programs for Academic Support Services (PASS), Academic Support Centers, the Womencenter, student orientations, service learning opportunities, and a vibrant student life initiative.

CRITERION THREE: CORE COMPONENT 3D

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

A variety of resources support learning and effective teaching.

Oakland Community College supports learning and effective teaching with a variety of resources accessible to learners and faculty. Among them are:

Combined Regional Emergency Service Training (CREST)

Oakland Community College is fortunate to have the financial resources and community support necessary to have excellent facilities dedicated to the education and training of its students. A good example is the Combined Regional Emergency Services Training (CREST) center. In order to provide real-life, scenario-based training for fire, police, and emergency medical personnel, OCC constructed a 22-acre simulated city where emergency services personnel can train in real-life scenarios such as HAZMAT spills, building and vehicle fires, K-9 obstacle course, structural collapse and confined space rescues, law enforcement events, and EMS triage and transport care. An education center on the CREST site contains classrooms enhanced by full instructional technology.

Thousands of in-service first responders use the CREST site annually, as do students in OCC's Fire, Police, and EMT academies. CREST has also drawn visitors and participants from around the state, nation, and world. The FBI, FBI Citizens Academy and police from the British Commonwealth schedule regular trainings at CREST. Midwest postal inspectors have trained at the facility, as have members of the Bureau of Alcohol, Tobacco, and Firearms.

As part of OCC's strategic planning process, a CREST task force has been developing a five-year master plan for the facility that addresses current needs, enhances existing programs and explores future expansion of programs and facilities. A marketing study was completed as a preliminary to developing a business plan that will move CREST toward greater self-sufficiency.

Libraries

OCC operates five campus libraries; each is open an average of 70 hours a week while classes are in session. The libraries are staffed with professional librarians and library technicians. The onsite collections include books, periodicals, microforms, videos, audio CDs, and maps. The Library Web Site acts as a conduit for research information and as a teaching tool for OCC students, faculty, and staff. It is heavily used both on and off-campus with accessibility virtually 24/7. The web site includes:

- The **Library Catalog** lists resources in all formats existing physically in the OCC libraries along with records for full-text electronic books, and government documents acquired through the Federal Depository Library System in print and on the internet.

OCC's library catalog is part of the **Detroit Area Library Network** (DALNET) with links to other local DALNET library holdings.

- The OCC libraries subscribe to a wide variety of **subscription databases and full-text electronic journals** which may be accessed from both on and off-campus. Access is expedited using a link-resolver program, **Linksource**, which creates seamless connections between citations in databases and full-text articles. The libraries worked through the IT department to implement an improved authentication system, **EZProxy**, enabling students to use their Web Advisor IDs to connect to library resources from off-campus.
- The libraries have expanded avenues for locating materials not owned by the college. Currently, using **Interlibrary Loan**, OCC retrieves books from across the globe at no cost to the OCC user. **CISTI**, a document delivery service, enables students and faculty/staff to place orders for documents directly rather than through library staff.
- During 2006, the libraries also added new research tools including **Google Scholar**, a scholarly internet search engine connecting to materials at OCC and **Research Help Now**, co-founded by an OCC librarian as a cooperative project for Michigan community college libraries to provide "chat with a librarian" services.
- The **Library Web Page** incorporates teaching tools such as online tutorials and subject guides to research that highlight quality online and traditional sources for subjects offered in OCC's curriculum. From home or office, students and faculty/staff may communicate directly with a librarian any of three ways: by phone, live chat, or e-mail.

Oakland Community College provides **online courses and enhanced courses**. OCC supports two Course Management Systems (CMS): Blackboard and Educator. Faculty can choose either CMS. Courses can be 100% online or a hybrid of online and traditional, called "augmented." The number of online and augmented classes continued to grow. In Winter 2001 there were 14 fully online sections and 124 augmented sections. During the Winter 2007 term, the number of fully online sections had grown to 71 (2.6% of total sections) and the number of augmented sections to 328 (12% of total sections).

The Technology Management Committee (TMC) conducts a semi-annual course management system evaluation process involving faculty and students.

Plans are underway to integrate access between Educator and Datatel *Colleague* so that students will be able to use the same "Online Services ID/PW" to access both Datatel Web Advisor and Educator. OCC has recognized and is addressing several additional challenges as a result of offering online and augmented courses:

- Convening an ad-hoc Academic Senate Committee to create a **distance learning plan** for the college over the next five years
- Developing a **Student Help Desk** to address questions from students utilizing the technologies offered by the college
- Increasing student attendance in **onsite orientations for understanding Blackboard or Educator**. Students have not been required by the college or, in most cases, by their faculty member to attend this orientation session. In fall 2005, the Office of Academic Technology piloted an online course packet for students taking online

classes, including instructions and a schedule of onsite orientations. In Winter 2007, CMS orientations were adjusted from scheduled orientations to drop-in orientation.

- **Broadening the base of instructors** providing online educational options for students and bringing full programs online. This may be partially corrected by changes in the faculty master agreement allowing adjunct (part-time) instructors to teach fully online sections. Also, full-time faculty can get release time to develop an online class.

Michigan Community College Virtual Learning Collaborative

OCC is a member of the Michigan Community College Virtual Learning Collaborative (MCCVLC), created by the community colleges of Michigan to provide students with expanded opportunities to access online courses and programs of study while still receiving support services at their designated “home” college and maintaining their record at the college from which they are seeking a degree or certificate. MCCVLC provides courses in flexible, student-centered, convenient formats that include internet web-based courses or online telecourses that include viewing videotape presentations, text readings, and learning activities conducted electronically via the web or online. Additional information about MCCVLC is available on its website: vcampus.mccvlc.org.

New nursing and allied health facilities at Highland Lakes

In Fall 2006, the dental hygiene, nursing, and medical assisting programs moved into a **new state-of-the-art facility** on the Highland Lakes Campus. The \$8.6-million, 38,000-square-foot addition to Levinson Hall provides students with new classrooms, laboratory space and a dental clinic. The dental clinic allows students to receive training using the latest high-tech equipment. This well equipped clinic is essential for students because OCC’s entire dental hygiene program is housed on-site with no externship.

New life science labs at Orchard Ridge

Extensive renovations to OCC’s life science labs on the Orchard Ridge Campus have provided students with up-to-date space and equipment. In addition, a new biotech program is currently under development.

Oakland Community College has a number of science laboratories at each campus. While the labs have been meeting the needs of our faculty and students, it is recognized that updating is necessary to keep pace with advancing technology and the reality of deteriorating and increasingly outdated equipment. Information has been collected from the faculty concerning their evaluation of the labs and what is needed to get them in good order and adaptable to new technologies as well. On the basis of this information, the deans will be working together with the faculty to identify priorities and submit a budget request to the vice chancellor of Academic and Student Services.

Until that is accomplished, the faculty at each campus, in collaboration with their deans, continue to make improvements to the labs by requesting equipment and physical renovations in their yearly budget requests. Also, Perkins funds have been distributed to campuses for equipment purchases in science courses that support vocational programs.

In 1995, Oakland County voters approved a .8 mill increase in property taxes for seven years to benefit OCC, then re-approved that increase for 10 years, beginning in 2002. Using the millage funds entrusted to it, Oakland Community College has engaged in a careful and systematic process – guided by carefully defined master facilities plans and planning processes – to make inroads on much-needed facility repairs and renovations, technology upgrades and new construction. OCC is committed to providing students with the learning environments and skills they need to excel in the 21st century workforce and in a global economy.

OCC regularly assesses and evaluates its learning resources to support learning and effective teaching.

Two departments assess, evaluate and support learning resources

The effectiveness of OCC's learning resources to support learning and teaching are regularly assessed and evaluated. Two departments provide extensive support in this assessment and evaluation process:

- The **Office of Institutional Research**
- The **Office of Assessment and Effectiveness**

These two departments gather quantities of data and information to assist the OCC community in learning more about itself with surveys and resources including:

- The Institutional Dashboard
- Enrollment analyses
- Program evaluations
- Labor market analyses
- Occupational analyses
- Analyses of job skill requirements
- Program outcomes assessment
- Analyses of program effectiveness
- Business plan/marketing plan development
- Demographic and geographic analyses
- Needs assessments
- Competitor analyses
- The ACT College Outcomes Survey
- Graduate Satisfaction Surveys
- Student Services Opinion Survey
- Reactions of non-returning students
- The Community College Survey of Student Engagement
- Emerging Sectors™ Educational Consortium
- Public Opinion Poll
- Economic impact studies

In addition, the OAE conducts necessary administrative functions associated with an expansive assessment program and provides a centralized location from which to manage allocated budgetary resources dedicated to support assessment with activities such as:

- Supporting Student Assessment of General Education (SAGE), which includes testing, promotion, incentives, and analysis
- Funding specific assessment activities for programs and out-of-classroom areas
- Funding improvement efforts, which are directly based on assessment findings
- Producing faculty publications geared towards assessment including design and maintenance of the assessment website
- Hosting assessment workshops for the faculty and academic administration

CREST conducted self-assessment

As part of OCC's strategic planning process (Goal One, Objective 6), the Combined Regional Emergency Services Training (CREST) program has conducted a **self-assessment** and began developing a **long-term master plan** that includes three phases: addressing current needs, enhancing current programs and exploring future expansion of programs and facilities.

Among the things ascertained through this study process were:

- Public awareness of CREST and its programs needs to be increased through coordinated marketing and advertising efforts that include revising and enhancing the CREST website.
- Creative scheduling is needed to make the best use of current classroom space; offsite classes at host agencies and modular classrooms are possibilities.
- New programs, training facilities and equipment should be investigated, for example the creation of an emergency vehicle operations driving range.

Student Services Opinion Survey assesses how OCC meets student needs

OCC's Office of Institutional Research administered **Student Services Opinion Surveys** (SSOS) in Winter 2002, Fall 2004, Fall 2005, and Fall 2006. The dean of Enrollment Services has requested that this survey be performed annually in the future, as it provides information that assists the college in improving its services to students.

In general, the SSOS was administered by telephone to randomly selected samples of students. Students were asked to rate their level of agreement with each item on a five-point Likert Scale. In addition, survey participants were given the opportunity to share comments and suggestions in an open-ended format. A total of 882 students participated in the 2002 survey, while 1,533 participated in the 2004 study, 1,294 in the 2005 study, and 926 in the 2006 survey. The 2002 survey consisted of six sections: the Individualized Instruction Centers (since renamed Academic Support Centers), Counseling Services, Library Services, Programs for Academic Support Services (PASS), Financial Assistance Service and Traditional Student Services (including Admissions, Records, and Registration). In the Fall 2004, Fall 2005, and Fall 2006 studies, areas probed focused on registration methods, student services, placement and co-op, financial aid and additional student services/activities.

Results for individual sections of the SSOS are included in the following text on how the college evaluates student services:

Academic Support Centers

The State of Michigan has recently started requiring that all high school students take the ACT prior to graduating as part of their assessment program. This may impact the need for placement testing at the college in the future and consequently relieve the strain on the Academic Support Centers and negate the need for additional testing centers.

The 2002 SSOS revealed that Royal Oak, Orchard Ridge, and Auburn Hills were the most frequently utilized campus IICs (now known as ASCs). IIC usage on the Southfield campus was markedly lower. In general, students were satisfied with the IIC services. At least 70% strongly agreed with positive statements made about the IIC's features. In addition, most students (87%) strongly agreed that they would recommend the services to others.

Counseling

OCC Counseling Services are assessed through a number of instruments including the SSOS, the Graduate Follow-up Survey (GFS) study and the Community College Survey of Student Engagement (CCSSE).

The 2002 SSOS revealed that students were satisfied with Counseling Services (69% strongly agreed with positive statements made about Counseling Services) and 82% would recommend them to others. Counseling Services were most utilized at the Auburn Hills and Royal Oak campuses, while the Southfield Campus showed markedly lower utilization. Important themes that emerged for Counseling Services from the 2002 survey included the desire for longer hours or less waiting time; more accurate academic, career, registration and transfer information; and more knowledge about the needs of foreign-born/international students.

Questions on Counseling Services were also included in the comprehensive CCSSE, administered to students in the 2004-2005 academic year as part of OCC's research to assess student needs and gauge its academic effectiveness. Counseling received high marks from students participating in this survey.

Library

Evaluation of library operations and services occurred by studying results of assessment tools. The Winter 2002 SSOS found that the Auburn Hills Campus was the most frequently used campus for Library Services. In general, 80% of OCC students strongly agreed with positive statements about OCC Library Services and 86% would recommend the services to others.

Some important themes emerged from the study indicating areas that needed improvement: 30% of students perceived library resources as outdated and/or the selection as limited; 17% wanted extended hours and 14% wanted more computers in the library.

A **Library Strategic Plan**, currently in progress, addresses areas of weakness identified through assessment. Among these areas are:

- The need for a more streamlined user-friendly web site
- Inclusion of the library in new student orientations
- Implementing strategies to overcome identified shortcomings including lack of awareness of services, inadequate service hours mentioned in a recent focus group and phone survey, as well as low circulation statistics noted in comparisons with other similar institutions

Currently, OCC lacks a systematic method for integrating Information Literacy instruction into the curriculum. OCC libraries conduct this instruction at the request of a faculty member, but student learning would be greatly enhanced by designing an institution-wide comprehensive library instruction program. The program could incorporate lessons from the libraries' recently developed Information Literacy Rubric that uses actual student work to assess the level of student competencies.

Programs for Academic Support Services

OCC created Programs for Academic Support Services (PASS) to provide a network of support services for students:

- Who have disabilities
- Whose first language is not English
- Who are academically disadvantaged (below a 2.0 GPA)
- Who are single parents, teen parents, displaced homemakers, or other nontraditional students

PASS provides to students accommodations including, but not limited to, sign language interpreters, note takers, alternative testing arrangements, and specialized equipment and tutoring.

The Winter 2002 SSOS found that students at the Orchard Ridge and Auburn Hills campuses most frequently utilized PASS services, although a high proportion of students on the Southfield Campus also availed themselves of PASS. Satisfaction ratings of PASS were high, with students responding positively to the statement that PASS helped them improve their academic performance. The most common concerns about PASS related to tutoring: tutors needed to be more in number, more dependable and tutoring sessions needed fewer interruptions.

Questions about Academic Support Services were included in the 2004-2006 studies; a majority of respondents were satisfied with the information OCC provided about such services (78% in 2004, 94% in 2005, and 96% in 2006). Additional questions were asked to those in the 2006 study who actually used PASS services. Fifty-three percent of the 2006 respondents rated PASS services as "far above average," while 37% of those who used the services in 2006 felt that the PASS services were "average."

Financial Assistance Services

Oakland Community College offers a wide range of financial assistance programs including grants, loans, part-time employment, and scholarships. These programs are designed to provide qualified students with funds to assist them in the pursuit of their educational goals. Funds are provided by the federal government, the State of Michigan, OCC, and private donors.

The SSOS conducted in Winter 2002 showed that OCC's Royal Oak and Auburn Hills campuses were the most frequently utilized campuses for Financial Assistance Services; utilization of this service on the Southfield Campus was markedly lower than other campuses. Satisfaction ratings were generally lower for Financial Assistance Services than for any other student service. Among the dissatisfactions students expressed were timeliness in processing financial aid, the lack of accurate information from staff, and inadequate training for staff.

The 2004-2006 SSOS again assessed student satisfaction with Financial Assistance Services and found that a majority of respondents were very or somewhat satisfied with services (86% in 2004, 68% in 2005, and 87% in 2006). Areas for improvement noted in student comments included: needing more staffing and longer hours; sending out award letters sooner; taking less time to process financial aid; having a more knowledgeable staff; providing better instructions; and offering more scholarships.

Traditional Student Services

Traditional Student Services include such areas as Admissions, Records, and Registration. The 2004-2006 studies assessed satisfaction with student services, including financial aid, and focused a significant part of the survey on the various methods of registration available to OCC students.

Respondents during 2006 indicted a very high degree of satisfaction with student services: 95% were satisfied with hours of operation for student services. From 2004 to 2006, students were also highly satisfied with the clarity of program requirements, the academic calendar, and the number of programs offered (89% of respondents or greater indicated high satisfaction for these items). In addition, students were very satisfied with the availability of OCC courses (86% in 2004, 78% in 2005, and 84% in 2006). The survey confirmed that web registration was the preferred method of registration (45% in 2004, 63% in 2005, and 60% in 2006). In addition, students felt that the web registration instructions were clear, the process was convenient and it was easy to pay (agreement at 80% or higher, regardless of survey year). In 2006, 36.6% of students using the web to register experienced technical difficulties (an increase of 21.9% from 2005). These difficulties included the system being busy or locked up. There was a 9% decline in overall satisfaction with web registration from 2005 (96%) to 2006 (87%). Touch*Tone registration was the second most favored way OCC students registered, although some students (35% in 2004, 21% in 2005, and 15% in 2006) responded that they used walk-in registration at some point during their registration efforts. Students were satisfied with both Touch*Tone and walk-in methods, noting that instructions were clear, the process was convenient and it was easy to pay (agreement at 79% or higher, regardless of method and survey year).

Professional Development and Training Center

The Professional Development and Training Center (PDTTC) utilizes a variety of assessment tools to evaluate the effectiveness of training it provides for faculty and staff. These tools include:

- Establishment of learning objectives for each workshop
- Follow-up with supervisors
- Pre/post test for technology workshop
- End-of-course evaluations and feedback
- Number of workshop registrations

The feedback and data provided by these instruments are analyzed and utilized to identify trends and concerns from the college community.

OCC uses technology effectively.

Oakland Community College supports students, staff, and faculty in using technology effectively as demonstrated by the following:

Information Technology infrastructure is in place

Within the **Information Technology** (IT) department, IT Technology Infrastructure encompasses several workgroups which provide support to teaching and learning:

- The **Office of Academic Technology** has a staff of eight including five instructional technologists who give campus-based faculty support with (or without) technology. Among their projects are assisting faculty with course redesign, portfolio templates, web redesign, open source development, blogs, software required by the Americans with Disabilities Act, and training in courseware. Teaching Learning Technology Centers (TLTCs) have been set up on each campus. Each one is staffed with an instructional technologist and offers a variety of software programs and equipment on site for faculty experimentation.
- The **IT Call Center** works continuously to ensure functioning technology service for faculty, staff, and students. In efforts to improve customer service, a new issue-tracking system was implemented in 2003 and a new inventory-audit system was created in 2006. A **Classroom Hotline** can be used by faculty in the event of a technology crisis during a class session.
- **Client Technology Services** offer on-campus support staff. Improvements in the setup of desktop software, such as “PUSH” technology and “Virtual Machine”, create an environment where students can easily access updated software without risking harm to the system.
- **Network Services** is responsible for implementing a broadband network, network security, the course management systems, deploying current-model PCs and “Smart Classroom” in labs and classrooms throughout the college. In 2003/04 a Technology Replacement Plan covering both PC and non-PC technology was introduced.
- **Media Services** has begun a trouble-tracking system and implemented advanced media editing technology.

Professional Development and Training Center provides workshops

The **Professional Development and Training Center** (PDTC), created in 1998, offers a variety of workshops that support technology use, covering software applications, health and safety, and customized training at all college sites. PDTC also provides training to develop compliance and understanding of college policies impacting technology use including faculty/new employee orientation, FERPA, sexual harassment prevention, diversity, workplace violence prevention, the Technology Appropriate Use Regulations (TAUR), and customer service. Training is offered through a variety of learning modalities including classroom and online offerings.

Programs for Academic Support Services offer assistive technology

OCC's **Program for Academic Support Services** (PASS) ensures that the college keeps up-to-date versions of assistive technology programs, such as JAWS and Magic, in the PASS offices, the libraries, and the Academic Support Centers and makes them available for students with or without documented disabilities as needed. Brief one-on-one training is provided for interested students.

OCC effectively staffs and supports its learning resources.

While OCC is providing excellent support for its learning resources in some areas, there are others that need more staffing to truly be effective. In Winter 2002, the Student Services Survey Report results indicated that students would like to see more staff and longer hours in areas including the Programs for Academic Support Services and Counseling Services. Additionally, staffing increases might be necessary in either the Academic Support Centers or other testing centers, if built, to meet the demand for placement, make-up and online course testing.

Academic Support Centers promote student learning

The **Academic Support Centers** exist on each campus to support student learning for all OCC students. Faculty in this area teach college success courses, present academic workshops and collaborate with other faculty to support instruction. The Academic Support Centers provide instructional support for a diversity of learners and curricula including reading, writing, study skills, and critical thinking through individual tutoring in a wide variety of subjects, supplemental instruction (peer study groups), and an open lab with computers loaded with instructional software.

Supplemental Instruction Program helps students

The **Supplemental Instruction Program** – one of the services offered in the Academic Support Centers located on each OCC campus – uses student peers who have previously taken a class with a particular instructor to work with students in that class on a weekly basis. Since the program's inception in 1996, study group leaders have worked with around 10,000 students in over 1,000 classes in a variety of disciplines and at levels from developmental to advanced. Surveys taken each semester look at the perceptions of students, study group leaders, and faculty to determine the outcomes of grade expectancy, motivation, and study-skill acquisition related to student participation in study

groups. A positive by-product has been the development of leadership and mentoring skills for the study group leaders.

OCC partnerships benefit students, community and college.

Oakland Community College both depends on and benefits from partnerships developed with the community which enhance student learning and teaching effectiveness. During 2006-2007, the college continued **more than 280 relationships and agreements** with education, government, social service, business, and industry partners.

These partnerships are key elements of OCC's commitment to providing quality learning opportunities for students, for identifying and responding to the needs of business and industry and for offering services that address community needs. The college continues to fulfill this commitment – a commitment recognized by Oakland County voters as they approved and then extended millage increases that are vital to OCC's economic health and that of Oakland County. OCC made specific promises to Oakland County voters and has been recognized for keeping those promises which include:

- Offering up-to-date, relevant training and retraining programs for students
- Providing state-of-the-art equipment for instructional programs
- Updating instructional technology in classrooms, labs and academic facilities
- Keeping tuition affordable
- Offering additional scholarships and increased educational opportunities for deserving students
- Upgrading and expanding its information technology infrastructure
- Completing hundreds of building, renovation, repair and deferred maintenance projects

OCC's wide variety of partnerships:

- Provide students with unique learning opportunities that enhance their knowledge and skills
- Connect the institution, faculty, staff, and students with the community

Highlighted partnerships include:

Service Learning

Service Learning is a strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience. The Service Learning initiative, begun in 2004, involves partnerships with community organizations and businesses. A database of more than 50 area schools, government agencies, non-profits and social service organizations prepared to place OCC students in volunteer positions has been generated. Partnerships to support the initiative have been established with Macomb Community College, Oakland University, and the Michigan Campus Compact.

Internship and cooperative education programs

Bridging academic learning and the world of work through **internships, cooperative education, and field experiences** allows students to earn academic credit and complete practical work experience in their programs of study. As evidenced in the Perkins Grant annual reports, OCC met its goals and objectives; effectiveness was measured via completion of employment interviews with participating students and their employers. Completed student portfolios were used to measure workplace competencies and skills developed on the job.

