



Henry Ford Community College

2009-2012 Strategic Plan
Inventing Our Future

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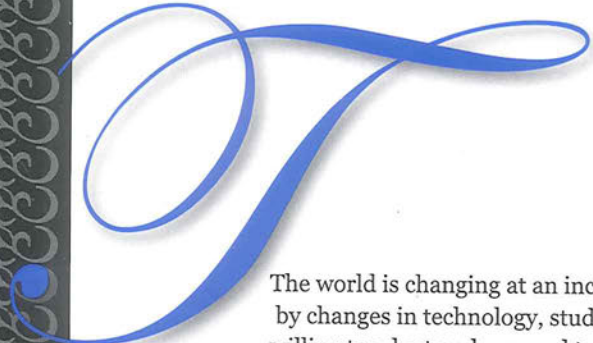
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The world is changing at an increasingly rapid rate and with this change comes uncertainty. Compounded by changes in technology, student demographics, and economic outlook, we will need to be increasingly willing to adapt and respond to these shifting conditions. A favorite quote, by futurist and computer scientist Alan Kay, states that, "The best way to predict the future is to invent it."

Therefore, I am pleased to present the revised "Henry Ford Community College 2009-2012 Strategic Plan: Inventing Our Future." The Plan's goals and objectives are the culmination of the research, work and collaboration among many members of our campus community including, faculty, students, administrators, community members, and external friends of the College.

The plan builds on our past tradition of excellence just as it looks into the future to ensure our capacity to provide quality education and service to our students and community. Building on our mission and values, the plan considers internal and external environmental factors that most affect our ability to achieve our mission. Finally, the plan describes ten strategic directions and the related objectives that will move us forward and assist us in inventing our future.

It is imperative, as we proceed, to remind ourselves that the strategic plan is a living document that will be reviewed periodically to determine our progress towards these goals and the appropriateness of our direction as the institution changes and evolves.

We can all take pride in the cooperation and sense of common purpose that brought about our Strategic Plan. Now we must work together even harder to bring about the changes that will allow our college to continue its tradition of excellence.



Gail Mee
President, Henry Ford Community College


Strategic planning at Henry Ford Community College is a dynamic, collaborative and continuous process that sets the future direction for the college.

Strategic Planning:

- Focuses on what the college as a whole should do to position for the future;
- Addresses large-scale issues affecting the college;
- Relies on input from all divisions and departments;
- Continuously responds to changes in the internal and external environments.