Nursing clinical sites and externships

The Nursing and Hospital Pharmacy Technology programs are two among many examples of professional degree programs that rely on **partnerships with the community**. The clinical sites are considered the greatest asset of the program. Students hone a multitude of skills and practice under the supervision of a clinical instructor. Advisory boards contribute to the scope and relevance of vocational programs in a dynamic way. The Advisory Committee for Nursing consists of hospital administrators/managers, program faculty, student representatives and a program medical advisor. All contribute and provide input for program changes and growth.

Advisory boards

Advisory boards have been very interactive and interested in the quality of programs and supportive in attempts to modify curriculum. These boards are established to provide current and relevant information that can be considered for inclusion in existing and developing programs and courses, both for college credit and noncredit. Each advisory board is composed of leaders drawn from the community sector relating to the program under consideration.

OCC makes considerable use of advisory boards to modify and evaluate its career and technical offerings. Advisory boards have been created in emergency measures, health care, hospitality, and technology areas of the college. In all nearly three dozen advisory boards composing over 300 community representatives meet on a regular basis to provide input to disciplines on industry trends, changing technologies and demand for graduates.

Womencenter partnerships

Oakland Community College provides resources for area women through the **Womencenter** which is located on the Orchard Ridge Campus but has enhanced its services with new hours on the Highland Lakes and Southfield campuses. Conferences, workshops, seminars, supportive groups, peer counseling, and scholarship funds, as well as resource and referral services assist women in developing the necessary skills to meet their needs and offer women an opportunity to achieve personal, educational, and career goals. In the last 10 years, the Womencenter has benefited from the help of organizations in Oakland County and Metropolitan Detroit who have offered financial and marketing assistance besides collaborating in the execution of the programs.

Library partnerships

OCC libraries are active participants in local, regional, and state-wide organizations which enhance service to students and faculty. Among these organizations are:

- The **Detroit Area Library Network (DALNET)**, a consortium of academic, special, public and school libraries in southeast Michigan. Members such as OCC share an integrated library system for their library catalogs and the automated support structures that support it (See <http://www.dalnet.lib.mi.us/about.php>).
- **ResearchHelpNow Virtual Reference Service**, a collaborative of 15 community colleges, the Library of Michigan, and Michigan State University. The purpose of the reference service is to share Virtual Reference staffing and software.
- **Michigan eLibrary Delivery**, a state-wide network for delivering books between libraries

Planning and budgeting are linked at OCC.

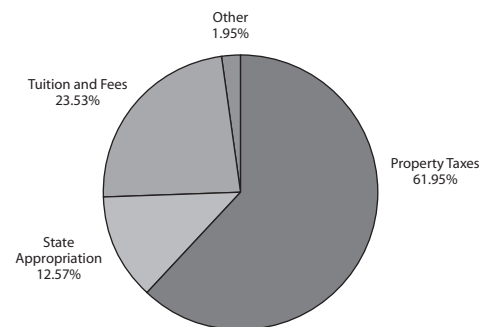
In 2005-2006, as part of Goal 1 of OCC’s Strategic Plan – *Planning Future Directions* – the college clearly connected the Academic, Facilities, and Technology plans, directly linking them with an integrated, ongoing planning and budgeting process. Also part of this goal and impacting budgeting was establishing a task force in 2006. This task force is charged with conducting a comprehensive space and resources study at each campus; the group continues to report progress in addressing its charge.

OCC funding and revenue

How OCC is Funded

**Where OCC’s Revenue Comes From
2007-2008 General Fund Budget**

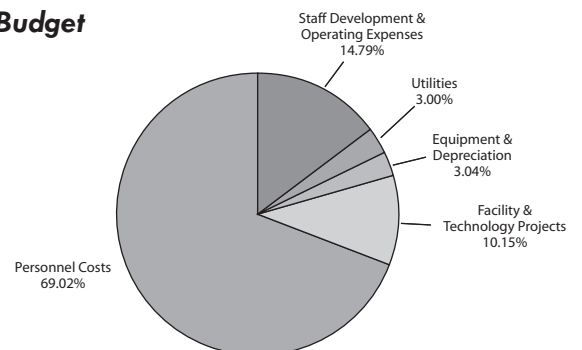
Source	Amount	% of Total Budget
Property Taxes	\$96,060,000	61.95%
Tuition & Fees	\$36,487,000	23.53%
State Appropriations	\$19,485,000	12.57%
Other (Investment & Misc. Revenue)	\$3,026,000	1.95%
TOTAL	\$155,058,000	100.00%



FY2007-2008 Revenue Budget

**How OCC Spends Its Revenue
2007-2008 General Fund Budget**

Personnel Costs	69.02%
Staff Development & Operating Expenses	14.79%
Facility & Technology Projects	10.15%
Equipment & Depreciation	3.04%
Utilities	3.00%



FY2007-2008 Expenditure Budget

Evidences of this vital link between budgeting and planning are demonstrated by the following:

OCC's millage promises

OCC received its initial distribution of millage renewal funds on July 1, 2002. The college has kept its promises to Oakland County voters, allocating those millage funds as follows:

- 4% for systematic instructional and program development and review of all courses on a five-year cycle
- 21% for state-of-the-art classroom, supportive and operational technology, and capital equipment that would maximize learning opportunities for students
- 4% for student scholarships and employment
- 35% for improving college operating systems that benefit students
- 36% for improving facilities for students by completing hundreds of needed deferred maintenance, renovation and construction projects to enhance the learning environment for students

Facilities construction and renovation

Since OCC received its initial distribution of millage renewal funds on July 1, 2002, the college has completed hundreds of large and small renovation and construction projects, carefully spending more than \$78 million of the money entrusted to the college by Oakland County voters. In FY2006 alone, 52 large construction projects (over \$25,000) and 81 small projects were begun or completed. FY2006 projects included a 38,000-square-foot addition to Levinson Hall and a 55,000-square-foot addition to Woodland Hall, both on the Highland Lakes Campus; a major renovation of Building B on the Royal Oak Campus and planning for a 26,000-square-foot addition to house Student Services at the Auburn Hills Campus.

Millage funds have been carefully used to make inroads on much-needed facility repairs and renovations, technology upgrades and new construction, upgrading its infrastructure to benefit students. Collegewide and individual campus master facilities plans help guide OCC in its facilities planning process, as well as its maintenance, renovation and construction processes.

In addition to providing a sound physical plant, OCC recognizes that an essential part of maintaining good facilities for learning support is attention to safety and health. A newly established **Environmental Health and Safety Inspection Program** sets up a uniform structure for evaluating compliance with environmental and safety regulations, programs, and procedures.

OCC faces continued program budgeting challenges

Although OCC has made significant progress in the construction and renovation of its physical plant, it remains a challenge to keep facilities up-to-date to meet the changing needs for instructional programs.

Current budgetary challenges exist for programs such as Music, Theatre, and Culinary Studies, which normally take their budget requests through the campus and college budget process:

Music lab and practice rooms: To support new courses in music theory and composition, space and security for a Music Lab with music keyboards and computers are required. For the 100 students per semester who are learning instruments, adequate numbers of practice rooms are needed. Thus far, the college has not been able to fund these requests.

Orchard Ridge Smith Theatre: The Theatre program, begun in 2004/2005, is witnessing an increase in number of students and graduates. The physical theatre is a critical part of the teaching/learning process for this curriculum. While some physical improvements to the Smith Theatre have been made (refurbishing lights and making roof repair), additional renovations and upgrades are needed, including installing a new sound system and adding classroom spaces.

Culinary Studies Institute: In 2000, the Culinary Studies Institute underwent a major curriculum revision. The new programs have proven to be successful and in high demand. However, requests made for renovations to facilities through the budget process have not yet been approved. Inadequate lecture space, limited kitchen lab space, and constant breakdowns of equipment are impeding the discipline's ability to train students in core competencies that are standards for the food service industry.

Academic Master Plan

OCC's Budget and Planning Task Force is also addressing the issue of strengthening academic planning. As a result, in Fall 2005, the College Academic Senate instituted a new committee to develop an **Academic Master Plan**. Committee membership included three faculty and one dean from each campus. Their purpose was to coordinate and strengthen academic planning efforts across the college.

Their activities are informed by Campus Master Academic Plans being written on each campus under the auspices of the Campus Academic Senate Councils. These campus master plans grow out of the learning needs of students in the educational programs on each campus. Annual assessment will be conducted at the campus and department levels and planning information will be funneled to the group working on the collegewide Academic Master Plan.

Prior to this endeavor, the college had an informal Academic Master Plan formulated by the vice chancellor for Academic and Student Services. Under his direction, the following activities/ internal organizations were funded to support student learning and effective teaching:

- Student Life
- Orientation
- Developmental Education
- International Education
- Academic Technology
- Assessment

The deans in charge had reports and documentation to support each of these initiatives. OCC went from no-budget to budget in each case; each initiative was based collegewide; each had a lead dean; each had a plan; each entailed grass-roots support from faculty and staff via committee involvement.

Despite the lack of a formal academic master plan, these initiatives moved forward and resulted in the following advances at OCC:

- A comprehensive, theory-based, collegewide student life program
- An online student orientation and half-day new student orientations on each campus
- Development of a collegewide developmental education proposal submitted to the College Planning council in Fall 2007
- A strong collegewide Global Education Committee, which facilitates study-abroad relationships and opportunities (Oaxaca, Salzburg, Costa Rica), curriculum development (Chinese Language and Culture courses), and college events
- Growth in OCC's distance learning initiative and work on a five-year plan (2007-2012)
- A robust, collegewide assessment program and supporting infrastructure encompassing credit occupational programs, general education, non-credit programs, and classroom assessment

In April 2007, the Academic Senate approved the **Academic Goals** section of the college's first formal **Academic Master Plan**; other portions of the plan are still being considered by the Academic Planning committee. The goals were presented to the OCC Board of Trustees in Summer 2007 and the College Planning Council will use them to inform its strategic planning process. The four academic goals which will provide direction for the college over the next five years are:

- Goal 1 – Curriculum: The college will develop and innovatively deliver a curriculum that helps all students achieve their educational, social, personal, and professional goals. This curriculum will:
 - Expand opportunities for students to transfer credits to other institutions
 - Respond to the career realities of the twenty-first century
 - Develop global awareness competencies

- Goal 2 – Student Success Skills: The college will initiate and expand comprehensive programs that enable students to succeed in college level courses. These programs will include:
 - A comprehensive assessment of student learning
 - A collegewide developmental education initiative

- Goal 3 – Student Engagement: The college will enhance students' connection to their campus community in order to aid their academic success. These connections will include:
 - A comprehensive student-college communication system
 - Curriculum-generated and student life activities that encourage involvement in the campus and community

- Goal 4 – External Communities: The college will build stronger alliances with the external community to help students meet their educational goals, to support program development and to drive the economic, social, and cultural transformation of our communities. These alliances will:
 - Integrate OCC with K-12, 4 year, and post graduate educational institutions
 - Reflect a broad spectrum of community connections
 - Develop broader global connections

Student Life initiatives

A **Student Development Planning Model** was created in 2006 which has recommendations for improvements to the campus environment, such as more comfortable study space and computer access in open spaces.

Each campus has plans and is at different stages of development relative to implementing these recommendations:

- The **Auburn Hills Campus** began construction of a 26,000-square-foot Student Center addition connecting Buildings C and G in 2007. The addition will provide dramatically enhanced centralized areas for students – areas that are convenient, friendly and accessible. Plans include study and tutorial areas; conference and meeting rooms for campus and community; wireless access in the library and Building F; student activities facilities, display areas for student work and food service areas. Previously these areas were inconveniently located in areas spread throughout the campus and were vastly underutilized. For example, food service was located on the second floor of a building detached from all the others on campus; there were no central gathering spaces, or game or activity rooms; students had few options for soft seating or study areas other than the library; open computer labs were at

one end of the campus and computer access in the library was limited; there was no wireless connectivity anywhere on campus. In addition, the Student Life office was located in the administrative area of Building B and not easily accessible to students.

- At the **Highland Lakes Campus** the Student Center Building is undergoing renovations. Future plans include moving the Student Life office out of the Facilities Management office to a more central and student-accessible location; converting the old Performing Arts office in the Student Center Building to an Internet Café and space that could be used by student clubs, Phi Theta Kappa and the campus' active Nursing Association. This campus will have wireless access not only in the Student Center, but also in the library and in the new Woodland Hall President's Conference Room.
- The **Orchard Ridge Campus** – long recognized for the student-friendly, comfortable, artistic ambiance of its “Studio Cafe” – has enhanced its focus on providing student amenities:
 - A *Student Life Office* has been created in the common area on the lower level of Tirrell Hall (Building J). This office is located in a very prominent and highly visible glassed-in room immediately in front of the bookstore, adjacent to the cafeteria, and the newly refurbished deck. The office contains a desk, computer, and telephone for the Student Life coordinator as well as a conference area. It also contains literature, magazines, and other reading materials pertinent to student life subject matter and is staffed full-time. Future plans include adding six computers available to students and campus visitors.
 - The Orchard Ridge *Student Center* was an OCC pilot project for wireless access, which is available throughout the lower level commons areas of Buildings J to K; its success is evident in the number of students bringing in their laptops and other wireless devices. The center has been refurbished and redesigned, with the installation of comfortable seating, booths, areas that are carpeted, and art installations as well as a new color scheme for the entire space. The installation was fully operational for the opening of classes in the fall of 2006 and has been used for a number of special occasions including the Orchard Ridge New Student Orientation programs and film presentations by the Fine and Performing Arts Department. Live music performances are also frequently presented in the Student Center.

- The success of this initiative is evident in the dramatically increased usage of the facility and in the number of students who have signed up for or inquired about student clubs and organizations. A large area of the lower level of Building J is now occupied by Student Life and Student Services facilities like the Studio Café, the Enrichment Center and Phi Theta Kappa office, the Student Center and Student Life office, the Café at the Orchard food service facility, the PASS office, a large study area, and the Academic Support Center.
- When major renovations at the **Royal Oak Campus** are completed in 2007-2008, students will have access to a room/office near the first floor Café designated for Student Life. The campus also has a Student Life display case and bulletin board near the Café. The Café and the library will have wireless access.
- The smallest OCC Campus – **Southfield** – currently has a Student Activities office (serving the Southfield and Royal Oak campuses) on the second floor with a computer, telephone, desk and printer. Southfield also has a Student Life display case and bulletin board on the first floor near the Café. After the renovation at the Royal Oak Campus is complete, current thought is to relocate the Student Activities coordinator's office to the space allocated for student activities and clubs. The Café at the Southfield Campus has wireless access.

OCC will continue to address campus “ambiance” and its impact on the psychological well-being of all the people involved with OCC.

CONCLUSION – CORE COMPONENT 3D

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

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

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

OCC STRENGTHS AND CHALLENGES FOR THE FUTURE

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

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

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

OCC's Strengths

The college has a qualified faculty.

Providing the highest quality learning environment for students depends on the institution's commitment to hiring qualified faculty and staff. At OCC this commitment is assured through the Faculty Master Agreement. Ninety-three percent of Oakland Community College's full-time faculty members hold master's degrees and more than 19% of these hold doctorates.

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

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

The college offers strong student support services.

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

OCC supports professional development through a variety of mechanisms.

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

Strong support structures exist for faculty teaching online.

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

In addition to providing technology for online courses, OCC has enhanced 70% of its classrooms with technology for instructor use. Teaching and Learning Technology Centers on each campus have staff dedicated to supporting this academic technology.

OCC has a renewed commitment and focus on student life.

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

OCC's Challenges for the Future

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

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

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

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

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

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

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

Goal 2 of OCC's Academic Master Plan is to develop a collegewide developmental education initiative. OCC's Developmental Education Committee is currently in the process of working on a new model for the delivery of services and instruction for students whose skills are determined to be below entry level for college work. Piloted initiatives such as the TEAM (**T**each **E**nglish and **M**ath) program have been successful in delivering instruction to students who score below the cut-off score on the COMPASS English placement test and may be added into the Developmental Education program. Community colleges face an increasing challenge in this area, as the number of high school graduates requiring remedial instruction prior to entering post-secondary courses is growing.

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

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

Chapter 6

Criterion Four:
**ACQUISITION, DISCOVERY, AND
APPLICATION OF KNOWLEDGE**



Oakland Community College:

- ▶ Values a life of learning
- ▶ Integrates acquiring breadth of knowledge and intellectual inquiry in its educational programs
- ▶ Has created a culture of assessment
- ▶ Supports responsible acquisition and application of knowledge

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

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

INTRODUCTION

Oakland Community College is intensively engaged in the learning process at all levels of the institution and fosters and supports inquiry, creativity, practice, and social responsibility. This commitment to promoting a life of learning is clearly set out in the college's vision, mission, and purposes. The goals of OCC's strategic plan, *Putting Students First*, are based on the same commitment; they recognize that providing the highest quality learning environment for students depends on the quality of staff and faculty who incorporate creative and exciting learning strategies within and beyond their classrooms. As a result, OCC is dedicated not only to enhancing recruiting strategies and maintaining competitive compensation packages, but also to providing and expanding opportunities for staff and faculty training, as well as for personal and professional development.

OCC models this life of learning throughout the organization as this chapter demonstrates. It fulfills Criterion Four by:

- Planning collaboratively for learning
- Modeling learning
- Celebrating learning
- Connecting the curricula
- Developing a responsive and responsible curriculum
- Helping students learn skills and become knowledge workers
- Learning through student and faculty research
- Informing the community about copyright and privacy policies
- Learning about and supporting intellectual property rights

CRITERION FOUR: CORE COMPONENT 4A

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

The OCC community plans collaboratively for learning.

Oakland Community College is committed to **working collaboratively** to plan, implement, assess and celebrate student learning. OCC is also committed to involving the entire college community in its planning and decision-making processes and to constantly improving those processes to assure that the college is truly a student-centered institution.

Not only is the planning process well framed by policies of the **Board of Trustees**, it is also supported by substantive planning that occurs in **administrative councils** as well as on the campuses, in **the College Academic Senate**, and at department levels. Task forces staffed by members of many sectors of the college community also contribute.

Strategic planning process supports learning

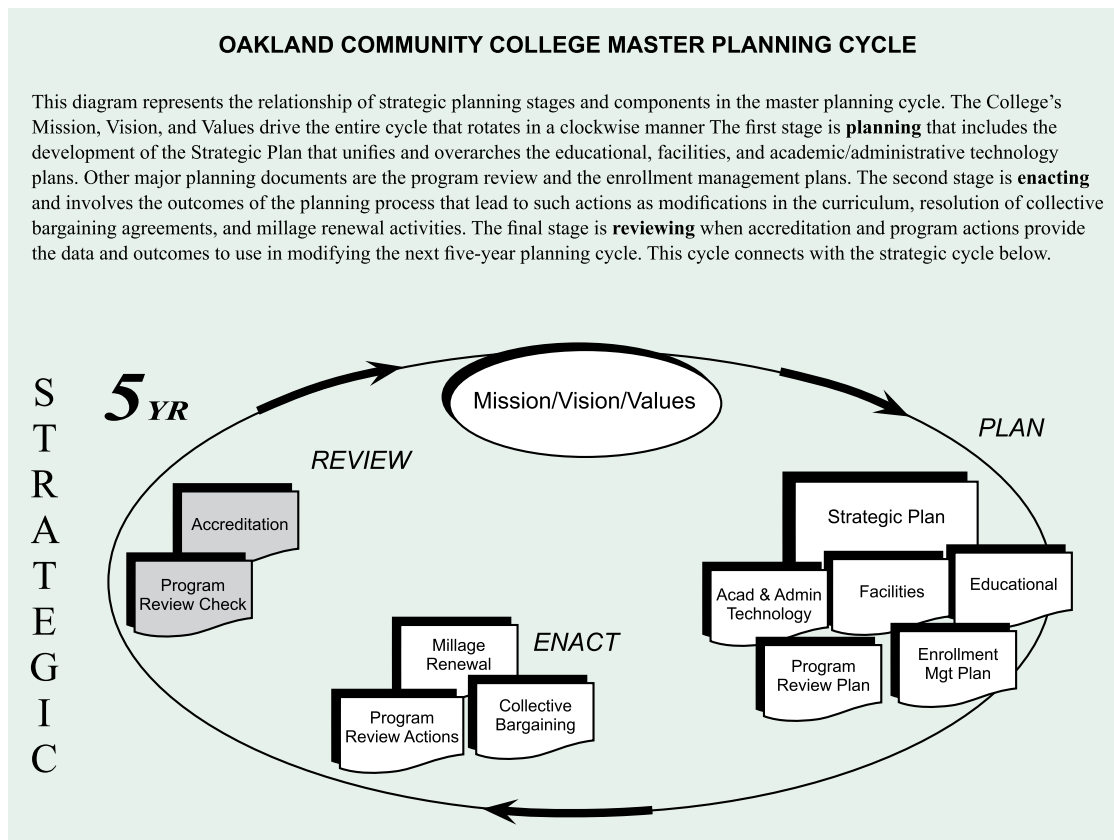
Oakland Community College is committed to engaging in a continuous, systematic planning process to achieve its best future and to help students reach their highest potential. The strategic planning process is a five-year cycle; presently the college is completing its 2002-2007 cycle and planning is already underway for the 2008-2013 cycle.

The 2002-2007 planning process began with direction from the OCC Board of Trustees to develop seven goals that formed the basis of the strategic plan titled *Putting Students First*. To make the planning process inclusive, in Fall 2003, OCC sought input from the entire college community and from external audiences. More than 200 responses were distilled and prioritized into a strategic plan with 27 objectives falling under seven goals. The board adopted the strategic plan and task forces for each objective began to form.

Accomplishments of the plan have been reported to internal and external audiences in several ways:

- Annual reports in 2004, 2005, 2006, and 2007
- Position papers from the chancellor explaining various aspects of the plan
- A strategic planning website
- A monthly strategic planning e-newsletter
- Annual Institutional Dashboard Reports in 2004, 2005, 2006, and 2007 detailing OCC's progress in accomplishing goals and objectives and in meeting performance targets for the college's six purposes and seven strategic goals

FIGURE 12: THE OCC STRATEGIC PLANNING CYCLE



Among the first strategic planning accomplishments was embarking on Goal 1 – *Plan Future Directions* – and accomplishing the following:

- Reviewing and reorganizing OCC's governance structure to reflect **shared governance** including reconfiguring the **Chancellor's Council** to a group of 14 individuals drawn from across the college community and including faculty, deans, staff, students, college officers, and the chancellor
- Clearly **connecting the Academic, Facilities, and Technology plans** and linking them with an integrated, ongoing planning and budgeting process
- Clarifying the role of and membership on the **College Planning Council** as follows:
 - **Role:** Develop and recommend academic strategic directions; forward task force recommendations to the chancellor for review; serve as the coordinating body for the planning process; assess and report on planning progress; provide standards for planning; review planning proposals for conformity to the strategic plan; ensure that the planning process is open and inclusive; guide planning to integrate it with budgeting process; and ensure that planning supports vision, mission and purposes
 - **Membership:** 12 individuals to include six faculty members (the College Academic Senate chair, the College Academic Senate Planning Committee chair, four representatives from campus sites), the four campus presidents, the

vice chancellor of Administrative Services, the vice chancellor for Academic and Student Services, and two ex-officio members – the chancellor and the chief strategic development officer

Academic Master Plan strengthens learning

Another area that the Budget and Planning Task Force has been working to strengthen is academic planning. To this end, the College Academic Senate instituted a new committee to write an **Academic Master Plan** in the fall of 2005. This group's members are three faculty members and one dean from each campus. Their purpose is to coordinate and strengthen academic planning efforts across the college.

Their activities are informed by Campus Master Plans being written on each campus under the auspices of the Campus Academic Senate Councils. The campus master plans will grow out of the learning needs of students in the educational programs on that campus. Campus plans will be forwarded to the College Academic Master Plan Committee, which will synthesize the reports into a college plan and take that plan to the College Academic Senate. The full Senate will then refer the final plan to the College Planning Council. Annual assessment will be conducted at the campus and department levels and planning information will be funneled to the group working on the Academic Master Plan.

Campus forums explore learning trends, needs

Another method for planning for learning has been the use of **campus forums** on specific topics. In the spring of 2005, for example, all five campuses held two such events. One campus forum focused on enrollment issues. The Senate organizing committee provided a packet of research on pertinent issues on local and national trends, demographics, and needs. Then a group on each campus discussed the research and the needs of the campus and college. The entire campus community at each site was invited to participate and a good mix of administration, faculty, and staff attended. These findings were sent on to the Enrollment Task Force, which is part of the strategic planning process.

Physical plant committees help enhance learning environment

Financial allocations to maintain a physical plant that supports student learning are decided by three groups, each staffed by administration, staff and faculty and working collaboratively:

- The College Equipment Task Force
- The College Facilities Committee
- The Campus Budget and Planning Committees

The **College Equipment Task Force**, comprised of the four campus presidents, the four campus business managers, one faculty representative from each campus, the chief information officer, and a facilities manager, is facilitated by the vice chancellor of Administrative Services. This group makes decisions about purchases over \$5,000 sent forward by the campus presidents and the Campus Budget and Planning Committees. This task force has also established systems to ensure the future of a high quality learning environment for students. For example, all instructional technology has been placed on a replacement cycle so that students continually have access to high quality equipment.

The **College Facilities Committee**, comprised of the four campus presidents, the two vice chancellors, a staff member from IT, the construction manager from the George W. Auch Company, a representative from each campus, and a representative from the District Office is chaired by the college's director of Physical Facilities. This committee oversees and recommends all campus maintenance, renovations, and building projects at the college in line with the college budget.

Each campus has a **Campus Budget and Planning Committee** that determines capital expenditures from the budget allocated by the District Office.

Instructional technology promotes learning

Goal 6 of OCC's strategic plan is to facilitate appropriate use of technology to promote learning, enhance teaching and support the college's mission. Accomplishments of the strategic plan in 2004-2005 include completing and implementing an **Academic Technology Plan** as an integrated component of the **College Master Information Technology Plan** and reviewing and updating a continuously evolving technology replacement schedule. In Fall 2006, the Strategic Planning Committee activated another task force charged with developing a plan to increase the use of technologies with a specific focus on instructional programs.

Evaluation of instructional technology purchases is made with the recommendations of the **Technology Management Committee (TMC)**. The TMC, a standing committee of the College Academic Senate, is staffed by one faculty and one dean from each campus and staff from IT. Under the auspices of the TMC, the second Senate forum in Spring of 2005 asked each campus community to come together to discuss where the future of technology should move at OCC in order to enhance student learning. Again, members of the administration, staff, and faculty attended and after studying a packet of pertinent data, discussed what would best serve students in the area of technology. Additional input about technology needs derives from surveys conducted by the TMC.

OCC models learning.

Oakland Community College is committed to helping students achieve their highest potential. Indeed, the OCC community believes student learning is central to the college's mission, as illustrated in Table 10 of the PACE organizational climate survey administered in June 2006 (Resource Lists A & B). This learning shapes and revitalizes the student learning experience.

A key element in facilitating student learning is assuring that faculty and staff can access opportunities for personal and professional development. For students, as well, OCC offers opportunities to enhance learning beyond the walls of the classroom: internships, Student Life activities, Service Learning projects, and opportunities abroad for study and cultural exchange.

OCC upholds freedom of inquiry

The foundation of OCC's learning community is broad-based. Board policy (2.2.4, 3.7.5, 6.2.3) lays the ground work for **free inquiry**. The Constitution of the College Academic Senate and the faculty contract which refers to the American Association of University Professors' statement on Academic Freedom and the OCC *College Catalog* maintain the right to freedom of inquiry at the college. The Technology Appropriate Use Regulations (TAUR) also affirms this right.

Freedom of inquiry is reflected in the decision-making processes of the college:

- Both primary and secondary research inform the deliberations of the Senate and its subcommittees, the Academic Master Planning Committee, the Curriculum/Instruction Committee, the Curriculum Review Committee, and the Technology Management Committee.
- Curriculum/Instruction and Curriculum Review ask faculty and deans to develop data on needs and to survey both inside and outside the institution before making presentations for acceptance or review of courses.
- The Program Dashboard, guided by the Office of Assessment and Effectiveness, gathers data on an ongoing basis for decision-making on courses and programs by deans and by the Curriculum Review Committee in collaboration with faculty.
- Ad-hoc committees use data as the basis for decision-making.
- Campus forums (mentioned in the preceding pages) pull together secondary data to provide an informed context for discussion.
- The Academic Appeals process, written and systematically reviewed by the Senate, maintains students' rights to free inquiry in regards to their grades.
- Surveys about equipment needs, employee attitudes, and student services are also ongoing and point to the importance of continually assessing areas of strength and challenge.

OCC community participates in learning activities

The entire OCC community has many opportunities to participate in learning throughout the school year. Extensive professional development activities are an expression of a learning model that touches all parts of the college community. Administration, staff, faculty, and students are learning outside the classroom in order to enrich student learning inside the classroom.

Board policy supports these learning activities at many points (2.3.3, 2.3.4, 5.1.1, 6.2.10, 6.2.11, 6.2.12). Board members themselves travel to conferences and conduct retreats to keep updated on governance and management issues.

In addition, the Office of Assessment and Effectiveness (OAE) and the Office of Institutional Research (OIR) provide quantities of data and information to assist the OCC community in learning about itself:

- The Institutional Dashboard
- Enrollment analyses
- Program evaluations
- Labor market analyses

- Outcomes assessment
- Analyses of institutional effectiveness
- Demographic and geographic analyses
- Needs assessments
- Competitor analyses
- The ACT College Outcomes Survey
- The Community College Survey of Student Engagement (CCSSE), which OCC administered in 2005

Learning opportunities for OCC faculty and staff include:

Professional Development and Training Center

The entire OCC community benefits from the program offerings of the **Professional Development Training Center (PDTC)**. This group offers programs on topics of interest and training in areas of need, such as cutting edge technology.

PDTC programs enable OCC to stay current in many areas. With board approval, the PDTC has also effected institutional growth in areas such as federal compliance and assessment. Classes on environmental health and safety, sexual harassment, FERPA, and assessment have provided essential groundwork in these key areas.

PDTC program offerings are published semi-annually and appear as monthly reminders on e-mail as well. Each session has a trained facilitator who asks for assessment at the end of the presentation in the form of a standard survey. Faculty also may serve as facilitators in programs related to their areas of expertise.

The faculty contract provides an incentive to faculty to participate in these programs. The faculty program is administered by a faculty committee that plans and evaluates PDTC offerings. However, PCTC serves the entire college community. Staff members submit professional development plans to their supervisors. Administrators participate in PDTC training sessions as well.

Staff Development Day

Staff Development Day provides another opportunity for each campus to learn together. One Friday afternoon early in each fall term is set aside for lunch followed by presentations and training. This experience is required in their contracts for all faculty, but administrators also attend along with staff who have a particular interest in the program. The programs are designed by each campus, usually by a team consisting of administration and faculty and also include specific topics suggested by the vice chancellor of Academic and Student Services.

Teaching Learning Technology Centers

The **Teaching Learning Technology Centers (TLTCs)** located on each campus provide opportunities for learning for all members of the college community using technology in their work. TLTCs offer classes on specific subjects, sometimes in conjunction with the PDTC. Classes may focus on a specific technology function or may explore a large issue, such as the Winter 2006 session on interactive off-site meetings.

Individuals are also welcome to develop expertise in a specific skill, to work on a specific task (such as course development), or address technological conundrums with the guidance of skilled IT personnel. These personnel are part of a larger IT work group, the Office of Academic Technology. The TLTCs advertise these services through the campus mail and by e-mail, but maintain an open door to all individuals on the campuses.

Additional staff opportunities for learning

Administrators, management, and staff have guidelines for training laid out by contract. Management work together with staff to develop **individual professional development plans** each year. Administrators and management attend fall and winter **development workshops** annually. They also present at **scholarly conferences** and participate in **professional organizations** that facilitate learning. These include:

- The OCC/Walsh College Leadership Program
- Leadership Oakland
- DATATEL Users Group (DUG) in Washington, DC, in Michigan (MUG), and the Great Lakes (GLUG)
- The Michigan Community College Student Services Association (MCCSSA)
- The Michigan Student Financial Aid Association
- The National and Midwest Association of Student Financial Aid Administrators
- The Educause Conference A4EOE (Alliance for Excellence in Online Education)
- The Department of Education/Electronic Data Exchange (EDE).
- Sabbatical leaves for study or research are available (for example, one dean attended a month-long training with ETS in New Jersey).
- Outstanding staff, selected on each campus each year, receive stipends for attendance at a conference of their choice

OCC faculty and students benefit, as well, from the college's active participation in the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO), the Michigan Community College Registrars (MCCR), and the National Association of Foreign Student Advisors (NAFSA).

Further learning opportunities for staff include:

- PDTC classes offer training in many basic skills, such as training in positive communication, leadership, and diversity. A wide range of technology classes is also available in convenient online formats and PDTC also does customized departmental training.
- Staff can attend area conferences.
- All staff have tuition reimbursement for classes at OCC and elsewhere.

Faculty learning opportunities

Faculty members have many opportunities to grow as learners over and above their PDTC and TLTC experiences and their participation in Senate Forums.

Faculty engage in **research** as a matter of course to maintain excellence in the classroom. According to the *Criterion IV Faculty Survey on Acquisition, Application, and Discovery of Knowledge*, conducted in 2006 by OCC's Office of Institutional Research, 77.2% of the 215 faculty respondents have conducted research in their fields to keep their coursework up to date; 73% stated that research has impacted the way they teach their courses. In addition, specific College Academic Senate committees, such as SOAC and Curriculum Review, demand research from faculty and the ongoing General Education review has included both secondary and primary research.

Other faculty learning opportunities include:

- **Sabbatical leaves** for study or research available according to the faculty contract and administered by an OCC Faculty Association committee
- Opportunities – administered by the deans on each campus – **to attend or present at conferences**
- A **tuition reimbursement** program for coursework taken at other colleges and universities (Board Policy 2.3.3)
- The opportunity for Outstanding Faculty – one selected each winter by each campus – to attend the **National Institute for Staff and Organizational Development (NISOD) International Conference on Teaching and Leadership Excellence**
- **Learning activities in specialized topic areas** offered by specific disciplines. For example, instructors involved with the Literacy/Developmental Education area engage in research to keep current on the latest developments in this area, improve their educational strategies, and select textbooks.

OCC faculty regularly participate in **programs administered outside the college** that have enhanced their teaching and learning, including:

- The **Galileo Teacher Leadership Institute**, which includes representatives from community colleges and public school districts in the tri-county area. Typically six to 10 OCC instructors are Galileo participants and in 2005-2006 an OCC faculty member also served as a facilitator for this project. This group produces action research abstracts and then tries to implement that research in the home institutions.
- The **Leadership Academy**, which helps faculty gain leadership skills and strategies
- The **National Institute for Staff and Organizational Development (NISOD)**, which hosts an annual International Conference on Teaching and Leadership Excellence
- Faculty and student **exchange programs** to *Oaxaca, Mexico* where OCC works with a local technical college and travel to the *Salzburg Seminar* in Austria with students who gain leadership skills and expertise in international political issues. Three faculty have also been granted *Fulbright Scholarships*, pursuing studies in China, Russia, and India.

Student learning opportunities

OCC students have opportunities for learning outside of the classroom through programs such as:

- The OCC/Oaxaca Cultural Exchange Program with the Mexican State of Oaxaca
- Salzburg Seminars

- Internships and Co-operative Education Programs
- Workforce Development
- WorkKeys and ACT programs
- Student Ambassadorships
- Participation in college councils: Chancellor's Advisory Council and the Board of Trustees
- Student clubs, speaker series, and service learning opportunities

Also, the **Student Life Initiative, Student Development Planning Model, and regular student opinion surveys** conducted by OCC's Office of Institutional Research track student experiences and provide feedback to leadership so that these activities remain responsive to student needs.

Financial resources enable continued student learning

In order to enable students to engage in lifelong learning, OCC has made an effort to keep students apprised of **financial resources** available to them for academic pursuits. The Office of Financial Resources and Scholarships has this as its main mission. To this end, this office maintains a Students Financial Aid/Scholarship web page on the OCC website.

Campus and collegewide learning opportunities available

Finally, the college as a whole benefits from the **learning opportunities available through campus and college programs**. Campus teams initiate forums on topics of interest, such as the war in Iraq, stem cell research, and the avian flu.

Other **classes** on specific topics are available to the entire college community as well as to residents in surrounding areas. A few examples are: classes on China, global competition, mental illness, the health industry, sexual identity, child development, plumbing codes, Black History, and sign language. More personal issues are addressed as well by the OCC **Womencenter**, which offers programs and support on women's concerns, and the OCC **Wellness Challenge**, which offers individuals the opportunity to pursue personal fitness and health issues through structured programs.

OCC celebrates learning.

Oakland Community College consistently demonstrates that it values a life of learning in many ways. Evidence of this commitment can be found in the way the college plans collaboratively for learning, models learning and celebrates the accomplishments of faculty, staff, and students.

Despite its multi-campus configuration, OCC is in many ways a large family. The result is that the community of administrators, faculty, staff, and students joyfully celebrate their accomplishments.

The Board of Trustees lays out the fundamental acts of recognition for **employee service and accomplishment and student academic excellence** (Board Policy 4.3.6) and the

OCC community recognizes the value of this "fair employee recognition and awards program," according to the PACE organizational climate survey (Tables 10 and 22) administered in June 2006 (Resource Lists A & B).

Faculty and staff are recognized

Faculty and staff are recognized in many ways:

- Each campus distributes **service awards** to employees to recognize service in five-year intervals of employment. Awards are selected by each employee from a catalog from an independent award organization. Individual campuses recognize service at campus events as well.
- One large event each year brings the entire college together, a luncheon called **Excellence Day**. This luncheon publicly recognizes the high quality performance of one faculty, one adjunct faculty, and two staff members from each campus. Awardees receive plaques from their campus presidents and they also receive a small cash award. The selection of these individuals is administered by the campus Senates with each campus gathering nominations and making selections from members of their own community. The campuses also post these names on a commemorative plaque. Each campus may additionally recognize those chosen as excellent. At the Highland Lakes Campus, for example, all those even nominated for excellence, including student employees, are honored at a campus luncheon called **Appreciation Day**.
- District Office awards a special parking place to the **Employee of the Year**. These employees' names also appear on a commemorative plaque in the lobby of District Office. Individual campuses honor outstanding performance in other ways as well.
- The Highland Lakes Campus president gives a monthly **Hats Off to You Award** to someone on the staff and all staff and faculty are eligible to receive this recognition. This informal ceremony, conducted in the president's office, is publicized by way of e-mail with photographs of the event attached.
- **College publications** also record the accomplishments of administrators, faculty, staff, and students. *OCCurrences*, published five times each year and distributed internally, tracks the activities and publications of all members of the OCC community. *Quintet*, a monthly publication distributed internally, focuses on college and faculty news. The *OCC Annual Report*, published each winter is distributed internally and externally to disseminate information on OCC's accomplishments.
- The **OCC website** highlights individuals who have been especially successful, provides information about the college and offers online versions of college communications and publications that explain and celebrate OCC's accomplishments.

Student learning and achievement are celebrated

Student learning and achievement are also celebrated through:

- The collegewide **Dean's List** recognizes students' academic achievements.
- **Honors Convocations** held in the spring at each campus. At these convocations each discipline on the campus sends forward the name of a noteworthy student in that field.

- Specific disciplines also conduct their own **recognition ceremonies**. Nursing, for example, holds a very formal pinning ceremony for its graduates.
- The work of writing students is celebrated by **public readings** on some campuses and in **publications**, such as *Northern Lights*, which showcases the creative talents of students by printing their poems, short stories, essays, photographs, and drawings.
- **Art shows** occur on all campuses, and the **Chancellor's Student Art Award** provides funds to each campus to purchase student art and thereby encourage student artists.
- The **graduation ceremony** is an especially joyous celebration of student learning. Because many of OCC's students are first generation college students and because many students have a necessarily large support network to help with childcare and other responsibilities, large family groups attend this ceremony to cheer for their student's completion of rigorous academic training and to acknowledge the credential they have all worked so hard to gain.
- The college grants an award each year to an **outstanding alumnus**.

CONCLUSION – CORE COMPONENT 4A

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

CRITERION FOUR: CORE COMPONENT 4B

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

OCC is committed to connecting the curricula.

OCC takes seriously its commitment to broadly educate its students, some of whom will graduate in the liberal arts or transfer on to a liberal arts program at a four-year institution, but many of whom are focused on a specific career path and the particular skills necessary for that career. These latter students especially need the broader framework of general study.

Board policies (6.1, 6.2, 6.2.1, 6.2.4, 6.2.5, 6.2.8, 6.3.1) make clear the college's commitment to a broad instructional program. The mission of OCC also reflects this commitment and the PACE organizational climate survey (Table 9), administered in June 2006, confirms that OCC recognizes the importance of enhancing students' breadth of learning (Resource Lists A & B).

Broad curriculum instills love of learning

The **curriculum**, both in its course offerings and General Education (GE) requirements, bears witness to OCC's desire to instill in students a love of learning and to give them training in many areas of intellectual endeavor. The *College Catalog* lists the many course and programs available to OCC students (Resource Lists A & B). These courses and program offerings are carefully investigated by the Curriculum/Instruction Committee – and detailed in this committee's minutes – for clarity, intellectual rigor, and fit with the rest of the curricula as well as with the OCC mission (Resource Lists A & B).

The **General Education requirements**, as detailed in the 2007-2008 *College Catalog* (pp. 67-70) also ensure the breadth of student learning at OCC (Resource Lists A & B). The college has a balance of fundamental requirements and those that evolve in response to changes in society and in educational theory. The basic distribution list has always ensured that students will be exposed to a range of academic disciplines as part of their learning process. OCC has spread these basic skills and abilities throughout the curriculum, allowing students to grow as they learn. The end goal is that students incorporate their newly acquired skills and abilities into their lives and their work places as they continue their learning after leaving college.

General Education attributes/outcomes identified

In 1995 the College Academic Senate ad-hoc committee on General Education did the original primary and secondary research to identify these basic skills and abilities. What they produced was a basic General Education philosophy as well as a list of 10 attributes/outcomes. These attributes/outcomes were defined through conversations with many faculty members who were asked to describe student behaviors that indicated

competence in each attribute/outcome. These descriptors were not meant to be inclusive and definitional but suggestive instead.

Each discipline that wanted the attributes/outcomes listed after their courses in the *College Catalog* then went before the Curriculum/Instruction Committee with general attribute proposals for each course. These proposals laid out Learning Objectives, Learning Activities, and Assessment Measures for each attribute/outcome. Once approved by the Curriculum/Instruction Committee, these attributes/outcomes were listed in the *College Catalog* with the idea that students seeking degrees would have had exposure to all 10 attributes/outcomes.

At that time measurement of student competence in the attributes/outcomes was left in the hands of individual faculty teaching the courses with GE attribute/outcome approval. Counselors had the responsibility of ensuring each student's acquisition of the GE attributes/outcomes by evaluating the list of courses the students had taken. This documentation of each student's progress through the 10 attributes/outcomes proved unwieldy and was abandoned several years later.

To some extent, the Curriculum Review Committee, responsible for reviewing all disciplines and programs on a revolving schedule, still kept track of the work in this area. Indeed, for many faculty integrating the GE attributes/outcomes into instruction was still important. However, a new plan was needed for more precisely documenting and assessing the work done on the GE attributes/outcomes.

General Education is refocused

The need to re-think the GE attributes/outcomes and to re-visit the distribution list was apparent. Therefore, in the 2005-2006 academic year, the College Academic Senate put in place a new ad-hoc GE Attribute Committee. This group was tasked with evaluating the list of GE attributes/outcomes. This job was made somewhat easier because, throughout the same academic year, OCC made an attempt to focus on GE attribute assessment by developing discipline assessment rubrics. The task was also helped because several years of SAGE (Student Assessment of General Education) data was available, since the college had been systematically using national instruments to measure student accomplishment of the GE attributes/outcomes.

During the 2006-2007 academic year, the General Education Attribute Committee met to revise the General Education Philosophy which was then approved by the College Academic Senate. The committee also worked on paring down the General Education attributes/outcomes to assure that OCC can in fact assess them. The revised GE attributes/outcomes will go to the Senate in the early winter.

Faculty and administration are deeply invested in developing GE attributes/outcomes and a GE assessment process that will positively impact the learning environment at the college despite the challenge of developing and implementing attributes/outcomes that are meaningful, able to be integrated into the GE distribution list, and measurable.

OCC reviews General Education requirements

The mechanism for reviewing the General Education requirements and course offerings is complex and well founded on Board policy (6.2.13). The basic systems for review established by the Curriculum Review Committee have now been enriched by the addition of information from the Program Dashboard. Additional insight comes from feedback from counselors who continually match OCC's General Education offerings against those mandated by other colleges' articulation agreements as reflected in MACRAO. Advisory boards also discourse with faculty in their fields about the currency and quality of course offerings. Accrediting bodies provide another invaluable form of external assessment of pertinent programs.

Finally, graduates and alumni offer feedback through surveys conducted by OCC's Office of Institutional Research.

However, at a more fundamental level, the college has begun to have available a steady stream of assessment feedback through the use of SAGE. This feedback will add another dimension over and above the classroom assessment which many instructors routinely use to improve instruction and learning of General Education attributes/outcomes. Certainly the new Academic Master Plan lists continued improvement in the review of GE as a main goal for the next few years.

College facilitates General Education

Oakland Community College's commitment to a breadth of learning extends beyond the classroom. Board policy lays the groundwork for **cultural offerings** as well as **experiential** and **lifelong learning** (5.1.1; 5.5). The PACE survey (Table 22) confirms this commitment. Specifically, the college community itself recognizes the importance of preparing the students for "further learning," according to the PACE organizational climate survey (Table 9), conducted in June 2006 (Resource Lists A & B).