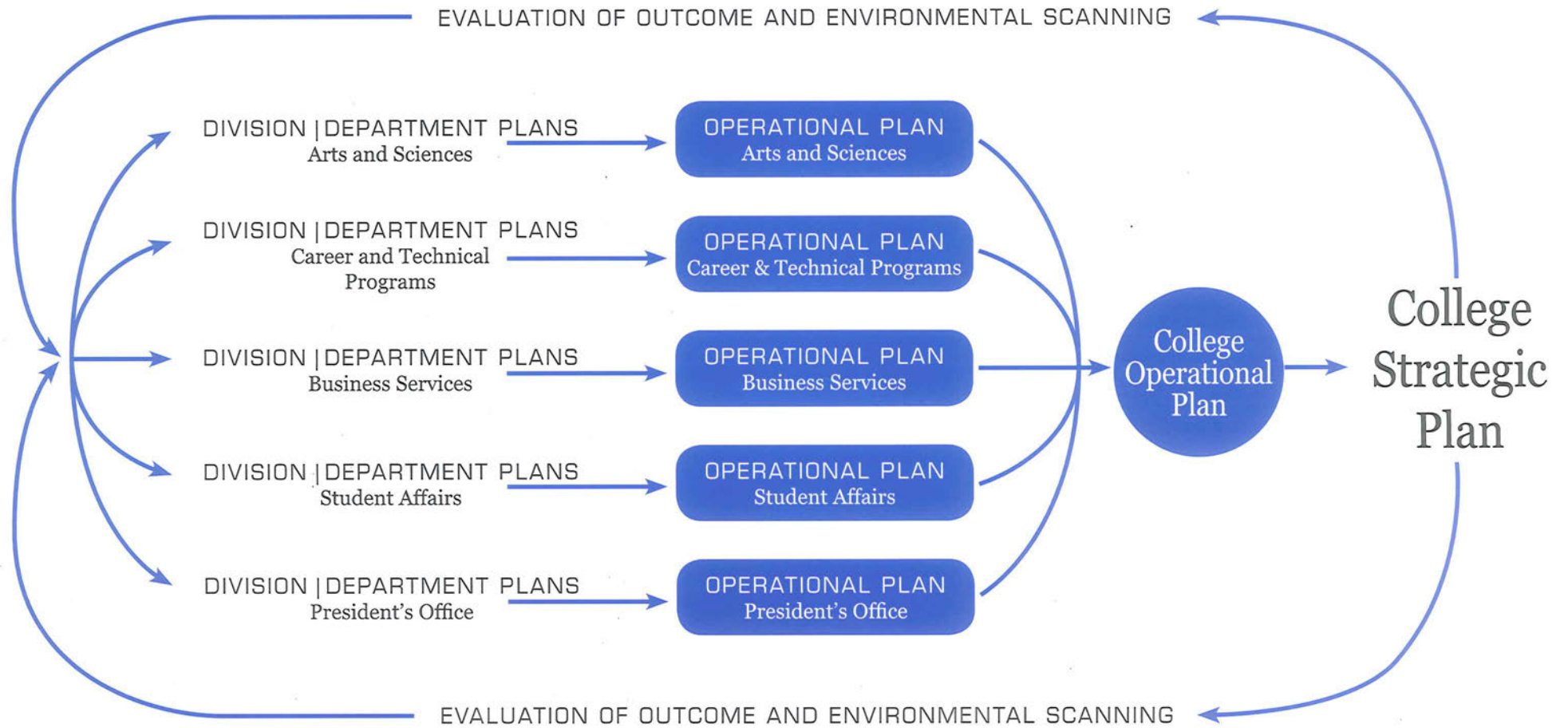
In addition, strategic planning will:

- Allow us to take advantage of our institution's strengths;
- Capitalize on opportunities and emerging trends;
- Bring together all of the institution's resources, and direct them toward specific goals;
- Prioritize and document all the goals and objectives our institution wants to accomplish over the next three to five years;
- And, allocate resources and assign responsibilities.



The Planning Process chart that follows illustrates how planning at the College is a continuous cycle of activity. It begins with strategic planning and incorporates multi-level operational planning. It continuously evaluates our performance and the progress we make towards meeting our desired goals and can be modified to adapt to changes in our internal and external environments. As the plan is a living, dynamic document, each year we will review our goals, objectives and operational plans and make modifications as needed.







HFCC Mission Statement

“We of Henry Ford Community College are dedicated to the education and enrichment of our students and community.

As a comprehensive community college with a diverse student population, we value teaching and learning.

To prepare our students for a rapidly changing world and workplace, we are committed to providing knowledge, communication skills, and cultural opportunities.

We foster critical thinking, creativity, integrity, and self-esteem.

Ours is a tradition of building futures.

We measure our success by the success of our students in a democratic, diverse, and increasingly technological nation.”

Underlying Principles

TEACHING & LEARNING ARE CENTRAL

Teaching and learning are central to what we do. They are the reasons we are all here.

HELPING STUDENTS SUCCEED IS PARAMOUNT

Helping students succeed is paramount to the future of HFCC. We provide no added value to the communities that support us should our students not meet their educational goals. We must measure success by the success of our students.

THE CURRICULUM MUST BE COMPREHENSIVE

The college curriculum must be comprehensive in order for students to attain their wide range of educational and career goals.

TECHNOLOGY FACILITATES LEARNING

Applying technology to courses, programs, and services facilitates student learning, independence, and responsibility.