Finally, the Curriculum/Instruction Committee ensures that all revisions and new curriculum proposals presented for endorsement include GE attributes/outcomes.

Experiential learning

As documented in the 2006 Higher Learning Commission Criterion IV Survey of faculty conducted by the Office of Institutional Research, many OCC instructors currently provide **experiential learning** as part of their instruction. The survey showed that faculty members are using field trips, volunteer experiences, group projects, competitions, capstone experiences, clinicals, internships, service learning, and student events to complement their classroom instruction. A few specific examples are:

- Small group **presentations** and other **projects** that require students to reach into the community and bring materials back to the classroom
- **Clinical requirements and practicums** in health-related fields; **field work** in the mobile nursing clinic; and **internships or co-op experiences** that require students to take classroom theory and apply it in order to acquire competence in a broad range of areas
- **Catering services** and a **weekly restaurant** open to the community that provide actual culinary experience to students in the Culinary Arts program

- **Workplace Development** that allows students to hone skills embedded in specific job requirements
- Experiences outside the classroom (documented by the Office of Institutional Research's 2006 survey of faculty) that allow students to acquire competence in areas such as **communication, creative and critical thinking, and social responsibility**

Students must address the need for a breadth of learning as they progress along their education paths. Part of the counselors' role is to advise students on careers and place course offerings in a larger perspective as students work toward the completion of their course requirements.

Curricular and co-curricular learning opportunities

OCC students can access a wide variety of curricular and co-curricular learning experiences. Also available to them – as well as to members of the community at large – are a wealth of cultural events and opportunities for lifelong learning. Among these are opportunities available through:

- The **Student Life** program that encourages students to attend campus events or to become involved in community outreach activities
- The **Speakers and Fine Arts series** that bring key figures in many fields to the campuses
- **Diversity programs**, particularly during Diversity Month but during the whole year as well, that raise student, faculty, and staff understanding of diversity issues
- **Phi Theta Kappa**, the academic honor society which promotes a variety of extra curricular learning opportunities at all campuses. For example, the two-year honors topic program for 2006-2008 will focus on "Gods, Glory and Gold." The program is open to all students and offers stimulating lectures and discussion on world topics
- **Field trips** to the Holocaust Memorial or the Charles Wright African-American Museum sponsored during Diversity Month or Black History Month
- **Trips abroad** including the cultural exchange program with Oaxaca, Mexico; participation in the Salzburg Seminars held each summer in Salzburg, Austria; field trips incorporated into classes such as a Winter 2007 offering, "Biodiversity in the Tropics" which included a trip to Costa Rica
- Membership in the **OCC Alumni Association** which keeps graduates in touch with their alma mater and also offers membership benefits including discounts on theatrical, sports and other special events, and access to OCC facilities including libraries, galleries, and computer labs
- The **Adult Learning Institute**, an Elderhostel affiliate, that provides not-for-credit lifelong learning experiences for mature learners in the community

Service Learning initiative

Service Learning is a new focus for OCC. It combines curricular and extra-curricular learning. Using this model, students participate in projects that grow out of course work to engage in research or outreach to meet a community need. For example, students enrolled in the Professional Communication program on the Auburn Hills campus develop promotional literature for social service agencies in the area.

To help enrich the Service Learning program, OCC joined the **Michigan Campus Compact** in October 2005. This group offers grants to faculty for project development as well as scholarships for "Michigan Service Scholars." Staff assigned to this program at OCC bring together classroom instructors and community resources. They have developed a list of about 40 community groups where students can become involved. Online resources link students to community services and events.

In 2006, with funding from a Michigan Campus Compact Grant, the Service Learning Initiative acquired the services of an **AmeriCorps VISTA volunteer** who is helping to facilitate many Service Learning programs, such as Community Service Volunteer Fairs to connect students and instructors with non-profit organizations in the local community that need their help.

OCC faculty can learn about the Service Learning initiative and how to develop Service Learning projects for their classes in workshops offered by the college's **Professional Development and Training Center**.

With these projects and events, OCC is teaching its students social responsibility in an immediate and productive way. This same goal is accomplished by field trips, for example, to the Holocaust Memorial, or by trips abroad. Groups have traveled to Oaxaca, Mexico, and to Salzburg, Austria. With the college's full support, OCC faculty keep up with current teaching techniques and developments in their fields and are committed to developing innovative, quality learning experiences for their students.

Additionally, Oakland Community College is one of 18 institutions selected by the American Association of Colleges and Universities to participate in the leadership consortium for *Core Commitments: Educating Students for Personal and Social Responsibility*. These institutions will lead the first phase of a national initiative, which seeks to revitalize the academy's role in fostering all students' development of personal and social responsibility. The consortium will test and adopt new ways of engaging students with core questions about their ethical responsibilities to self and others and as citizens in a diverse democracy.

CONCLUSION – CORE COMPONENT 4B

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

CRITERION FOUR: CORE COMPONENT 4C

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

OCC is committed to developing a responsive and responsible curriculum.

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

Curriculum development and review processes developed

Curriculum development and review have evolved over the last 10 years so that the curriculum and the processes of development and review themselves could remain current and reflect the changing workplace.

Although the Curriculum/Instruction Committee, a sub-committee of the College Academic Senate, is responsible for moving courses and programs through the curriculum process, there are **formative steps in place to assist faculty with curriculum development:**

- On the **institutional level**, the 12-member **College Planning Council (CPC)** develops and recommends academic strategic directions and reviews proposals for conformation to the OCC strategic plan. The **Program Planning Process** includes review of need, comparable programs/courses, target markets and seed advertising if needed. The CPC also assesses and reports progress and provides planning standards.
- At the **campus level**, committees composed of the academic deans and curriculum committee members consider proposal packages making sure that each proposal is compliant with the steps of a complex process.
- Proposals approved by these campus committees then move forward to the **College Curriculum/Instruction Committee** for collegewide scrutiny.
- Approved curriculum proposals are recommended to the **College Academic Senate** for inclusion, revision, or deletion from the *College Catalog*.

While this process has continued to evolve over the years in response to feedback from faculty initiators with the goal of making the steps more logical and the instructions clearer, the impact of the needs of the workplace and of society as a whole has become increasingly important and has influenced curriculum development.

The OCC **Board of Trustees** mandates a “flexible curriculum” (Board Policy 6.2.3) and the need to make students competent in a changing workplace and responsible in a changing world has also influenced the curriculum.

Courses and programs in the curriculum are influenced and shaped first of all by, **articulation agreements, dual enrollment encouraged by the State of Michigan, and licensure requirements.**

Nearly three dozen **advisory boards**, composed of area experts active in particular fields, advise OCC faculty and help keep programs current and relevant. Additional input comes from the college's **Business and Community Alliance** and from OCC's membership in Oakland County's high-tech **Automation Alley Consortium** and in many local **chambers of commerce**, all of which help the college anticipate and respond to the needs of area business and industry.

Graduate follow-up studies also inform faculty of how well graduates feel they have been prepared for the workplace. In fact, the college has in place an **Academic Guarantee** that states graduates who feel they have not obtained the skills necessary in their field of study may return to take pertinent classes again at no cost.

In addition to these external requirements of other schools, the state, and licensure boards, the curriculum process itself now requires faculty to produce documentation of need in appropriate areas. As a result, OCC's **Office of Assessment and Effectiveness** does a **needs assessment** at the beginning of the curriculum development process so that curriculum development and college resources move in productive directions. Program marketing plans are also responsive to these studies. Additionally, **program outcomes assessment** is required so that faculty engage in ongoing evaluation of their courses.

Curriculum review process evolves

Curriculum review underwent a major revision in 2005-2006. The review process has been divided into **two major components**:

- In the first component – the **core section** – faculty are asked to analyze course descriptions, syllabi, and Program Dashboard data on enrollment and retention; they then project future plans and needs. All disciplines and programs must complete the core section.
- The second component has **two parallel processes**, one for disciplines and the other for programs, although both groups must discuss their assessment plans and findings. Outcomes in disciplines frequently revolve around the General Education attributes/outcomes while outcomes for programs are more specific to the requirements in their fields, although these requirements frequently mirror the attributes/outcomes to some extent. The rest of the second component asks for somewhat different, though related, reports from the disciplines and the programs. This division allows each group to focus on the needs of students in their courses in relation to the audience they will face upon graduation. Thus, the **Discipline Review** asks faculty to consider the articulation requirements of institutions to which students will transfer. The **Program Review** requires faculty to survey those in the field and students; in addition they are to obtain feedback on the efficacy of program offerings in order to spot necessary curricular revisions and to shape Program Planning Reports.

Advisory boards assist with program review

Advisory boards and committees are important contributors in this part of the program review as well. At the end of 2006, nearly three dozen such groups were in place for programs at OCC. Although the relationship between these boards and committees

and the specific programs they assist varies widely, their reviews of OCC curricula and subsequent curricular revision has been important in a number of OCC programs:

- In **Early Childhood Development (ECD)**, an advisory board made up of administrators of area early childhood development centers meets regularly. The ECD coordinator frequently visits the centers administered by members of its advisory board and the curriculum is revised systematically and often to increase the performance of graduating students entering the field.
- In the past few years the **Culinary Studies Institute** has made major revisions to its courses and its program based on input from the OCC program planning process and recommendations from its advisory board.
- **Allied Health** programs have experienced a similar process for improvement.
- **Construction Management** has been developed and shaped with recommendations from its advisory board.
- The **Paralegal** program has been able to keep abreast of recent developments in the field and maintain its cutting edge offerings with input from its advisory board.

In other programs, advisory committees and boards do not have the same sort of collaborative relationship. The curriculum review process, however, does ask all programs to get further feedback from their advisory committees and advisory boards.

Feedback from the curriculum review process moves from the Curriculum Review Committee back to faculty in the discipline or program to:

- Initiate curriculum revisions
- Improve pedagogy
- In some cases, ask for policy changes on the part of the College Academic Senate or administration

Tracking the responses of disciplines and programs to curriculum review recommendations has been difficult in the past and the Curriculum Review Committee is working hard to set up a spread sheet to monitor these recommendations and to develop a call-back system along a precise timeline to hear progress reports from former reviewees.

SAGE data provides input for curriculum review

Not only do the Curriculum/Instruction Development and Curriculum Review processes mandate outcomes assessment, the college as a whole is now involved in the assessment process using **program outcomes evaluation** and the results available from the annual collegewide assessment initiatives begun in 2004 and, since 2005 known as **Student Assessment of General Education (SAGE)**.

Each year, students are asked to voluntarily demonstrate competencies acquired under the 10 General Education attributes/outcomes. With logistical support from the Office of Assessment and Effectiveness, random samplings of students are solicited to participate in the assessment which takes place on all five campuses throughout SAGE week each November. Past assessments have focused on the attributes/outcomes of:

- Critical and creative thinking
- Scientific literacy
- Effective communication – writing
- Information and communication technology literacy
- Computer (technology) literacy

The college's goal is to assess approximately 500 students annually; following 2006 SAGE week, about 2% of OCC's students have been assessed in one or two attributes/outcomes since SAGE began. Included in the assessment instruments used during SAGE have been:

- The ACT Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills, as a partial measure of the OCC General Education attribute/outcome to communicate effectively
- The ACT CAAP Critical Thinking, as a partial measure of the OCC General Education attribute/outcome to think critically and creatively
- The ACT College Outcomes Survey, as an indirect measure assessing student's perceived progress in all 10 General Education attributes/outcomes
 - iskills
 - SAM Challenge

In November 2006, OCC was one of the first 10 higher education institutions in the nation to participate in a 75-minute, web-based, interactive Information and Communication Technology Literacy Assessment developed by Educational Testing Services. The test provided students with 15 scenarios designed to assess their proficiency in managing, evaluating, creating and communicating information.

In addition to the CAAP Writing Skills assessment, OCC also offered students the opportunity to participate in the 2007-2008 Student Essay Competition, which addressed writing, critical thinking and social responsibility in the same activity. The theme focuses on priorities facing the United States as a member of the world community and asked students to explain what global priority they would set for the country if they were elected president of the USA, why they chose that priority and what impact there would be on other countries and their citizens if the priority was met. This essay competition is a further demonstration of how assessment is interconnected throughout OCC (Resource Lists A & B).

The **General Education attributes/outcomes** assessed by SAGE speak to fundamental issues of preparing students for diverse local, national, and global societies, generally through the attributes/outcomes of Effective Communication, Critical and Creative Thinking, and Independent and Collaborative Thinking, and specifically through the attributes/outcomes of Diversity and Commonality, and Social Responsibility. The General Education philosophy also speaks to these issues. Assessment of the more general attributes/outcomes, such as Critical Thinking, is ongoing through SAGE and provides a sound feedback loop to faculty over and above the assessment of specific skills being taught in their courses and measured through regular examinations and practicums.

Competence in the more specific GE attributes/outcomes of Diversity, Commonality, and Social Responsibility has been addressed directly not only in relevant disciplines, such as Political Science, History, Sociology, Anthropology, Humanities, Biology, and Psychology, but also through the ACT College Outcomes Survey and the Community College Survey of Student Engagement (CCSSE). Other fields, such as English, concern themselves with issues of Diversity, Commonality, and Social Responsibility when particular instructors commit themselves to this undertaking. These instructors then assess students on an individual basis.

Additional research instruments provide data

Another feedback loop is provided through the ongoing activities of the Office of Institutional Research (OIR) and the Office of Assessment and Effectiveness (OAE). OIR regularly gathers information used for curricular and program planning through surveys such as:

- Graduate satisfaction
- Special program outcomes
- Reactions of non-returning and non-graduating students
- The Community College Survey of Student Engagement
- Emerging Sectors™ Educational Consortium

Community College Survey of Student Engagement

OCC implemented the comprehensive **Community College Survey of Student Engagement** (CCSSE) in the 2004-2005 academic year to research student needs and gauge the academic effectiveness of the college. The five benchmarks that constitute the CCSSE survey (Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, Support for Learners) address some of the most crucial aspects of a student's academic experience. The information gained through analysis of these benchmarks allows the college to evaluate its effectiveness and compare it to that of comparable institutions. Benchmark scores are used by the college to prompt dialogue about effective teaching and learning and to focus attention on programs and policies that are in need of improvement or are worthy of celebration.

The data from SAGE and CCSSE is available to faculty, who can use this information to form new hypotheses and research questions for improving and enhancing student learning.

Emerging Sectors™ Educational Consortium

An important new initiative in making the curriculum responsive to the needs of a changing world is the **Emerging Sectors™ Educational Consortium**, a county-wide group that will work on creating an educational environment and training opportunities to attract and support companies in cutting-edge industries with assurance of full access to education and training resources to create the skilled workforce for high-wage, high-skill occupations.

OCC helps students learn skills and become knowledge workers.

Opportunities for gaining skills and knowledge to be productive and successful in the workplace – particularly in workplaces where issues of diversity and social responsibility have an impact – are numerous and efforts to create an even richer learning environment in these areas are underway.

College and students are involved in community activities

OCC has the community college commitment to involve the surrounding areas in the lifelong learning of those at the college and to see in the community opportunities for their own students to learn (Board Policies 5.1.1, 5.5, 6.2.10, 6.2.12). Examples of this commitment include:

- The **Business and Community Alliance** allows for colloquy among college leaders and community leaders as they plan together the work place of the future.
- Student representatives are invited to attend the **Oakland County Business Roundtable** and the nationally renowned **Detroit Economic Club** with college leaders.
- The **Student Ambassador Program** trains students in leadership skills.

Other **opportunities for students** exist at specific sites inside the college:

- The Orchard Ridge Campus' **Womencenter** invites both students and women in the community to participate in their support and outreach programs.
- The Orchard Ridge Campus' **Enrichment Center** runs a non-denominational program that addresses spiritual needs and humanistic concerns in a number of different ways.
- **Service** in a soup kitchen, work at St. Leo's and events staged at the Orchard Ridge Campus' labyrinth are just a few additional examples.
- **Community education offerings** bring together students and community members.
- **The Adult Learning Institute** offers a wide variety of programs and learning opportunities for mature community members.
- **Online resources** link students to community service opportunities and events.

Student activities, both curricular and extracurricular, offer opportunities for growth as well:

- The **Academic Support Centers** at each campus as well as the **Programs for Academic Support Services** department offer classes and programs, such as Student Success Seminars and tutoring/mentoring, to enable students to develop necessary Skills.
- **Project BOLD** (**B**uilding **O**pportunities, **L**earning Skills, and **D**irection) is a special program developed for students who learn differently. Since 1985, 650 students have participated and, on average, have carried higher GPAs and higher percentages of credits attempted versus credits completed when compared to other students. Project BOLD prescribes an educational path for each student depending on the diagnosed learning disorder. Students take regular classes but are often given extended time or offered less-distracting test-taking environments. They also spend two hours a week with master specialists who help them develop learning

strategies based on the learning difficulty. Typical Project BOLD students are in their late 30s or early 40s, have undiagnosed learning or attention disorders and may be underemployed. One example is former Project BOLD student, Robert E. Reid, M.D., who was diagnosed with dyslexia in high school, attended OCC, graduated cum laude from Boston University, then completed medical school at Wayne State University in Detroit. Dr. Reid, who was named OCC's Outstanding Alumnus for 2007, currently works in molecular biology at William Beaumont Hospital in Royal Oak.

- Some political science **classes** build students' sense of social responsibility by making voter registration part of the course; others require students to attend meetings of both an international organization and a local government agency.
- Students in history **classes** at Orchard Ridge visit the nearby Holocaust Memorial Center and then write reflectively about the experience.
- Other **courses** include strong experiential learning experiences on sustainable energy.
- OCC's nationally award-winning **forensics program** gives students the skills to have an impact in their communities.
- **Service Learning** projects in a variety of classes involve students in helping to solve community problems.
- **A leadership training program** developed at Auburn Hills will give students a leadership credential.

Other groups involve students in community service and leadership:

- The **Early Childhood Development program** takes students to a state-wide conference each year to be exposed to innovative developments and begin to develop a professional network.
- Both the **Student Nursing Association** and **Phi Theta Kappa** involve students in service to the college and to the community.

OCC expects and models skill mastery for its students

OCC directly addresses the needs of students to master the knowledge and skills to help them succeed in the workplace. The college's focus on career preparedness is acknowledged by the college community in the PACE organizational climate survey (Tables 9 and 22) administered in June 2006 (Resource Lists A & B).

The college itself is a workplace, one that is committed to learning by all its workers; as administration, staff, and faculty continue to learn, they model for students this learning paradigm as being a necessary commitment of professionals.

Specific programs also focus instruction on building skills necessary in the workplace:

- Students learn basic workplace communication and computation skills in the **Literacy program and basic math classes**.
- Programs offered through OCC's **Workforce Development Services** allow students to assess their own learning needs using **WorkKeys** and to address them in structured learning components.
- Some programs, such as automotive, robotics, welding, and heating and cooling, focus on **workplace skills in college labs**.

- Fast Track Perkins grants fund many **practical occupational programs**.
- The **CREST** program allows students to be trained in skills necessary in ameliorating high-risk situations, such as terrorist attacks and is one of the few such programs in the country. OCC's unique, 22-acre Combined Regional Emergency Services Training facility is a direct response to an expressed need of area police, fire and EMT personnel for scenario-based training. The replica town, which contains homes, streets, a bank, a gas station and other buildings, along with educational space and a five-story, live-fire training tower, has been used by thousands of local, national and even international emergency services personnel.
- The Dental Hygiene and the Culinary Arts programs have **student workplaces** at the college which actually serve the public.
- Nursing students participate in **public health outreach programs** around the county.
- **Plays and concerts** at Orchard Ridge, well attended by the public, highlight students as well as faculty performers.
- **Co-ops and internships** place students in appropriate work places for training and obtaining skills and credentials.
- OCC representatives give presentations on many of these programs each year at the **TRENDS Conference on Occupational Studies**.

OCC offers students the opportunity to prepare to participate in a diverse workplace and a diverse society, as mandated by Board Policy 6.2.9. Indeed, the college itself was commended in 2006 for its Anti-Discrimination practices by the Michigan Department of Labor. Students acknowledged the extent and importance of their own diversity awareness in a recent self-reported student assessment document.

The college addresses diversity issues through a variety of activities:

- **Exhibits** across the college display cross-cultural materials, the flags of many nations, and cross-cultural artifacts.
- **Peace Poles** have been installed on every campus and one campus has several. A ceremony attended by staff, administration, faculty, and students celebrated each of these installations.
- Campus and collegewide **Diversity Committees** with faculty, staff, and administrative members plan a large range of lectures and performances.
- The Professional Development and Training Center sponsors a regular **Diversity Speakers Series** and offers **classes** in many different aspects of diversity, both cultural and generational. All of these activities are especially intense during April – **Diversity Month** – as each campus hosts book discussions, luncheons, workshops, and performances on the customs and practices of many cultures. These efforts frequently highlight the contributions of ESL (English as a Second Language) and SLS (Sign Language) students.

OCC commits to global awareness

To increase global awareness is also an important goal for the college. One main initiative in the strategic planning process has been the establishment of the **Global Education Task Force** (Strategic Planning Goal 5.1.2), which is making recommendations to enhance both curricular and co-curricular global experiences, working in conjunction with the International Education Committee.

A **Global Education website**, www.oaklandcc.edu/GlobalEducation, facilitates communication on these issues.

Three international programs in Oaxaca, Mexico; Salzburg, Austria; and Costa Rica give faculty and students international learning opportunities. The Oaxaca program focuses on issues pertaining to the local community and the technical college there. The Salzburg program centers on international geo-political issues and leaderships skills; one important goal of the Salzburg program is for students to recognize their own global citizenship. OCC's "Biodiversity in the Tropics" course offers experiences in the life sciences, including a field trip to Costa Rica.

OCC's **2007-2008 Student Essay Competition** invites students to think globally, asking them to envision themselves as President of the United States setting a global priority for the country and analyzing the impact on other countries should that priority be accomplished.

In an August 2006 letter to the OCC community, OCC's former Chancellor Mary Spangler said:

The International Education Initiative will create a model program to expose community college students and faculty to international cultures. This initiative will work in four areas: Curriculum to help "internationalize" existing courses or create new ones focused on culturally diverse topics; International Experience to support shorter, intense programs abroad; Faculty Development to support on-campus training programs; Community Outreach to develop and sponsor on-campus seminars for students and faculty on international topics. The PACE organizational climate survey (Tables 9, 10 and 22) administered in June 2006 survey strongly supports the idea that the entire college community recognizes OCC's commitment to ethnic and cultural diversity (Resource Lists A & B).

College community learns through student and faculty research.

Although research is not the primary focus at the community college, students need to learn the importance of the collection, organization and evaluation of information, that is, of systematic inquiry both for their future academic endeavors and as part of responsible decision-making in a complex world.

To that end, the English department teaches the research process in such a way that students gain skills they can use all the way through graduate school:

- English **writing labs** allow immediate access to library offerings and internet Resources.
- OCC **libraries offer tutorials** used by many more classes than just English to introduce students to sound research practices.
- A **handbook**, created through the collaboration with English faculty, helps students understand and practice standard documentation format.

Secondary research is required in many classes other than English Composition II, such as classes in nursing, geology, and physics. One American history faculty member is partnering with an Academic Support Center faculty member to have the latter deliver instruction on models for writing book reviews and other papers. Sociology and political science may also require primary research projects on topics such as voter behavior. The Service Learning program offers students opportunities to do research. Indeed, several disciplines' outcomes assessment rubrics focus on measuring student success at research tasks.

Students and faculty may join together to present at conferences such as TRENDS on Occupational Studies and LAND (Liberal Arts and Network Development).

Systematically gathering, collating, analyzing and reporting on data has become part of the college's decision-making process, which is described in Core Component 4a and is a responsibility for all academics, whether or not it is a part of their requirements for employment.

CONCLUSION – CORE COMPONENT 4C

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

CRITERION FOUR: CORE COMPONENT 4D

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

OCC informs the community about copyright and privacy policies.

OCC has been proactive in developing and disseminating policies relating to copyright and privacy laws. The basic framework for these policies and practices exist in a statement from the Board of Trustees (Board Policy 2.2.4), the OCCFA Faculty Master Agreement (Section 24.7), and the General Education attribute on Social Responsibility. A **college copyright website** designed by the Technology Management Committee (TMC) is available on OCC's InfoMart in the TMC's location) to maintain and disseminate information on these policies.

The Michigan Campus Compact mission statement further affirms the college's commitment to upholding **copyright laws**. The manager of OCC's Print, Mail, and Distribution Services follows guidelines for reproducing materials using forms completed by requestors to ensure copyright guidelines are followed; the Graphics and Duplication departments follow strict protocols as well.

Privacy guidelines are followed carefully. Student records and other protected documents are retained by the Iron Mountain Corporation according to a pre-established schedule. All OCC staff, faculty, and administration have been trained in FERPA by way of a mandatory PDTC training in 2004-2005 and both follow the guidelines and communicate them to students.

The library affirms its patrons' rights to privacy for all library records (i.e. use, access, borrower record information), citing FERPA, the Michigan Library Privacy Act, and the American Library Association Code of Ethics on the library website. FERPA protection is in the mandatory section of the Syllabus Components, a document that sets forth requirements and guidelines for faculty syllabi.

Electronic notification of policies on privacy and copyright appear in TAUR (Technology Appropriate Use Regulations) and in *Research Help Now*, and the virtual library document delivery system. OCC's policy on copyrights for materials that OCC faculty and staff produce is located on the OCC website and the library website. A 2003 Academic Senate report, the *TMC Sub-Committee Copyright Committee Recommendations Document*, outlines many of the background issues that have determined current college practices for ensuring copyright policy compliance.

Each campus has a copyright dean who has been trained in copyright procedures by the PDTC. This individual will be a resource for faculty and staff who have questions on copyright issues.

OCC learns about and supports intellectual property rights.

Learning about copyright issues is ongoing for both the employees of OCC and for students. Deans on each campus have been designated as copyright officers and are currently going through PDTC training.

A subcommittee of deans also developed plagiarism guidelines which passed College Academic Senate in Winter 2007 and were incorporated into the *Student Handbook* and *Adjunct Faculty Handbook* and will be added to the 2008 *College Catalog*.

Faculty themselves are able to use the college's account with the **Copyright Clearance Center** to make legal their use of print and electronic materials for instruction. In addition, the **Online Course Worksheet**, developed by the College Academic Senate and required for faculty preparing to mount a new online course, includes a notice of copyright compliance. As a support, the library offers **How to Download and Stay Legal**, a resource on how to incorporate subscription e-resources from the libraries into courses.

Library resources provide information for students and others about copyright protection including:

- The **OCC Electronic Journals List/Online License Agreement**
- **Copyright Permissions for OCC Library Databases** from the library website for electronic information resources

In addition:

- Students and members of the community using the OCC libraries see **signs on all public access computers and log-in information for secure viewing** of restricted information from the library website and the online services website.
- To expand the understanding of these issues, the library offers a **Glossary of Library and Internet Terms** with links to sites that **define plagiarism and fair use** and a description of how to avoid plagiarism as do the **online document delivery service copyright compliance documents** for students, faculty, and staff.
- The library website also offers **Subject Guides** on information, under "ethics," "copyright," "fair use," and "plagiarism."
- OCC's five libraries continually purchase materials to add to their **e-book collections on copyright, ethics, fair use, and intellectual property.**

Ongoing training in the area of copyright is available to faculty through:

- The Technology Learning and Teaching Centers on each campus
- Technology Management Committee workshops as well as large events on these topics, such as past Friday morning Technology Learning and Teaching Roundtables focused on intellectual property rights facilitated by staff well as national speakers

Students maintain awareness of these issues through:

- The **Student Life newsletter** and **Student Life brochures**
- Instruction about copyright and plagiarism, which is offered through **online tutorials** as well as the Academic Support Center's "**Student Success Seminar**" on plagiarism
- **Direct instruction** on how to evaluate information in print or on websites available in **Library bibliographic instruction sessions**; in **English courses** (English 1510, Composition I required by most programs, and more intensively in English 1520, Composition II), as well as in courses in the **Paralegal Program**
- The **Library Website Citation Guide** for electronic resources/communications and print resources, "How to Cite Sources"

A representative from the OCC Libraries is working with the director of the Community College Survey of Student Engagement through an ALA-ACRL task force to include items on the survey that relate to copyright and plagiarism along with other more general information literacy items.

Co-curricular events sometimes contribute to student awareness as well. For example, the Children's Literature Conference, held annually during winter term, helps students and community members interested in publishing children's books to understand the publishing process, including the legal requirements. In Winter 2006, this conference featured a librarian representing the American Library Association who discussed copyright issues as a part of a larger presentation on the selection of Caldecott winners.

OCC librarians have developed an **Information Literacy Rubric** to assess student comprehension and skills in these areas. The rubric is based on the American Library Association (ALA) and Association for College and Research Libraries (ACRL) *Standards for Information Literacy* which incorporates ethical use of information. Although the rubric can be used by instructors as a stand-alone tool in classroom assignments, the rubric will have a wider use as part of the general college effort to derive a single rubric for all General Education attributes/outcomes.

During SAGE week in November 2006, OCC administered the Educational Testing Service Communication Technology Assessment to a random sample of students. The ALA-ACRL *Standards for Information Literacy* are addressed in this document. Results of the test will help the college determine how well students at different levels of coursework are learning about ethical issues of information use, including copyright and plagiarism.

CONCLUSION – CORE COMPONENT 4D

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

OCC'S STRENGTHS AND CHALLENGES FOR THE FUTURE

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

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

Oakland Community College is an engaged environment, offering opportunities for learning to all members of the college community – faculty, administration, staff, and students. Both formally and informally, OCC clearly fosters and supports excellence, inquiry, creativity, practice, and social responsibility and it takes many opportunities to recognize and celebrate the learning accomplishments of faculty, staff and students. This commitment to promoting a life of learning is clearly set out in the college's vision, mission, and purposes. OCC plans collaboratively for, models and celebrates this life of learning by developing a responsive and responsible curriculum; helping students learn skills and become knowledge workers; learning through student and faculty research; informing the community about copyright and privacy policies; and learning about and supporting intellectual property rights.

OCC's Strengths

CREST serves the community.

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

All members of the OCC family benefit from the PDTC.

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

Active diversity committees encourage learning about and valuing other cultures.

OCC's campus and collegewide diversity committees provide faculty, staff, students, and the community a wealth of opportunities to learn about different cultures and experience

different ways of thinking. A Diversity Speaker Series, an annual Martin Luther King Convocation, Diversity Month activities, articles on diversity in OCC publications, and many cultural events hosted by OCC reflect the great diversity found in the larger community.

OCC upholds its strong commitment to academic freedom.

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

The college is dedicated to participatory decision-making.

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

The OCC family celebrates learning.

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

OCC's Challenges for the Future

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

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

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

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

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

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

Chapter 7

Criterion Five: **ENGAGEMENT AND SERVICE**



Oakland Community College:

- ▶ Serves and learns from its constituencies
- ▶ Engages with the communities it serves
- ▶ Demonstrates responsiveness to its constituencies
- ▶ Provides services that its internal and external constituencies value

CRITERION FIVE: ENGAGEMENT AND SERVICE

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

INTRODUCTION

Engagement and service to the Oakland County and Southeast Michigan communities have been major drivers of OCC activities in the past decade. New programs, modifications to existing programs, and the elimination of activities no longer relevant can be documented and speak to this as an ongoing process inculcated into the normal operating regime of the institution.

The college has, in fact, learned from its constituencies through establishing collaborative partnerships, taking a leadership role in program development, identifying and developing relationships, and accepting recommendations and constructive criticisms from its constituents.

This chapter will address OCC's engagement and service through the use of examples, evaluation of activities, and recommendations for further refinement.

L. Brooks Patterson, Oakland County Executive, August 2006:

“Oakland Community College, the largest of Michigan’s 28 community colleges, is a crown jewel among Oakland County’s family of superior institutions of higher learning. OCC is ranked among the top 30 educational institutions in America for conferring associate degrees and 100% of the school’s nursing graduates pass the state licensing exam. OCC greatly contributes to Oakland County’s growing reputation as a premiere location in which to live, work, play and raise a family.”

CRITERION FIVE: CORE COMPONENT 5A

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

OCC is committed to responding to the needs of the communities it serves by providing high quality educational experiences. This commitment is stated in OCC's vision and reinforced in the mission statement, the six college purposes, and in the goals of OCC's strategic plan.

A variety of direct and indirect methods allow OCC to discover and respond to the needs of its constituencies. These include:

- Environmental scanning and third-party research
- Advisory boards and committees
- Direct consultation and joint programming

Environmental scanning and third-party research provide data.

Through the years, Oakland Community College has used a variety of internal and external environmental scanning practices to understand and anticipate the needs of the communities it serves. Among these instruments are:

- A 2005 study, ***The Economic Impact of Oakland Community College*** commissioned by OCC from the highly regarded research organization, *CCbenefits, Inc.*, that demonstrated OCC's major impact on the region's economy
- Regular surveys conducted by OCC's Office of Assessment and Effectiveness using *CCbenefits' Community College Strategic Planner* software to project industry demand and occupational conditions, analyze potential student market and other competition for programs and develop information on the human and financial capital needed to begin or revise programs
- Regular surveys conducted by OCC's Office of Institutional Research with **OCC graduates** as well as with **students who have not returned** to OCC
- Input from nearly three dozen **advisory boards** and from community leaders who serve on the college's **Business and Community Alliance** group
- **Annual Institutional Dashboard** reports that provide OCC a tool to support strategic thinking and assist in short-term and long-range planning and budgeting, as well as to assess progress against benchmarks for its goals and purposes
- **Program Dashboards** that provide a data-driven tool the college uses for systematic and objective review of programs and disciplines
- **Census 2000 data** for Oakland County and the 900-square-mile area Oakland Community College serves
- A December 2000 document, ***An Environmental Scan of Oakland County's Community***, produced by the Oakland County Workforce Development Board and the Oakland Education Advisory Group. This report provided a panoramic view of

Oakland County communities, demographic trends, economic/business conditions, education/training trends, technological factors, and socio-cultural conditions that OCC needed to address as it planned its best future

- Regular **Oakland County Economic Outlook reports** published by the University of Michigan
- Oakland County's 1994-2005 labor demand study, **Jobs, Education and Income – A Look at Oakland County in the 21st Century**

OCC Has Significant Economic Impact on Oakland County

Oakland Community College has a significant impact on Oakland County as information from *The Economic Contribution of Oakland Community College* study conducted in 2003-2004 and reported out in 2005 by the independent research firm, *CCbenefits, Inc.* The comprehensive model it applied was developed with funding from the Association for Community College Trustees. The model captures and quantifies the economic benefit of community and technical colleges and translates those benefits into common sense benefit/cost and investment terms. *CCbenefits'* findings about OCC included the following:

- OCC operations contribute \$25.7 million annually to the regional economy through employee earnings and other college expenditures.
- Former OCC students generate \$1.8 billion in added income to the region.
- For every year students attend OCC they will earn an additional \$5,525 annually.
- For every \$1 students invest in OCC, they will receive a cumulative \$6.16 in higher future earnings over the next 30 years.
- OCC graduates holding associate degrees will earn an average of \$52,260 per year – 35.4% more than high school graduates. Over a working lifetime, this adds up to \$500,000 more in income for OCC graduates.
- Taxpayers see a real money “book” return of 13.6% on their annual investments in OCC and recover all investments in 10.1 years.
- The State of Michigan benefits from improved health and reduced welfare, unemployment, and crime, saving the public some \$8 million a year.

Source: *The Economic Contribution of Oakland Community College*, *CCbenefits, Inc.*, 2005

Advisory boards and committees assist OCC.

Advisory boards and committees have been established at OCC to advise technical and vocational faculty in business directions and requirements and to provide current and relevant information that can be considered for inclusion in existing and developing programs and courses, both for college credit and noncredit. Each advisory board or committee is composed of leaders drawn from the community sector relating to the program under consideration.

At the end of 2006, nearly three dozen curriculum advisory groups have been identified. Program advisory groups are primarily in the programs in the associate in applied science degree. Each is regularly requested to review curriculum and to provide input on emerging trends and opportunities for interaction between the college and the identified constituency.

OCC also taps the community knowledge and business acumen of its **Business and Community Alliance** (BCA) as it plans for its future. The BCA was established in 1997 to provide a formal avenue for business and community leaders to help the college refine and redirect its educational offerings. The group meets quarterly, invites direct feedback from employers and identifies areas of study and programs for development that respond directly to the changing needs and employment outlook for Oakland County and the metropolitan Detroit area.

The BCA developed a list of 10 core employability skills that every OCC graduate should master. These skills were incorporated in the development of attributes/outcomes students are exposed to during the completion of their degree-seeking experience.

The BCA was also a very valuable resource in its support of OCC for the successful passage of a millage renewal and it provided insights and advice on developments to technology initiatives including the M-TEC and CREST programs.

OCC responds to community needs through direct consulting and joint programming.

Research completed by the Office of Institutional Research, the Office of Assessment and Effectiveness, and program assessment instruments applied to all major program initiatives (new or revisions) all point to the continued relevancy of current programming.

Major initiatives such as the Combined Regional Emergency Services Training (CREST) program are direct responses to an identified community need, while Workforce Development Services directly respond to State of Michigan initiatives to improve workforce skill levels and business initiatives to train employees in specific skill sets.

Specific examples of activities and programs designed to elicit and respond to community needs are presented below to illustrate this commitment:

Job-seeker services

Oakland Community College provides a range of **services for job seekers** that assist students, the employer community, and the internal college community by preparing individuals for careers and employment. These services, programs and assistance help individuals wanting to enter the workforce or those interested in upgrading their employability status.

Services include work-based learning opportunities, a job-listing service, on-campus recruitment, and student employment on and off campus. Strengths of services are

evidenced by increased utilization of data analyzed by the Office of Institutional Research. The evaluative tools used improve job seeker services to internal constituents (students, faculty, and staff) and external entities (the community, federal and state agencies, and accrediting bodies). Tracking trends, outcomes, enrollment patterns, demographics, and satisfaction of OCC's constituencies in order to improve the quality and scope of programs and services has become a priority in the past several years. High unemployment and an unstable labor market in the local communities OCC serves have created a growing need for additional job-lead development.

Emergency Services Training programs

The **Combined Regional Emergency Services Training** (CREST) center is the result of ideas from local police, fire, EMS agencies, and Oakland Community College. The concept of a training "city" providing realistic settings for real-life problems faced by emergency responders is an innovative outcome of Oakland Community College's more than 30 years experience in training emergency services personnel. CREST is a unique training facility with furnished houses, a bank, a convenience store, a motel, and a five-story, live-fire training tower.

Historically, there has been a tremendous amount of overlap in emergency services training (EST). After the terrorist attack on September 11, 2001, the college administration developed plans to combine EST training programs into one division. This combining occurred in conjunction with the construction and development of the CREST facility on OCC's Auburn Hills Campus. This alliance allows for combined training to be offered to many public and private agencies.

OCC has worked on forming other cooperative relationships to ensure that it keeps in touch with outside needs for emergency services training. These initiatives include grant-training programs regionally, as well as reaching out to international agencies who have visited CREST or attended/conducted training at the facility. In Spring 2006, OCC initiated an educational consortium for homeland security training in southeastern Michigan. The goal of the *Community College Consortium for the Urban Area Security Initiative (UASI)* is to efficiently coordinate the resources of the eight participating community colleges to meet training needs for homeland security, first responders, and emergency management services.

A variety of training programs has been developed that combine EST and the CREST facilities. Many of these courses are offered in an on-demand basis in direct response to requests from outside agencies in both the public and private sectors. These classes include mandatory certifications for healthcare providers such as first aid, CPR, Advanced Cardiovascular Life Support, and continuing education credits. In these areas OCC has also offered initial training for medical first responders, including instructor training courses so that these communities can continue to conduct courses into the future.

OCC's Emergency Services Training programs provide training activities which demonstrate the college's continuing and expanding commitment to identify and serve its first responder constituencies – and through them all residents of Oakland County who require high quality police, fire, and emergency medical assistance.

The police, fire, and EMS training programs are governed by a number of external agencies at the state and federal levels. These programs must abide by all of the parameters set forth by their accrediting agencies with regard to instruction, curriculum, and paperwork. The instructors and management staff are members of these agencies and attend regular update meetings to continually ensure compliance with outside requirements. Staff members from each of these training programs also meet with an advisory committee composed of community leaders and clinical affiliates in their respective fields.

With the combining of EST training programs, a myriad of new initiatives has occurred since the Higher Learning Commission's last accreditation visit. Special Weapons and Tactics (SWAT) training, live-fire exercises for firefighters, simulated disaster-response scenarios, and confined-space rescue training are all examples of the increased complexity of emergency training. The combining of training has allowed greater networking and communication between OCC programs internally, as well as with constituents externally. The college has been able to offer combined programs on-demand and to extend those programs locally, regionally, nationally, and internationally. It has also pursued grant funding and consortium memberships which it would not have been able to do alone. The demands of local agencies are being met now at a faster pace and in a way that is tailored specifically for them.

Challenging EST program components

This new undertaking has met with some challenges as well as successes. The program's new management structure has encountered some administrative planning, paperwork, and registration difficulties; it is anticipated that these will be overcome as the learning process continues and permanent staff is put into place. Funding issues have been encountered, but should be resolved by pursuing alternative funding methods, particularly with new state and federal grant programs. The program also plans to increase its marketing initiatives by offering more courses to private agencies, increasing mailings, continuously improving its course catalog and website, and developing new partnerships with other OCC programs, such as Workforce Development Services.

Plans for the future

OCC's EST programs are looking to the future in a world changed forever by the September 11, 2001 tragedy, as the college provides new training options for agencies in areas including terrorism, chemical and biological weapons, and potential threats which haven't yet been assessed. The college will continually remain in touch with the needs of its external constituents by attending meetings and networking. Funding will be pursued in alternative and creative ways and marketing will be increased with the formation of new alliances and partnerships. Above all, OCC asserts that it will uphold its commitment to constantly serve its communities and provide them with the best training possible based on their needs.

Workforce Development Services

Workforce Development Services (WDS) initiatives include economic development, business and industry, job-seeker services, and partnerships.

The most significant contributions are the leadership roles and collaborative projects in which WDS participated for welfare-to-work programs and economic development efforts, working as a partner in local, county, and state initiatives to build a skilled workforce.

Through the efforts of WDS, OCC has demonstrated its ability to identify its constituencies and serve them in ways both value, evidenced by the multitude of partnerships which have been created with community organizations and the revenues realized through competitive processes.

Included among the strengths is the consistency of college administration in sustaining a core staff of employees with expertise in workforce development activities. This consistency has led to OCC's statewide leadership role in this arena.

Evidence is beginning to surface, however, that there is a need to increase internal awareness of the various ways in which WDS serves its community and positively impacts the manner in which the college at large serves its constituencies. This interest has resulted in the creation of a Workforce Development Advisory Committee composed of faculty, administration, and WDS representation. Additionally, participation by college leadership in WDS forums and other personnel in committee work has increased, along with recommendations for further awareness-building events. The recent addition of a dean of Workforce Development has raised the profile of WDS within the college community.

WDS provides three critical services to businesses and residents:

- 1) Career training for job seekers and the underemployed
- 2) Business and industry training to strengthen the workforce of the county
- 3) Economic development services to retain and attract new businesses

Plans for the future

WDS sees many opportunities to strengthen its services to the college and the community and hopes to position itself more prominently in the college's strategic planning process as an area to be developed. Emerging technologies and entrepreneurialism are major focal points for economic and workforce development initiatives. WDS should play a primary role, partnering with academic disciplines, in developing training programs to support initiatives by state and county governments.

Most recently, in October 2006, the college named its first dean of Workforce Development. This action was in response to the increased national and regional focus on workforce development and the desire of OCC leadership to place an emphasis on WDS, not only for its noncredit activities but also for its credit curriculum. The WDS dean will participate in the Deans' Cabinet, campus and collegewide Senate meetings, Discipline Day, and department chair meetings in an effort to bring the relationships and services of WDS into credit programs.

Professional and Continuing Education programs

In the mid-1990's, through a Continuous Quality Improvement (CQI) team on continuing education, a recommendation was made to discontinue noncredit, enrichment-based continuing education courses at OCC. This recommendation was based on the breadth and quality of enrichment activities available through K-12 districts and adult education programming. Subsequently, the CQI team recommended the exploration of "Professional Education." **Professional Education** was defined by the CQI team as noncredit offerings designed to increase career opportunities and focus on developing the skills necessary to enhance professional growth.

In 2005, Workforce Development Services began piloting noncredit Professional Education offerings in conjunction with the academic disciplines. In January 2007, the first full catalog of Professional Education programming was made available to the public. The schedule includes a blend of degree-related courses, as well as general management and leadership training in demand at local businesses.

Continuing Education programs at OCC once involved dozens of classes offered at low cost and ranging from lectures for entertainment to classes for professionals to increase their expertise. These classes were cancelled a few years ago due to increased need for classroom space, competition with courses offered for credit at a greater cost, and the fact that while such courses are free to the students and members of the community, they are ultimately paid for by the college. Still, despite fiscal restraints and diminished classroom space, some programs remain in existence due to their importance and value to the college and surrounding communities.

The Continuing Education program at OCC attempts to utilize campus space during times it would not be used to meet the needs of constituents who otherwise might be unprepared for credit courses offered by the college. For example, Orchard Ridge Continuing Education offers ESL Bridge Courses every semester for individuals who do not qualify for any ESL courses offered on campus. Physical Education and Recreation (PER) staff at Orchard Ridge teach a significant number of PER courses for students who do not want credit, but wish to practice aquatics, fencing, and other offerings. Their ages range from high school to very elderly. The Motorcycle Safety program is the only safety program of its kind offered anywhere in Oakland County.

One weakness of the college's approach to Continuing Education is its failure to take a position relative to the current status of continuing education and to the place it should have as OCC plans future growth.

Re-emergence of interest in continuing education programs

Recently there has been a re-emergence of interest in enrichment-based programming. This increased demand may be driven by reduced state funding for adult education. It is recommended that the college re-examine the environment and assess the demand for traditional continuing education. Preliminary evidence suggests that there are unmet community needs for enrichment courses. Specifically, there is a pattern of students registering multiple times for the same for-credit ceramics course. Similar evidence exists that the Collision Automotive Repair program has a core group of repeat registrants.

Welfare-to-Work Advanced Training Program

The Career Development area of Workforce Development Services (WDS) developed and implemented the **Advanced Training Program** (ATP) as a pilot welfare-to-work project. ATP was recognized nationally and statewide as an exemplary project. It became the only local program that offered skill-building opportunities for public assistance recipients. Key elements of the model include the employer partners, a community-based taskforce, and an evaluation process which included the students/clients. These constituencies provided the input to enhance the program on a continuing basis over the 10 years of its operation.

As a result of the college's leadership in welfare-to-work training, more than \$12 million was allocated to OCC by the State of Michigan for the purpose of training. Previous allocations excluded any funds for training. The college continued to receive exclusive funding from Oakland County for its program and training opportunities for the past 10 years.

Hundreds of welfare recipients completed training and went on to be hired by OCC's employer partners with entry wages in excess of \$20,000 a year plus benefits. Many continued their education at OCC and elsewhere to enhance their future employment prospects.

Employer involvement and commitment was an important element for success of the program. Overall completion and placement rates were 80% and 70%, respectively.

As the population of welfare-to-work became increasingly harder to serve and the economic environment weakened, basic skills-building needed greater attention. The number of clients with the potential to compete in the training program increased significantly.

Self-paced instruction in a computer lab was established to assess and build basic skills to increase success in occupational skills training. Additionally, partnerships with organization such a Michigan Rehabilitation Services, Community Mental Health, and OCC's Pontiac Adult Career Counseling Center were created to enhance the college's ability to identify and provide special services to meet the needs of the students.

OCC's Welfare-to-Work Awards

- 1998 US Dept. of Labor/AACC Exemplary Program for Welfare-to-Work Program and \$10,000 prize
- 1998 MACET – Michigan Association of Continuing Education and Training Special Program Award for significantly advancing the profession of continuing education and training
- 1998 NCCET – National Council for Continuing Education & Training – Exemplary Program Award
- 1998 Featured by the National Governor's Association Center for Best Practices
- 1998 Nominated for the U.S. Council of Governments Innovations Award and the National Alliance of Business Community College of the Year Award

Source: OCC Workforce Development Services

Customized training for corporations

Oakland Community College also entered into agreements with Dana Corporation and DaimlerChrysler to provide credit course-work for their employees.

The Dana/OCC associate degree program was created specifically for **Dana Corporation students in manufacturing technology**. It consisted of 11 core technology courses and the necessary general education courses for an associate in applied science degree. Corporate students took two technical courses and one general education course in each three-week session held twice a year over a three-year period. The students could earn a certificate for taking just the core courses or they could complete an Associate Degree in Manufacturing Technology by completing both the core and the general education courses. The program began in 1985 and survived many Dana Corporation economic ups and downs over the years. In the spring of 2006, Dana indicated that – due to economic conditions – it would suspend the program.

The **DaimlerChrysler Designer Education Initiative** (DEI) was initiated in 1992 at the request of Chrysler Corporation. The program's intent was to train experienced manufacturing designers in engineering concepts. A 63-credit curriculum was developed, with courses concentrating in math, science, and engineering. Although an associate degree was not awarded after completion of the 63 credits, many students have taken the remaining credits to earn the Associate in Science in Pre-engineering degree and/or transferred to local universities to continue in a bachelor degree engineering program.

Developmental Education

Oakland Community College offers **developmental education** through the English discipline's academic literacy program, the math discipline and the English as a Second Language program. In each area, the discipline coordinates the program and the courses.

The Developmental Education Committee is in the process of creating a new model for the delivery of services and instruction for students whose skills are determined to be below entry level for college work. The model will be presented to the College Planning Council in September 2007 and the college community will then be invited to review and discuss the proposal. It is hoped that during the 2007-2008 academic year, consultants will be brought in to work with faculty in math and English to prepare them to deliver instruction to students in these skill-building areas.

Currently, development is ongoing. The TEAM (Teach English and Math) program was piloted to deliver instruction to students who score below the cut-off score on the COMPASS English placement test. The TEAM program was successful at two campuses and will become part of the new Developmental Education proposal at OCC.

To further enhance developmental education at OCC, in October 2007 the PDTC brought in Paul Nolting, a nationally recognized developmental math expert who did a collegewide presentation that focused on three areas: importance of math across the curriculum, ways to reduce math anxiety at all levels of the institution, and methods of using math to build critical thinking and reasoning skills.

CONCLUSION – CORE COMPONENT 5A

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

CRITERION FIVE: CORE COMPONENT 5B

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

Oakland Community College is committed to engaging with its internal and external constituencies to accomplish its mission of providing high quality learning opportunities and services for individuals, communities, and organizations. The college reaches out to assess the needs and opinions of these diverse constituents and to meet those needs – connecting with current and future students, as well as the community in general – in a multitude of ways:

- Marketing, recruitment, community outreach, and research programs
- Programs to enrich student life and enhance educational/career opportunities
- Foundation activities to enhance the quality of education at OCC

Marketing, recruitment, outreach, and research programs connect with constituents.

Marketing, recruitment, and community outreach

The **Marketing department** at OCC is currently comprised of an executive director, a strategic planning officer, a communications officer, and three recruiters. It publishes and distributes 150 press releases a year; reviews about 50 periodicals to find and file all references to the college; and maintains communication between the college, the community at large and its media services. Approaching the dispatch of information from a marketing perspective rather than a public relations direction, the Marketing department communicates with the community at large and its media sources, such as radio, television, newspapers, high schools, and organizations to reach laid-off workers, prospective students, and the business community.

The number of favorable articles and editorials found in the local print and broadcast media about OCC and its activities has increased substantially since the college's previous accreditation. Articles are on file in the office and many are available via the web. One example of a college publication available on the web is the magazine Career Focus. Twenty issues of this magazine were published in hard copy (they are also available online) before budget shortfalls resulted in a temporary suspension of activities. Nearly all newsletters and magazines produced by the OCC Communications department are available on the OCC website and can be accessed by both community and educational constituents.

In addition to activities of the Marketing and Communications departments, each OCC campus sponsors **activities which engage the community**. Examples include Technology Days and CREST open houses at Auburn Hills Campus; pottery shows at Royal Oak Campus; culinary festivals and theatrical presentations at Orchard Ridge Campus; and dental and nursing clinics at the Highland Lakes Campus.

Individual departments at OCC also interact with the community. Examples include:

- Computer Information Systems and Workforce Development Services, which jointly offer CISCO training to the business community
- The Computer Aided Design (CAD) Department, which sponsors the regional high school CAD competition
- The Co-operative Education Department, which offers resume-writing clinics to students and displaced workers

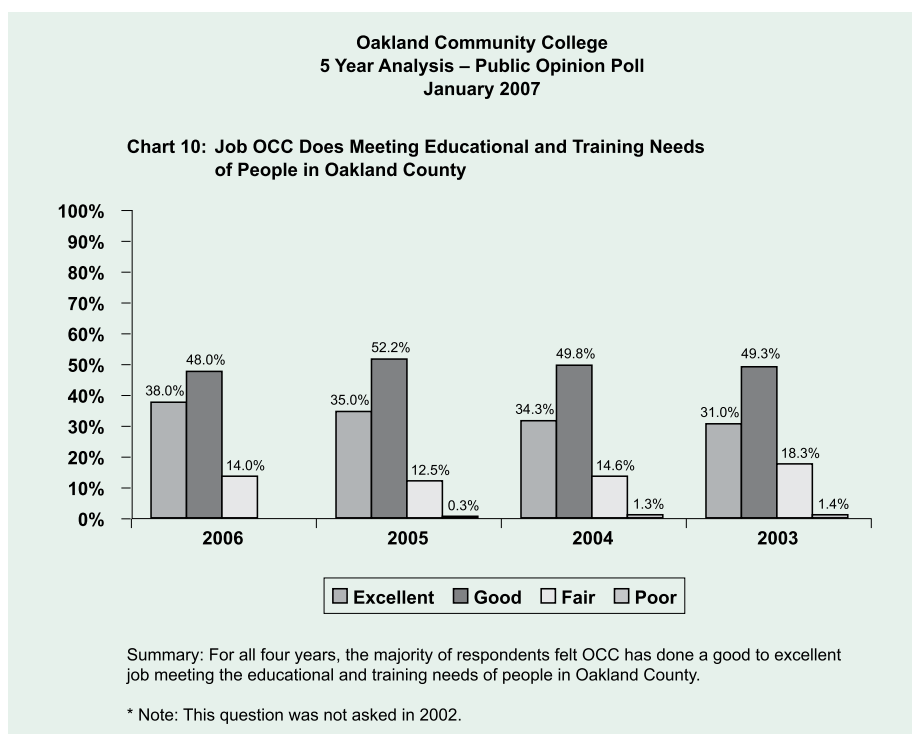
Public opinion polls

OCC's Office of Institutional Research performs **regular public opinion polls** of its constituencies. The most recent summarized the opinions of the OCC public for the years 2002-2006. Highlights of the 2006 survey include the perception of a high quality of degree programs and instruction. Although OCC was very recognizable (83.1% vs. 81.5% for Oakland University), the public perceived four-year institutions as preparing students better for the job market.

Of the respondents in 2006, 85.3% would recommend a family member to OCC. The college also received favorable ratings for:

- Tuition costs
- Transferability
- Doing a good or excellent job meeting the educational and training needs of residents

FIGURE 13: OCC PUBLIC OPINION POLL, 2006 – HOW WELL OCC MEETS EDUCATIONAL AND TRAINING NEEDS



OCC programs link students to college and community.

Student Life programs

The **Student Life program** at OCC is based upon the understanding that students who are more successful are those who spend more time on campus and are engaged in activities that provide opportunities to interact with faculty and peers.

Since January 2001, the College Senate Student Life Task Force – composed of administrators, faculty, staff, and students from all five campuses – has been involved with researching needs, making recommendations, and planning and facilitating a variety of activities, programs and services designed to develop students outside of the classroom. As a result of these meetings the Student Life Task Force was able to make recommendations to restore student development to the college's mission.

Implementation of the recommendations resulted in the creation of an infrastructure for support of the program that includes standing Student Life Committees on each campus and a college-wide Student Life Committee that provides overall coordination and support of the budgeting process for activities and new initiatives. Examples of Student Life activities include the speaker series, the fundable proposal project, entertainment venues, family activities, cultural activities, and culinary experiences. Student clubs, such as the Optimist Club and the Architecture Club, are examples of organized student activities.

Service Learning initiatives

In 2005, OCC became a member of the Michigan Campus Compact (MCC) which helps to develop service learning programs and offers a variety of resources to members in conjunction with the Corporation for National and Community Service. OCC's **Service Learning program** engages students, faculty, staff, and non-profit organizations in activities that combine community service and academic learning. Programs include opportunities for faculty, students, staff, and community organizations to work collectively on service learning, civic engagement, and volunteer projects, with particular attention to the needs of low-income children and youth. Membership in MCC also offers the college technical support; fundable grant opportunities; student nominations and awards to recognize faculty/staff, students, and non-profit organizations; and attendance at local and national conferences and workshops by faculty, students and community partners. During the Winter 2006 semester, six OCC faculty who represented the English, English as a Second Language, and CIS/BIS departments engaged 119 students and nine community partners in service learning projects.

One of Service Learning's newest projects, begun in 2007, involves partnering with the Mentor Connection of Jewish Family Service. Mentor Connection, funded through a Michigan Campus Compact Partners for Youth three-year grant pairs at-risk Oakland County youngsters, ages seven to 17, with OCC student mentors who help guide and motivate their mentees, expose them to college life and help build their self-esteem.

Phi Theta Kappa Honor Society

Each one of the college's five campuses is host to a **Phi Theta Kappa** (PTK) chapter. Throughout the academic year students are recruited to become new members. Prospective

members must have earned 3.5 cumulative grade point averages and carry 12 credit hours. Once members, students must maintain grade point averages of 3.25 to stay active. Chapters offer various service and fund-raising events throughout the school year:

- Blood drives with the American Red Cross
- Food collections to benefit local food pantries
- Cancer awareness and prevention fairs
- Book drives with K-12 schools
- Tutorial-study sessions at area elementary schools
- Other fund-raisers to increase chapter treasuries which are partially funded by the Student Life program

On several Saturdays in June and July 2007, the Orchard Ridge PTK chapter spearheaded a large-scale project, “Blazing a Unity Trail.” Chapter members recruited volunteers from the campus community as well as from other OCC and local community college PTK chapters. Together they restored one of the campus’s nature trails and its neighboring wetlands areas which were originally created in the 1970’s and 1980’s as field study projects for the Biology department.

During the past five years students and faculty/staff advisors attended PTK national and regional conferences and have received numerous exemplary awards and citations, including the Chapter Milestone Award, the Five Star Award, and the Pinnacle Continued Excellence Award.

OCC Athletics

Oakland Community College began an **athletic program** in 1966 when the President's Council approved a recommendation for the program. Initially the college fielded teams included men’s cross-country, men’s basketball, men’s swimming, men’s golf, and men’s tennis. Currently OCC has seven athletic programs and one club sport: men’s basketball, golf, cross-country, and soccer (club sport); and women’s basketball, volleyball, cross-country, tennis, and softball. An athletic director oversees OCC’s athletic program.

Each of OCC’s seven teams is sanctioned by the National Junior College Athletic Association (NJCAA). The college currently allots \$70,000 in athletic scholarships to students, giving all OCC athletes a partial scholarship at minimum, while others receive full scholarships. The college also offers intramural sports for students and hosts a number of athletic events for local K-12 schools and other community partners.

Apprenticeships

Apprenticeship programming has increased in the last three years with the hiring of a full-time coordinator – the first in several years. Under the management of this qualified and experienced employee who possesses specific knowledge of industry needs and Department of Labor regulations, OCC has made increased inroads in gaining community recognition for its value in this arena. Apprenticeship training has been modified so all apprenticeship courses receive post-secondary credit towards either an OCC certificate of achievement or an associate degree.

Placement, internship and co-op services

Placement Services of Oakland Community College is an academic support unit designed to help alumni, community members, current students, and graduating students in relating their personal skills, experience, and education to occupational requirements. The college's partnerships with employers through employment recruitment enable students and community job seekers to discover rewarding career opportunities. These partnerships also assist employers in finding qualified candidates for employment.

The **Internship and Cooperative Education** program at Oakland Community College is an academic program in which classroom study is combined with career-related work experience. These real-world opportunities are with business, industry, and governmental organizations. Students who participate must meet the eligibility requirements determined by faculty within their chosen discipline of study. Cooperative education and internship students earn academic credit and learn to apply classroom skills while establishing professional contacts with employers on the job.

Tech Prep articulation agreements with Oakland County high schools

Through a partnership with the **Oakland County Tech Prep Consortium**, OCC has established a number of articulation/transfer agreements to better facilitate the ability of Oakland County high school students to transfer into specific OCC programs. Requests for agreements are initiated by the high school and facilitated by secondary and post-secondary liaisons representing each program. In all, 28 area high schools participate in this program and have signed 292 articulation agreements.

Transfer can be achieved through two methods. The first, a direct transfer, results in a transfer credit being assigned to the OCC student record. The second method permits the OCC student to transfer his or her grade through application of the OCC Credit by Examination policy. In this case the student registers for the applicable course at OCC, pays the tuition and requests a challenge exam. The college accepts the high school grading scheme as meeting the requirements of the challenge exam. Either route can be elected by the student within two years of completing the high school course.

The Pontiac Summer Program

The **OCC/Pontiac Summer Program (PSP)** was created in 1988 to provide an opportunity for average-performing high school students from urban Pontiac to shape their educational and career goals by enrolling in classes at Oakland Community College. The program has positively impacted the lives of more than 800 students over the past 19 years.

The PSP provides counseling and academic instruction for up to 50 students from Pontiac Central and Pontiac Northern High Schools each year. Students attend two college-level classes for seven and one-half weeks during the summer prior to their senior year of high school.

Programs for Academic Support Services (PASS)

The function of the **Programs for Academic Support (PASS)** department is to provide appropriate accommodations and services to eligible students in order to enhance student academic success. The PASS department offers tutoring for students who are academically

or economically disadvantaged, for those who use English as a second language, and for those who have documented disabilities. Annually, more than 2,500 students are interviewed for the purpose of evaluating their eligibility for PASS services.

The Attendance Cost program, administered through the PASS department, provides supplemental financial assistance to special population students including those who are economically disadvantaged, single parents, homemakers, displaced homemakers, and students enrolled in nontraditional occupational programs.

Transitions program

OCC's Transitions program is a six-week seminar series offered through the support of the Carl D. Perkins Vocational and Technical grant. This program is free to eligible participants who meet specific income requirements. It provides individuals experiencing personal changes and life-skills challenges with opportunities to develop coping techniques and strategies to better manage life challenges, while balancing the demands of family, work school, and community commitments. In addition, Transitions teaches practical and effective stress-management techniques and productive time-management skills. Sessions also cover topics such as improving critical thinking and decision-making skills, and developing a greater understanding and appreciation of lifelong learning, all of which enhance self-esteem and confidence. Transitions participants are exposed to resources for exploring work-place trends, planning career options and developing job-search strategies.

Over the past decade, more than 2,500 participants have successfully completed the Transitions program. They ranged in age from 25 to 70 and represented all ethnic groups, origins, and both genders.

Womencenter programs

The Womencenter helps to empower women and girls through the development of educational and supportive programs for college and community women. Personal and societal needs of women are identified. Participants are assisted through educational, participatory, and supportive programs. The Womencenter assists women transitioning to college through support and appropriate college connections. Conferences, workshops, seminars, supportive groups, peer counseling, and information and referral services are offered to this special population. The Womencenter also presents programs on women's history, culture, and social issues.

Foundation helps enhance quality of education at OCC.

OCC Foundation enhances quality education

The **Oakland Community College Foundation** was formed in 1979 to obtain private contributions from alumni, individuals in the community, corporations, private foundations, and other organizations to enhance the quality of education at OCC. Gift dollars support scholarships, libraries, fine arts, equipment purchases, and program development. In addition to cash and stocks, the Foundation also accepts gifts of property, equipment, bequests, and charitable gift annuities.

A volunteer board of community leaders and representatives of the OCC Board of Trustees and faculty govern the Foundation. The Foundation raises an average of \$260,000 per fiscal year in contributions that support scholarships, programs, and college operations. The Foundation awards approximately 184 scholarships valued at \$176,000 each academic year. Approximately 68% of the Foundation's revenues per year are contributed for scholarships.

Staff members of the college's Advancement Office support the OCC Foundation. That support, together with the presence of members of the OCC Board of Trustees and the OCC chancellor on the OCC Foundation board, means the ties between the college and Foundation are extremely strong. College funding priorities are easily identified and addressed by the Foundation.

The OCC Foundation is in a market which is increasingly competitive as other public agencies attempt to resolve funding shortfalls with private sector donations. In addressing this issue, the Foundation has identified two long-term goals for improvement:

- To increase the amount of contributions and the number of prospective donors in the donor base each year
- To increase the number of donors by 10% per year

The Foundation's prospective donor base should be expanded to include:

- Corporate clients of the college
- Faculty and staff
- The 500,000 former students of OCC, who are a relatively untapped pool of potential donors
- Employers who hire OCC students

OCC faces external challenges

While clearly there is no challenge to the college's strong commitment to engaging with the constituencies it identifies as current and potential supporters, OCC faces several significant external challenges:

- Funding for Tech Prep and PASS programs through Carl Perkins funding is only secure for the next three years.
- School districts continue to struggle as funding levels remain under protracted pressure.
- State funding formulas penalize school districts from engaging in dual enrollments in a large way.
- The future of career and technical programming within the state minimum math and science requirements has caused retrenchment within these programs.
- Companies are reducing their commitments to employee education as can be evidenced by the drop in new apprenticeships and co-op placements available in recent years.
- The OCC Foundation faces increasing competition for its fundraising to support OCC programs and students as other public agencies attempt to resolve funding shortfalls with private-sector donations.

Another overarching challenge to engaging community partners at the high school level is the number of high school graduates requiring remedial instruction prior to entering post-secondary courses. OCC is currently considering a developmental education program to address this problem, replacing the non-integrated developmental education courses and services now available.

College identifies opportunities for future

Many opportunities exist for OCC to expand its engagement with various constituencies. The college, in collaboration with area high schools, is pursuing many of these opportunities, including dual enrollment by high schools, early college entrance, and additional Tech Prep agreements. Service to businesses can be expanded, assisted by the addition of a dean of Workforce Development in October 2006. In addition, summer technical academies – similar to the Young Girls in Technology program – are slated to increase in number.

Early college credit for high school students is an OCC corporate priority as are expansions of both Workforce Development Services and academic programs in the business growth areas of emerging technologies and health care.

Transfer relationships will continue to grow, particularly in technical programs aligning with four-year institutions. Plans are under way to re-align courses and programs at the college to better facilitate 2+2 and 3+1 programs in Applied Science, Business, Sciences, and Liberal Arts disciplines at OCC. It is OCC's intent to position itself to take full advantage of evolving state funding opportunities being considered for high school and college students.

CONCLUSION – CORE COMPONENT 5B

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

CRITERION FIVE: CORE COMPONENT 5C

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

Oakland Community College functions in a complex system of activities and programs and collaborates with other entities in an ongoing, interactive manner. Feedback loops are an integral part of this system.

The information that follows demonstrates OCC's ongoing efforts to meet constituent expectations and adjust its activities using continuous feedback from those constituents. Major examples include:

- Transfer relationships with high schools and other post-secondary institutions
- Supportive services and enrichment programs for current and potential students
- Relationships with the community, business partners, and special interest groups

Transfer relationships benefit students.

Relationships with secondary schools, colleges and universities

The theme OCC adopted, *Get Anywhere From Here*, is evident through relationships that have been built based on agreements with:

- Oakland Schools and the Oakland Tech Prep Consortium
- Two-year institutions, such as Macomb Community College
- Four-year institutions providing transfer to bachelor as well as master level programs

Other relationships built with Michigan Association of Collegiate Registrars and Admissions Office (MACRAO) and Michigan Community College Virtual Learning Collaborative (MCCVLC) have provided mechanisms for transfer equivalency for students transferring into or out of the college.

OCC has established **transfer articulation agreements with 28 Oakland County high schools**. In 2006 the philosophy and relationship became stronger as graduated high school students can now use high school grades to gain transfer credit toward a certificate or degree in an OCC program.

Additionally long-standing partnerships between the college and Oakland Schools, such as the **Oakland County Tech Prep Consortium** and the **Walter P. Chrysler Manufacturing Technology Academy** were augmented in 2006 when OCC joined Oakland Schools, General Motors and five local school districts as a partner in the **Oakland Schools Vehicle Design and Engineering Academy**. This two-year, computer-aided design and pre-engineering program was relocated to OCC's Auburn Hills Campus.

The college also has **reciprocal agreements** with Macomb Community College for shared programs in fields such as veterinary technician and physical therapy assistant.

In addition to providing a pathway into the college, students can use the accommodations supplied by **more than 100 articulation agreements to four-year institutions throughout Michigan**. OCC makes every attempt to provide links to fit the unique needs of each individual field of study. Among OCC's newest articulation agreements, developed between 2004 and 2007, are those with:

- Cleary University – OCC students may transfer up to 83 credits toward a bachelor of business administration degree from this Ann Arbor university.
- Ferris State University – OCC students may transfer up to 87 credits in any technology field toward a bachelor degree, taking all their classes online or on OCC's Auburn Hills Campus.
- University of Detroit-Mercy – Information Assurance/Security certificate and bachelor degree programs. Guided by input from area business, industry, and government, OCC developed an Information Assurance/Security program, which prepares students to work in homeland security, cybersecurity, and intelligence collection for the federal government or private industry. After completing their OCC studies, students can transfer 72 credits to the University of Detroit-Mercy's nationally recognized bachelor degree program.
- Oakland University – bachelor and master degree nursing programs. This program addresses the area's critical nursing shortage with an accelerated program that allows OCC nursing students to remain on the Highland Lakes Campus and take classes from Oakland University faculty.
- Lawrence Technological University – students may transfer up to 75 credits to seven bachelor degree programs.
- University of Michigan-Dearborn (UM-D) – OCC Criminal Justice graduates can transfer into UM-D's bachelor program and UM-D Criminal Justice freshmen can take certain core courses at OCC.
- Kettering University – a strategic partnership that allows OCC graduates to complete bachelor degrees through Kettering's innovative combination of classroom learning and professional co-op learning experiences at leading companies in Oakland County's Automation Alley and elsewhere.
- Eastern Michigan University (EMU)– a partnership where EMU has provided the major requirements for the OCC Construction Management program until 2007, when the courses will be offered at OCC's Orchard Ridge Campus.

Where Do OCC Graduates Transfer?

The top 10 institutions of higher learning that OCC graduates select are:

Oakland University	22.0%
Wayne State University	14.3%
University of Michigan	9.8%
Walsh College	8.9%
Baker College	6.0%
Eastern Michigan University	5.1%
Central Michigan University	4.8%
Madonna College	4.2%
Lawrence Technological University	3.3%
Michigan State University	2.4%

Source: OCC At A Glance, 2006-2007

Assessment instruments enhance program design.

Program assessment

Through its Office of Assessment and Institutional Effectiveness, OCC has created two instruments and processes for evaluating the need for new programs and the evaluation of existing programs. The first is the **Program Planning Model (PPM), a collaborative process** which considers specific questions comprising seven core dimensions. Specifically, the PPM examines:

- Student target market
- Benefit to student
- Industry demand
- Occupational conditions
- College flexibility
- College resource commitment
- Competition

These seven dimensions are then assessed along with other data to determine whether or not the college should implement the new program.

The second instrument, the **Program Dashboard**, is built on seven distinct measures:

- Sections filled to capacity
- Percent of completed sections
- Credit hour trend ratio
- Percent of minority students

- Percent of withdrawals
- Percent of incompletes
- Student course completion rate

These measures are assessed annually and the data is reviewed by the dean to determine the overall health of each program. If concerns exist, the dean will discuss those concerns with program faculty. If deemed necessary, the program may be put through the PPM to help ascertain its viability in the current environment.

Supportive services and enrichment programs benefit current and potential students.

Program for Academic Support Services

The function of the **Program for Academic Support Services** (PASS) department is to provide appropriate accommodations and services to eligible students in order to enhance student academic success. These accommodations and services include tutoring for students who are academically or economically disadvantaged; who use English as a second language; or who have documented disabilities. Annually, PASS interviews more than 2,500 students to evaluate if they are eligible for services.

The department is challenged with an increasing number of students who have severe or multiple disabilities, as well as those whose English and math skill-levels are extremely low. PASS is currently examining how it should respond to this growing educational challenge.

The **Attendance Cost program**, administered through the PASS department, provides supplemental financial assistance to special population students, including those who are economically disadvantaged, single parents, homemakers, displaced homemakers, and students enrolled in nontraditional occupational programs.

OCC also offers the **Transitions program**, a free seminar series designed to offer support, direction, and effective strategies for success in developing employability and self-empowerment skills.

Each of these efforts has grown out of a process of identifying the changing needs of the communities OCC serves and developing support programs which better respond to these needs.

The Pontiac Summer Program

Each year since the **OCC Pontiac Summer Program** (PSP) was created in 1988, it has provided opportunities for up to 50 average-performing high school students from two urban Pontiac high schools to shape their educational and career goals. PSP participants enroll in two classes at Oakland Community College prior to their senior year. The program has positively impacted the lives of more than 800 students over the past 19 years.

The targeted population for the PSP is students and parents from Pontiac Northern and Pontiac Central high schools. Participating students are those who have the potential to

excel beyond present levels of performance (typically a 2.0 to 2.5 GPA) and need to boost both their academic achievement levels and motivation to prepare themselves for post-secondary learning environments. PSP participants reflect the diverse population of Pontiac; the majority represent racial and linguistic minorities and many come from families who have no previous college experience.

The Pontiac Summer Program exposes students to the college environment and helps them make decisions about their future education and careers while assisting them to develop time management skills, confidence, and motivation. Each student takes two 7 ½-week courses; one is “Orientation to College,” and the other is a course of their choice based on placement, career interest and availability of sections for the summer session.

A parent-advocate component, which has proven to be vital to overall student success and allows for parental participation, continues to be integrated into the PSP. This component educates parents on strategies they can implement to help their children transition successfully from high school to college. It also offers a series of informational sessions regarding general college preparation covering financial aid, career development, employment trends, and an overview of the student support services available on most college campuses.

Additional enrichment programs

The college continues to partner with area secondary and middle schools to provide students with summer enrichment programs at the Auburn Hills and Orchard Ridge campuses. In 2007, OCC sponsored the following programs in addition to the Pontiac Summer Program:

- The second **Science Technology and Engineering Preview Summer Camp (STEPS)** that introduced high school girls to computer numerical control machinery and computer-aided design equipment. The young women from area high schools also learned team-building and confidence-building skills.
- The third **ESL Dual Enrollment Summer Enrichment program** that gave bilingual juniors and seniors from the Farmington Public School system the chance to improve their abilities to perform college work, enhance their reading and writing skills and learn how to succeed in a college environment.
- The fourth **Students Undertaking a College Experience in Summer Session (SUCCESS)** program that provided Farmington Public School students an academic jump start in earning college credits, experiencing college life and exploring career pathways.
- The first **EXCITE!** four-week summer program, which enabled area middle school students to explore a wide range of career options. **EXCITE!**, open to boys and girls, replaced OCC's **Young Girls in Technology Enrichment program** that served Pontiac middle school girls for five years.

OCC maintains strong relationships with the community, business partners and special interest groups.

Business and Community Alliance

The **Business and Community Alliance (BCA)** was established in 1997 to provide a formal avenue for business and community leaders to help the college refine and redirect its educational offerings. The group meets quarterly, invites direct feedback from employers and identifies areas of study and programs for development that respond directly to the changing needs and employment outlook for Oakland County and the metropolitan Detroit area. The BCA developed a list of 10 core employability skills that every OCC graduate should master. These skills were incorporated in the development of General Education attributes/outcomes students are exposed to during the completion of their degree-seeking experiences. The BCA was valuable for the successful passage of a millage renewal and provided insights and advice on technology initiatives including M-TEC and CREST programs.

Advisory committees and advisory boards

OCC makes considerable use of **advisory committees and advisory boards** to modify and evaluate its career and technical offerings. Currently, approximately three dozen advisory groups comprised of more than 300 community representatives assist with programs including Emergency Medical Services, health care, hospitality, and technology. These committees and boards meet on a regular basis to provide input to disciplines on industry trends, changing technologies, and demand for graduates.

Ad-hoc committees are also formed to respond to specific needs. Examples include groups assembled to:

- Respond to federal or state requests for grant proposals
- Provide input on retraining initiatives for displaced workers
- Assist in the assessment of new academic program initiatives

Consultations with constituent groups are also established on an as-needed basis. One recent example is the January 2007 external SWOT analysis conducted to provide constituent advice regarding the Auburn Hills Campus Academic Master Plan.

The Pontiac Adult Career Counseling Center

Between 1989 and 2006, the **Pontiac Adult Career Counseling Center (PACCC)** provided career counseling services to benefit Pontiac-area adults, organizations, and corporations. Services were offered at no cost or for a nominal fee on a contract basis. Established in downtown Pontiac, a diverse urban area of high unemployment, PACCC had a long-standing partnership with Oakland University to provide career counseling to adults in and around the Pontiac area. PACCC was a very unique example of a university and a community college blending resources to benefit the community. The center provided multifaceted career-awareness services facilitated by a graduate assistant from Oakland University's Master of Arts in Counseling program who worked with and under the supervision of two counselors from the Oakland Community College Counseling department.

Throughout most of its years of service, PACCC's client population was predominantly female; most participants were between 18-29 years of age, single, and residents of Pontiac. The physical location of PACCC strongly contributed to its years of successful operation: it was in downtown Pontiac, near public transit and many of the clients were *Work First* participants who attended Job Club at the same location.

PACCC was closed in June of 2006 when *Work First* clients were relocated to other agencies when state and local workforce development boards changed workforce development funding.

CONCLUSION – CORE COMPONENT 5C

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

CRITERION FIVE: CORE COMPONENT 5D

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

OCC activities enhance life in the community.

OCC is an active member of the vibrant community of Oakland County and Southeast Michigan. To this end it offers a variety of opportunities for its internal and external constituencies to participate in activities which both highlight college activities or permit the use of college facilities as a venue for community events. These activities range from pottery shows at the Royal Oak Campus and regional food events at Orchard Ridge Campus to live music at the Highland Lakes Campus and technology days for high school students at Auburn Hills Campus.

Following is a discussion of some of the OCC's larger outreach activities, which are driven by the continued needs of the college's constituents. The activities highlighted are:

- Student Life
- Global Education
- Community Outreach
- OCC Foundation
- Emergency Services Training
- Workforce Development Services
- Public Opinion Polls and Voter Support

Student life

The OCC **Student Development Planning Model (Student Life)** is based on the work of Don G. Creamer from his study, *Student Development in Urban Commuter Colleges*, published in 1984. Several adjustments were made to reflect OCC's specific student environment.

The concentration is on out-of-classroom activities and services (though examples of OCC's General Education attributes/outcomes and other in-class experiences are included). The intent of using the model is to assist faculty and staff with making conscious, informed decisions about the kinds of programs, services, and activities to provide an institutional framework aimed at aiding student development within specific, research-based categories of need. Additionally, the model is meant to serve as a useful means of directing resources (staff, facilities, budget, etc.) toward specific existing or emerging areas of need, while maximizing the efficiency of those resources. Activities include Recruitment/Intake, Counseling/Advising, Teaching/Learning, Programs/ Activities/Events, Communication, and Campus Environmental Climate.

Application of the Student Development Planning Model has resulted in tremendous growth in student activities of both an educational and social nature. Student use of these services

speaks to their value and in fact has caused the college to create student life coordinators at each campus to meet demand and further develop student life initiatives.

Global education

As the world continues to shrink, it is imperative that students develop an awareness of and appreciation for their places and roles in the larger global community. OCC's strategic plan has established **promoting a global perspective** as a specific goal. Focusing on globalism ensures that students will understand global dynamics as OCC offers them relevant educational experiences that address the relationships of people, cultures, and nations in an interconnected world.

Oakland Community College's commitment to global education has created a number of opportunities for student engagement:

- Oakland County and the Greater Detroit Metropolitan Area are increasingly diverse areas and thus provide a vast array of resources for the college to tap for **customized events**.
- OCC's **Global Education Committee** offers students, faculty, staff, and members of the community quality, cross-cultural learning experiences that affirm diversity, embrace collaboration and promote the sharing of information to better prepare individuals to meet the challenges of a global society.
- Many **OCC courses include global components** that raise awareness of cultures around the world.
- The college's **Global Education website** provides additional information on various programs and opportunities scheduled and offered throughout the year.
- Opportunities for **Study Abroad programs** include:
 - Cultural exchange programs developed over the past decade with the *State of Oaxaca in Mexico*. The Accord of Cooperation with the Oaxaca Ministry of Education and Oaxaca schools of higher education provides the basis for an exchange of students, and professional staff from OCC with selected schools in Oaxaca, Mexico. The accords have stressed the exchange of ideas, intercultural understanding and communication. In 2006, this relationship was further enhanced by the creation of the *OCC-Oaxaca CyberConnection: Globalizing Curriculum and Community* project. Use of bilingual entry and translation software will allow dialogue and information exchange at the instructional, training, process, and interpersonal levels and will significantly expand the number of students, faculty, and staff at OCC and Oaxaca who can participate in the Accord of Cooperation.
 - The *Salzburg Seminar Community College International Study program* (in which OCC students and faculty have participated for three years). The Salzburg Seminars were founded in 1947 in Salzburg, Austria, as an independent educational organization dedicated to developing tomorrow's leaders from around the world. Each year, OCC sponsors up to seven students as well as faculty who attend the seminar. The program provides an intensive seven-day international experience for participants to explore pressing issues

- of global concern and to view such issues from a perspective outside the borders of the U.S.
- A “Biodiversity in the Tropics” course that includes a field trip to Costa Rica.

It is the mission of the Global Education Committee at OCC to offer students, employees, and members of the community quality, cross-cultural learning experiences that affirm diversity, embrace collaboration and promote the sharing of information to better prepare individuals to meet the challenges of a global society. The continued growth of such activities – and the value placed upon them by OCC’s internal and external constituents – make an important statement that both college and community recognize the need for this increased knowledge of peoples and cultures other than their own.

Community outreach

OCC has established a number of **publications** to give students and residents a venue for their poetry and creative efforts. From 1987 through 2004 it also published a literary magazine that received national acclaim; the college also offers a yearly workshop for writers. These activities promote and identify the college as a patron of the arts which encourages development of creativity among its constituencies. The continued support for these endeavors, whether it be contributing poetry, attending a workshop or subscribing to a publication, all speak to community support for these programs.

The OCC Foundation

The **Oakland Community College Foundation** was formed in 1979 to obtain private contributions from alumni, individuals in the community, corporations, private foundations, and organizations to enhance the quality of education at OCC. Gift dollars support scholarships, libraries, fine arts, equipment purchases, and program development. In addition to cash and stocks, the Foundation also accepts gifts of property, equipment, bequests, and charitable gift annuities.

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Staff members of the OCC Advancement Office support the Foundation. That, together with the presence of members of the OCC Board of Trustees and the OCC chancellor on the OCC Foundation Board of Trustees, means the ties between the college and Foundation are extremely strong. College funding priorities are easily identified and addressed by the Foundation.

The funds received and the scholarships provided to deserving students attest to the success of the Foundation and the support it receives from individuals, past students, and the community. Fundraising activities such as the annual golf tournament speak to an awareness of the Foundation and the college and to the community support for both.

Emergency Services Training

The **Combined Regional Emergency Services Training** (CREST) center is the result of ideas from local police, fire and EMS agencies and Oakland Community College. The concept of a training “city” providing realistic settings for real-life problems faced by emergency responders is an innovative outcome of the more than 30 years experience that OCC has in training emergency services personnel. CREST is a unique training facility with furnished houses, a bank, convenience store, motel, and five-story, live-fire training tower.

This alliance between OCC and local emergency services allows for combined training to be offered to many public and private agencies. The college has worked on forming other cooperatives to ensure that it keeps in touch with outside needs. In 2006, OCC was instrumental in developing a consortium of eight community colleges to work on Urban Area Security Initiative (UASI) grant training programs regionally and to reach out to international agencies that have visited, attended and conducted training at CREST.

A variety of training programs has been presented since OCC opened CREST and combined emergency services training. Many of these courses are offered in an on-demand basis in direct response to requests from outside agencies in both the public and private sectors. These classes include mandatory certifications for healthcare providers such as first aid, CPR, Advanced Cardiovascular Life Support, and continuing education credits. The college has also conducted initial training for medical first responders, including instructor training courses, so that area communities can reach out to provide their own training courses for their communities into the future.

Police, fire, and EMS training programs are governed by a number of external agencies at the state and federal level. The programs offered at CREST must abide by all of the parameters set forth by their accrediting agencies with regards to instruction, curriculum, and paperwork. The instructors and management staff are members of these agencies and attend update meetings regularly to continually ensure compliance with outside requirements. Each of these training programs also meets with an advisory committee composed of community leaders and clinical affiliates in their respective fields.

As a result of combining the EST training programs, a myriad of new initiatives has occurred since the Higher Learning Commission’s last accreditation visit to OCC. The combining of training has allowed greater networking and communication on its own as well as with constituents externally. The college has been able to offer combined programs on demand and to extend those programs locally, regionally, nationally, and internationally. OCC has also pursued grant funding and consortium memberships which it was never able to do singularly. The demands of local agencies are being met now at a faster pace and in a way that is tailored specifically for them. Growth in programming each year and the continued support by area police and fire chiefs through participation on CREST advisory boards point to the value that EMS agencies place on OCC’s CREST facilities, programs, and staff.

Workforce Development Services

Workforce Development Services (WDS) provides three critical services to businesses and residents:

- 1) Career development for job seekers and the underemployed
- 2) Business and industry training to strengthen the workforce of the county
- 3) Economic development services to retain and attract new businesses

WDS initiatives include those focused on Economic Development, and on the needs of business and industry, as well as Job Seekers Services and partnerships with many area corporations and organizations. The most significant contributions are the leadership roles and collaborative projects in which WDS participated for welfare-to-work programs and economic development efforts, working as a partner with local/county/state initiatives to build a skilled workforce.

Through the efforts of WDS, OCC has demonstrated its ability to identify its constituencies and serve them in ways both entities value. This is evidenced by the multitude of partnerships which have been created with community organizations and the revenues realized through competitive processes.

The college administration has been successful in sustaining a core staff of employees with expertise in workforce development activities, which has led to the OCC's current leadership role statewide in this arena. Recently collected external evidence indicates the value placed on the college's Workforce Development Services is high and continues to grow.

Evidence is beginning to surface that OCC needs to enhance its internal awareness of the various ways in which WDS serves its community and the potential to positively impact the manner in which the college at large serves its constituencies. One example of this increased interest level is the creation of a Workforce Development Advisory Committee composed of faculty, administration, and WDS representation. Additionally, participation by college leadership in WDS forums and other personnel in committee work has recently increased, along with recommendations for further awareness-building events.

Through the use of measurement tools such as student satisfaction surveys, high number of returning customers, requests to participate on regional agencies, collaborative proposals for grant funding, and new customers continuing to use WDS services, the college is able to state without reservation that the community values WDS, including its services to business, training for displaced workers, and training for employees.

Public opinion polls demonstrate OCC's value to area

OCC has conducted annual public opinion polls each fall from 2002 through 2006. These telephone surveys use a stratified sample of Oakland County residents between the ages of 18 and 64; the mean number of respondents over the five-year period is 468.

OCC consistently receives very high marks from respondents who consider quality of degree programs and quality of instruction to be the most important considerations when choosing a college. For example, of the 2006 respondents:

- 83.1% were most familiar with OCC (Oakland University followed with 81.5%).
- 85.3% would recommend OCC to a family member.
- Out of the 454 respondents in 2006, 112 considered Oakland University the top school for doing an exceptional job in preparing students for the current job market, followed by OCC.
- 84.3% considered OCC a quality provider of education that prepares students for transfer to other institutions of higher education.
- 70.8% ranked OCC highest for ability to transfer to other institutions of higher learning.
- 78.9% felt OCC did a good or excellent job in meeting the educational and training needs of people in Oakland County.
- 76% considered OCC a quality provider of training for working professionals.
- Although 7 of 10 survey participants felt the cost of college was expensive, 70.8% regarded OCC's tuition rates as very or somewhat inexpensive.
- 57% were satisfied with OCC's fiscal responsibility.
- 50.1% ranked OCC as a quality provider of cultural events.
- 50.8% suggested that the primary funding source to maintain quality services at OCC be obtained from a combination of property tax and tuition increases.
- Enhancing the skills of working professionals received the highest approval rating. (93.1%) in items that should receive funds from property tax revenues

Oakland County voters endorse OCC

In 1964, Oakland County voters granted OCC its charter mill of funding. Until 1995, OCC – unlike other state community colleges – had not returned to the voters asking for additional property tax support. That year, however, voters approved an additional .8-mill increase for seven years.

The college carefully used these millage funds (\$203 million over the seven-year period 1995-2001) as it promised Oakland County voters:

- Offering up-to-date, relevant training and retraining programs for students
- Providing state-of-the-art equipment for instructional programs and updating instructional technology in classrooms, labs, libraries, and academic facilities – more than half of which were 25 years old or more
- Keeping tuition affordable
- Increasing the number of scholarships and educational opportunities for deserving students. Sixteen percent of all OCC students received financial aid in Fall 2006
- Upgrading and expanding the college's information technology infrastructure
- Completing hundreds of building renovation, repair, and deferred maintenance projects to improve facilities

The college also used 1995 millage funds to leverage an additional \$15 million in funding from the State of Michigan for the construction of the Michigan Technical Education Center (M-TECSM) and the Combined Regional Emergency Services Training (CREST) facility, and for renovations to classroom buildings on the Auburn Hills Campus.

Recognizing OCC's value to the community and that the college had indeed kept its 1995 millage promises, Oakland County residents voted in 2001 to renew that .8-mill property tax for an additional 10 years (2002-2012). The millage, which passed by a two-to-one margin, is expected to generate approximately \$42.7 million annually – nearly 62% of OCC's overall budget. Of those funds, the college has planned to allocate 36% (\$15 million) annually to improving facilities for students.

OCC has allocated millage renewal funds as follows:

Instructional and Program Development	4%
Classroom Technology and Capital Equipment	21%
Student Scholarships and Employment	4%
Improving College Operating Systems	35%
Improving Facilities for Students	36%

This endorsement from Oakland County voters has allowed the college to continue its pivotal role in the county – providing students with quality, affordable, state-of-the-art education and training that will equip them to take their places in the dynamic workforce of the 21st century.

CONCLUSION – CORE COMPONENT 5D

OCC is able to measure the value placed on its contribution to the community through a variety of means, some of which have been identified above. The single greatest measure, though, is the continued growth in the OCC student population which has increased each year since the last accreditation. This, in no small measure, is due to the value placed on the institution by its constituents on an ongoing basis. Students demonstrate value very simply, by attending or moving to a competitor institution. Over the last 10 years, many value-added programs have caused OCC to increase its effectiveness in meeting community needs.

OCC'S STRENGTHS AND CHALLENGES FOR THE FUTURE

CRITERION FIVE: ENGAGEMENT AND SERVICE

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

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

OCC's Strengths

OCC's CREST facility helps keep communities safe.

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

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

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

Strong tech prep and articulation agreements benefit students.

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

Community service and outreach programs are OCC hallmarks.

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

OCC's Challenges for the Future

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

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

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

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

The OCC Foundation faces challenges in a competitive market.

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

OCC faces external challenges.

While clearly, there is no challenge to the college's strong commitment to engaging with identified constituencies, it faces several significant external challenges: funding for Tech Prep and PASS programs through Carl Perkins funding is only secure for the next three years; school districts continue to struggle as funding levels remain under protracted pressure; state funding formulas penalize school districts from engaging in dual enrollments to any great extent; the future of career and technical programming within the state minimum math and science requirements has caused retrenchment within these programs; companies are reducing their commitments to employee education as can be evidenced by the drop in new apprenticeships and co-op placements available in

recent years. Another overarching challenge to engaging community partners at the high school level is the number of high school graduates requiring remedial instruction prior to entering post-secondary courses. OCC is currently enhancing its developmental education programming to address this problem. In addition, Michigan's economy is in a state of flux, moving from a manufacturing-based to a knowledge-based economy. This change strongly impacts Southeast Michigan with its manufacturing-heavy automobile-industry focus.



Chapter 8

OCC MEETS FEDERAL COMPLIANCE



Oakland Community College:

- ▶ Recognizes and adheres to all HLC-monitored federal requirements
- ▶ Has successfully completed all of the HLC's requirements for an institutional Self-Study

Oakland Community College recognizes and adheres to all HLC-monitored federal requirements and has successfully completed all of the HLC's requirements for an institutional Self-Study.

Oakland Community College recognizes and adheres to all of the federal requirements monitored by the Higher Learning Commission as prescribed by the United States Department of Education. In addition, OCC has successfully completed all of the HLC's requirements for an institutional Self-Study

Credits, program length, and tuition

Oakland Community College uses a traditional semester structure for its learning experiences. It maintains four main terms of study in some courses: a 15-week fall semester, a 15-week winter semester, and two 7½-week summer semesters. Students also have the option of one 15-week summer semester instead of two 7½-week semesters.

Other scheduling options include late-start classes during the fall, winter, and summer. Late-start classes start after the traditional beginnings of the semester and enable students to complete an entire course, with the same number of hours, in only 7½, 10 or 12 weeks. The 7½-week block courses allow students to complete a course in half the time of a traditional course. Students can therefore complete two full blocks in a 15-week semester. These courses meet for the same number of hours as equivalent 15-week courses.

Tuition is charged by credit hour. Each course is listed in the catalog and schedule with its corresponding number of credit hours and periods. The catalog is also available on the OCC web site.

Tuition and fees are determined by the OCC Board of Trustees and are publicly accessible at www.oaklandcc.edu/FinAid/Budgets.htm. For the academic and fiscal year 2007-2008, the tuition for county residents is set at \$58.50 per credit hour.

Course credits and hours are kept consistent, not only with the local state universities, but also with institutions of higher education throughout the country. Information on program

course requirements, program length, and tuition is provided in the *College Catalog* and on the OCC website, www.oaklandcc.edu.

Title IV student financial assistance programs

Oakland Community College is authorized to participate in the following Federal Financial Aid programs:

- Federal Pell Grant Program (Pell)
- Academic Competitiveness Grant (ACG)
- Federal Family Education Loan (FFEL)
- Stafford Subsidized Loan
- Federal Family Education Loan (FFEL)
- Stafford Unsubsidized Loan
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study Program

OCC maintains full compliance with the Title IV requirements of the Higher Education Reauthorization Act. The Student Financial Resources and Scholarships department monitors default rates and maintains its affiliation with the U.S. Department of Education. The college has a current Program Participation Agreement (PPA), Eligibility and Certification Renewal (ECAR), and the required program audits.

OCC official Title IV default rates have been:

2004	5.4%
2003	5.3%
2002	6.6%
2001	14.5%
2000	11.9%
1999	9.3%

OCC maintains a default rate well below 25% and has not been required to implement any specific default-reduction measures. The Student Financial Resources and Scholarships department, however, is concerned with defaults and strives to use all appropriate means to reduce the college's default rate. For example, extensive website information, as well as information in the *College Catalog*, specifies the requirements, rights, and responsibilities of participating in a Federal Financial Assistance program. Since 2001, the college's default rate has dropped.

OCC also complies with the federal government requirement that students complete a student loan entrance counseling session prior to obtaining a Federal Stafford student loan and an exit counseling session as they are about to enter their repayment period. These interactive sessions can be conveniently completed online through a link on OCC's website: oaklandcc.edu/FinAid/FirstTimeRequest.htm.

In spring 2007, the college – partnering with Michigan Works! and the Oakland County Workforce Development Board – also completed and distributed a publication, *Career Re-Focus*, geared to helping displaced and laid-off workers learn about available programs and resources to help them return to college to retrain for new careers. A copy is available in the Resource Room (Resource Lists A & B).

Career Re-Focus provided information on OCC's degree and certificate programs, the many services the college makes available to area workers, and extensive information about financial aid, including:

- Individual Training Accounts and Career Advancement Accounts available through local MichiganWorks! offices (www.doleta.gov/programs/general_info.cfm)
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Michigan Educational Opportunity Grant
- Adult Part-Time Grant
- Work-Study programs
- Federal Stafford Loans – Subsidized and Unsubsidized
- Career Transition Program Loans (a new program developed specifically for laid-off workers by the Michigan Credit Union Industry in partnership with the Michigan Department of Labor & Economic Growth (www.ctpforcumembers.org))

Campus security

Oakland Community College's Public Safety and Environmental Health department is committed to keeping the college's campuses, employees, students, and campus visitors safe.

The college's 25 Public Safety staff members are all sworn officers with the authority to issue citations and make arrests. OCC complies with the Incident Command System, a nationally known and recognized emergency management system.

Public Safety provides the college community with a wealth of information on the OCC website (www.oaklandcc.edu/PublicSafety) including its policies, services, emergency protocols, crime prevention tips, annual crime statistics (by campus and incident type for the past several years), and safety alerts whenever there is an incident on campus as required by the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (originally known as the Campus Security Act). The college further complies with the Clery Act by filing crime statistics annually with the U.S. Department of Education. College internal publications also share with the college community important information when it is provided by the Public Safety and Environmental Health department.

Campus health and safety

The OCC Environmental Health and Safety (EHS) department is dedicated to assisting the college community in maintaining safe and healthy campuses and administrative facilities and to minimizing the impact on the environment that results from college operations. A variety of programs has been developed to provide uniform guidance to OCC employees in maintaining a safe and healthy workplace to assist in meeting the many regulatory obligations to which OCC is subject. These programs deal with environmental issues, as well as health, safety, transportation, and training.

Working with the Michigan Department of Public Health and the Oakland County Health Division, EHS is developing a pandemic response plan that includes a business continuity plan and a disease prevention and control program.

The department's environmental programs include such topics as Blood Borne Pathogens, Chemical Hygiene/Lab Safety, and Personal Protective Equipment; Hazardous Materials transportation and a Regulated Waste Management program are also addressed; and through the Professional Training and Development Center, EHS provides OCC employees with health and safety training.

The department provides information on its services and programs, as well as links to relevant websites at www.oaklandcc.edu/EHS.

Board Policy 0.0.3 addresses environmental protection and recycling.

OCC's Orchard Ridge Campus addressed recycling and the growing problem of identity theft in a unique way in September 2007. In a project sponsored by the campus, WDIV-TV4 and Iron Mountain (a secure storage company), the public was invited to bring documents for shredding. More than 1,200 cars were counted bringing materials onto campus during the 12-hour period of this successful, awareness-raising community service event.

Professional accreditation

Oakland Community College is accredited by the Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools, Chicago, Illinois.

In addition, the college has numerous programs with individual accreditation by state agencies and/or national associations or organizations. These include:

Dental Hygiene

American Dental Association Commission on Dental Accreditation

Diagnostic Medical Sonography

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

Food Service/Hospitality

American Culinary Federation, National Restaurant Association

Histologic Technology

OCC's program is offered in conjunction with area hospitals that have Histologic Technology programs certified by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

Hospital Pharmacy Technology

Michigan Pharmacists' Association

Paralegal Program

American Bar Association, American Association for Paralegal Education

Medical Assisting

Commission on Accreditation of Allied Health Education Programs (CAAHEP), Curriculum

Review Board of the American Association of Medical Assistants' Endowment (AAMAE)

Nuclear Medicine Technology

OCC has a cooperatively arranged program with area hospitals having American Medical Association-approved Clinical Technician programs

Nursing Associate Degree

National League for Nursing, Michigan Board of Nursing

Occupational Therapy Assistant

Reciprocal program with Macomb Community College

Practical Nurse Modified Career Ladder Option

Michigan Board of Nursing

Physical Therapy Assistant

Reciprocal program with Macomb Community College

Radiation Therapy Technology

OCC has a cooperatively arranged program with area hospitals for graduates from approved Joint Review Committee on Education in Radiologic Technology (JCERT)

Radiologic Technology

The Joint Review Committee on Education in Radiologic Technology

Respiratory Therapy

American Medical Association, Division of Allied Health Education and Accreditation

Surgical Technology

Commission on Accreditation of Allied Health Educational programs (CAAHEP)

Veterinary Technician Program

Reciprocal program with Macomb Community College

Advertising and recruitment materials

Oakland Community College provides fair and accurate information regarding its programs and policies to students, employees, and the community in its *College Catalog*, *Student Handbook*, course schedules, and on its internet site. The Marketing and Graphic Services departments review communications for accuracy and design.

OCC schedules, course catalogs, and other printed pieces carry a statement referencing the college's accreditation status with the Higher Learning Commission.

The college's website outlines this accreditation status as follows:

The Higher Learning Commission (HLC)

Oakland Community College is accredited by:

The Higher Learning Commission
A commission of the
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
Telephone: (800) 621-7440
Fax: (312) 263-7462
Web: www.ncahigherlearningcommission.org

Beginning in October 2005, OCC began a Self-Study Process in preparation for college's sixth comprehensive accreditation visit by the Higher Learning Commission of the North Central Association in March 2008. The OCC Board of Trustees, Chancellor's Cabinet, and over 250 OCC faculty and staff participated in the process.

Records of student complaints

Formal student complaints are recorded and processed by the responsible administrator following the instructional and non-instructional complaint processes clearly detailed in the *College Catalog* and in the *Student Handbook*. Instructional complaints occur when a student feels that he or she has been treated unfairly or unjustly by a faculty member with regard to an academic process such as grading, testing, or assignments. Formal instructional student complaints are handled by the campus dean who supervises the area in which the class/instructor is located. Non-instructional student complaints occur when a student feels that he or she has been treated unfairly or unjustly by a faculty member, other college employee or other student on matters unrelated to grades. When those complaints allege discrimination, including sexual harassment, they are handled by the college's Equal Opportunity Compliance Officer who also functions as the Section 504 (Disability) Compliance Coordinator and is a member of the Human Resources department. In the past 10 years, student complaints have been addressed in a timely manner. A campus-based record of instructional and non-instructional student complaints is available for review in the campus deans' offices. Records of student complaints involving discrimination are located in the Human Resources department.

Public notification of a comprehensive evaluation visit

Following the guidelines established by the Higher Learning Commission, OCC announced publicly its institutional Self-Study and March 2008 evaluation visit. Advertisements soliciting public comment were placed on the college website, in *The Detroit News*, the *Detroit Free Press* and the *Oakland Press*, as well as in numerous regional newspapers and other media. Third-party comments were specifically solicited from members of the college's Business and Community Alliance group, K-12 Districts, and OCC vendors. Internal and external communications were also used to build awareness and encourage involvement throughout the Self-Study process.

Drug-free, smoke-free workplace

Oakland Community College is a drug-free, smoke-free workplace. Board Policy 0.0.5 provides for a Drug Free Workplace. Board Policy 2.4.4 C provides for a Smoke Free Workplace.

Reference to both these policies is included on pages 42 and 26 respectively of the *OCC Employee Handbook* (Resource Lists A & B).

The college also provides an Employee Assistance Program. Confidential inquiries can be made to a local provider who will make appropriate referrals and/or provide two visits at no cost to the employee to address personal or psychological issues.

OCC's students are also informed of these policies in annual editions of the *Student Handbook*. In the 2007-2008 handbook, titled *Survival Guide*, the policies are explained on pages 2-4 (Resource Lists A & B).

The college's Counseling Services website provides links to information on substance abuse and substance abuse counseling.

Family Educational Rights and Privacy Act (FERPA)

Oakland Community College complies with all regulations set forth by the Family Educational Rights and Privacy Act (FERPA) of 1974. Student records are protected; all student rights are respected.

College-wide training and information on FERPA was provided to all faculty and staff in 2004. This information is also included in New Employee and Faculty Orientations.

In the *College Catalog* (p. 17), *Student Handbook* (pp. 32-33), and on its website, OCC provides explicit information about its FERPA policy, including information about filing a FERPA complaint with the U.S. Department of Education.

Technology Appropriate Use Regulations (TAUR)

Information technology resources (computers; voice, video and data networks; electronic data and information) are provided by Oakland Community College to its faculty, staff, administration, and students in support of the college mission. The college has a board-approved policy on Appropriate Use of Information Technology (*College Catalog*, p. 18). This policy states that users of information technology resources will abide by applicable federal and state laws and by regulations governing the use of these resources. It also says that resources are to be used in support of activities directly related to duties and assignments.

This information is spelled out on OCC's website, www.oaklandcc.edu/taur. In addition, collegewide training and information on TAUR was provided to all faculty and staff. This information is also included in new employee and faculty orientations.

Americans with Disabilities Act and Rehabilitation Act

Under the Americans with Disabilities Act (ADA) and Section 504, Oakland Community College is cognizant of and adheres to the obligation to provide program accessibility to students with disabilities. OCC also follows programmatic and architectural requirements in accordance with the ADA. The college's Programs for Academic Support Services (PASS) offices on each campus provide information and services to students attending classes at OCC who have any documented disability.

The college has an ADA coordinator who handles employee requests for accommodations that are not handled routinely at the campus level. The college receives few student ADA complaints (one or two annually); none have been resolved against the college. The Human Resources department documents all such complaints.

In 2006, the Michigan Department of Civil Rights (MDCR) conducted an audit of the college's barrier-free accessibility. The college was generally found to be in compliance with ADA, with some minor adjustments. OCC submitted a plan for resolution of these adjustments, which the MDCR accepted; the college has developed and submitted a Civil Rights Compliance Plan for completion of those adjustments (Resource Lists A & B).

Title IX Athletics

Oakland Community College's athletics programs comply with Federal Title IX guidelines for equity of opportunity. College athletic programs include men's and women's cross-country; men's and women's basketball; men's soccer and golf; and women's softball, tennis and volleyball. The athletic director submits appropriate data annually to the U.S. Department of Education.

Employment practices

Oakland Community College abides by all state and federal nondiscrimination, equal opportunity regulations. Nondiscrimination policies and complaint procedures are provided by the Board of Trustees. They are included in the *College Catalog* and in employee handbooks and collective bargaining agreements. The college also follows established guidelines for sexual harassment. These guidelines strengthen the Equal Employment Opportunity commission's requirements. The sexual harassment policy is included in OCC policy manuals, in the *College Catalog*, and on the website.

College employees are eligible for leave as required by the Family Medical Leave Act. Family Medical Leave Act guidelines have been developed by the college (Resource Lists A & B). Employee handbooks and collective bargaining agreements specify the appropriate eligibility requirements.



Chapter 9

SUMMARY AND REQUEST FOR RE-ACCREDITATION



Oakland Community College is:

- ▶ A future-oriented organization
- ▶ A learning-focused organization
- ▶ A connected organization
- ▶ A distinctive organization

Oakland Community College is a future-oriented organization, a learning-focused organization, a connected organization, and a distinctive organization.

“Excellence requires the vision to look beyond and above the ordinary and routine, the courage to strive for the best and to face the prospects of failure, and the determination to face and surmount the problems that inevitably lie along the way.”

Dr. John E. Tirrell, OCC’s First President, 1964

In 1963, as six Charter Trustees met to begin planning for the 1965 opening of Oakland Community College, they were bound together by a commitment that has endured for more than four decades: to build the best community college in the nation.

Since those early days when OCC opened its first two campuses – one in a decommissioned Nike missile base and the other in a shuttered tuberculosis sanitarium – the college has grown to five campuses. The largest of Michigan’s 28 community colleges, OCC’s 2007 fall enrollment was 24,532. It is the college of choice for more than 11% of the county’s graduating high school seniors.

In its first forty-three years, OCC has served more than 700,000 students – nearly half the population of Oakland County – offering university transfer degrees, as well as degree and certificate programs in more than 130 career fields. OCC’s workforce development, nursing and English as a Second Language programs are the largest in the state.

OCC has touched and changed the lives of countless thousands of students. Its commitment to promoting a life of learning has provided opportunities for faculty and staff to grow as well.

Preparing this Self-Study has afforded the college community time to reflect on its mission, to celebrate its accomplishments and to look to the future with renewed purpose, energy and commitment. As the entire college community worked together to conduct and develop the Self-Study, it accomplished two purposes:

- Demonstrating that OCC meets the Higher Learning Commission's five criteria
- Clarifying its vision for the future through a careful and thoughtful process of assessing its strengths and opportunities, and looking realistically at the major challenges – internal and external – that it faces in the coming years

OCC believes that this Self-Study effectively shows that it has met the HLC's five criteria and offers the following brief summary of its findings in terms of the HLC's four cross-cutting themes.

A future-oriented organization

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

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

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

A learning-focused organization

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

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

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

In addition, OCC's unique Professional Development and Training Center (PDTC) provides unparalleled training and professional development opportunities for faculty and staff. In addition to offering many technology-focused classes, the PDTC provides many diversity workshops and activities each year.

A connected organization

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

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

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

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

A distinctive organization

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

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

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

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

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

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

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

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



Chapter 10

GLOSSARY OF TERMS AND ACRONYMS USED AT OCC AND IN THE SELF-STUDY



Oakland Community College (OCC) Campuses and Sites

AH – Auburn Hills Campus

HL – Highland Lakes Campus

OR – Orchard Ridge Campus

RO – Royal Oak Campus

DO (Bee Center) – District Office

RH – Rochester Hills (leased office space)

PC – Pontiac Center

ATC – Advanced Technology Center on the Auburn Hills Campus

CREST – Combined Regional Emergency Services Training
(site and program on the Auburn Hills Campus)

M-TEC – Michigan Technology Center on the Auburn Hills Campus

Administrative and Academic Titles, Structures, Committees

BCA – Business and Community Alliance

CAC – Chancellor's Advisory Council

CAO – Chief Academic Officer

CAS – College Academic Senate

CASC – College Administrative Services Council

CASSC – College Academic and Student Services Council

CPC – College Planning Council

CRC – Curriculum Review Committee

OCCFA – Oakland Community College Faculty Association

SOAC – Student Outcomes Assessment Committee

CETF – College Equipment Task Force

TMC – Technology Management Committee

OCC-Specific Programs, Departments, Services, Terms, Research Tools

AMP – Academic Master Plan

ASC – Academic Support Centers (formerly IICs – Individualized Instruction Centers)

ATP – Advanced Training Program

CAD – Computer Aided Design Department

CCSSE – Community College Survey of Student Engagement

CMS – Course Management Systems

DEI – DaimlerChrysler Designer Initiative

ELMO – company that has developed a document camera OCC uses in its technology equipped classrooms to project images placed on its base to a screen for students to view

EMT – Emergency Medical Technician

ENG – English

EST – Emergency Services Training

GE – General Education

HP&T – Health Professions and Technologies

HR – Human Resources

IOTL – Institute for Online Teaching and Learning

ISA – International Student Advisor

IT – Information Technology

MITP – Master Information Technology Plan

OAE – Office of Assessment and Effectiveness

OIR – Office of Institutional Research

PACCC – Pontiac Adult Career Counseling Center

PACE – Personal Assessment of the College Environment

PASS – Programs for Academic Support Services

PDTC – Professional Development and Training Center

PPM – Program Planning Model

PSP – Pontiac Summer Program

SAGE – Student Assessment of General Education

SDU – Staff Development Unit

SSOS – Student Services Opinion Survey

STEPS – Science Technology and Engineering Summer Camp

SUCCESS – Students Undertaking a College Experience in Summer Session

TAUR – Technology Appropriate Use Regulations

TEAM – Teach English and Math program

TEC – Technology Enhanced Classroom

TLTC – Teaching, Learning and Technology Center

TLTR – Teaching and Learning Technology Roundtable

TMP – Technology Master Plan

WDS – Workforce Development Services

YGIT – Young Girls in Technology Enrichment Program

Miscellaneous

A4EOE – Alliance for Excellence in Online Education

AACC – American Association of Community Colleges

AACRAO – American Association of Collegiate Registrars and Admissions Officers

AAC&U – American Association of Colleges and Universities

ACRL – Association for College Research Libraries

ACT – American College Testing

ADA – Americans with Disabilities Act

ALA – American Library Association

CAAP – Collegiate Assessment of Academic Proficiency

COMPASS – Computer-adaptive Placement Assessment and Support System

CPR – Cardiopulmonary Resuscitation
CQI – Continuous Quality Improvement
CRLA – College Reading and Learning Association
DALNET – Detroit Area Library Network
DUG – Datatel Users Group, Washington, DC
EDE – Electronic Data Exchange
ELLIS – English as a Second Language software
EMU – Eastern Michigan University
ESL – English as a Second Language
ETS – Educational Testing Service
FERPA – Family Educational Rights and Privacy Act
FBI – Federal Bureau of Investigation
FY – Fiscal Year
GLUG – Datatel Users Group, Great Lakes Region
GPA – Grade Point Average
HAZMAT – Hazardous Materials
HLC – Higher Learning Commission
K-12 – Kindergarten Through 12th Grade
ICT – Information and Communication Literacy Assessment (now called iskills)
JAWS – Screen reader software
LAND – Liberal Arts and Network Development
LTU – Lawrence Technological University
MACET – Michigan Association of Continuing Education and Training
MACRAO – Michigan Association of College Registrars and Admissions Officers
MCC – Michigan Campus Compact
MCCR – Michigan Community College Registrars
MCCSSA – Michigan Community College Student Services Association
MCCVLC – Michigan Community College Virtual Learning Collaborative
MLA – Modern Language Association
MTLEP – Michigan Test of English Language Proficiency
MUG – Datatel Users Group, Michigan
NAFSA – National Association of Foreign Student Advisors
NCCET – National Council for Continuing Education and Training
NILIE – National Initiative for Leadership and Institutional Effectiveness
NISOD – National Institute for Staff and Organizational Development
OU – Oakland University
PC – Personal Computer
PLATO – Self-paced educational intervention software
PROE – Program Review of Occupational Education – State of Michigan
PTK – Phi Theta Kappa Honor Society
SAM Challenge – Computer skills assessment software
SEMCOG – Southeast Michigan Council of Governments
SLS – Sign Language Students
SWAT – Special Weapons and Tactics Training
UD-M – University of Detroit-Mercy
UM-D – University of Michigan-Dearborn
VISTA – Volunteers in Service to America



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