SHARED GOVERNANCE PRODUCES SOUND

DECISIONS Shared governance produces sound, creative, and ethical decisions and policies at all levels of our institution.

COMMUNITIES MUST BE ENGAGED

We value our role as a community resource and seek to address the diverse needs of the many external communities we serve.

DIVERSITY IS VALUED AT ALL LEVELS

Diversity among students and staff is valued at all levels and is central to many curricular and personnel decisions.

Our Students

	All Students Credit & Non-Credit	Credit Students	Non-Credit Students
FALL ENROLLMENT	16,136	15,571	565
FULL-TIME STUDENT EQUIVALENTS (FTSE)	N/A	11,838	N/A
AVERAGE AGE	26	25	47
AVERAGE CREDIT HOURS	N/A	9	N/A
ETHNICITY			
White, Non-Hispanic.....	53%	53%	35%
Black, Non-Hispanic.....	22%	23%	7%
Hispanic	3%	3%	2%
Asian/Pacific Islander.....	2%	2%	1%
American Indian/ Alaska Native	<1%	<1%	0%
Other/Not Specified.....	20%	19%	55%
GENDER			
Female.....	58%	58%	71%
Male.....	42%	42%	29%
DAY AND EVENING ENROLLMENT			
Day.....	55%	57%	32%
Evening.....	14%	15%	61%
Day and Evening.....	31%	28%	7%
ENROLLMENT STATUS			
Part-Time	N/A	62%	N/A
Full-Time.....	N/A	38%	N/A
AGE GROUP			
< 17	4%	4%	6%
17 - 20	38%	40%	1%
21 - 30.....	32%	33%	9%
31 - 40.....	15%	15%	16%
41 - 50.....	7%	6%	21%
> 50.....	4%	2%	47%

STUDENT STATUS

	All Students Credit & Non-Credit	Credit Students	Non-Credit Students
FTIAC (First Time in Any College).....	19%	19%	N/A
Continuing/Returning			
HFCC Student.....	63%	66%	N/A
New Transfer Student.....	7%	7%	N/A
Non-Degree Seeking	8%	8%	N/A
Non-Credit Only.....	3%	N/A	100%

RESIDENCY

	All Students Credit & Non-Credit	Credit Students	Non-Credit Students
In-District.....	28%	28%	32%
Out-of-District	70%	70%	68%
International/Out-of-State.....	2%	2%	0%

WHERE DO HFCC STUDENTS LIVE?

	All Students Credit & Non-Credit	Credit Students	Non-Credit Students
Dearborn	29%	29%	33%
Detroit	21%	22%	12%
Dearborn Heights	7%	7%	13%
Taylor	4%	4%	3%
Allen Park.....	3%	3%	3%
Lincoln Park.....	3%	3%	2%
Westland	3%	2%	5%
Wyandotte.....	2%	2%	2%
Southgate.....	2%	2%	1%
Redford.....	2%	2%	2%
Brownstown	2%	2%	0%
Trenton.....	2%	2%	<1%
Inkster	2%	2%	2%
Canton	1%	1%	1%
Romulus	1%	1%	1%
Livonia.....	1%	1%	<1%
Riverview.....	1%	1%	1%
Southfield	1%	1%	0%
Melvindale.....	1%	1%	<1%



Learning is the heart of our mission and is central to all we do as a college — learning for students, learning for faculty and staff, as well as learning for the community. It is incumbent upon us to ensure the primacy of learning in planning directions and setting priorities for the future. With this as a premise, the goals within the HFCC Strategic Plan have been organized around the primary and overarching focus on learning. The strategic goals form the foundation and supporting processes for learning.

The Learning Organization

Expand Access

Promote Excellence in Teaching and Learning

Encourage Diversity

Enhance Student Support Services

Develop Collaborative Relationships

Expand the Use of Technology

Ensure the Development and Management of the College's Resources

Contribute to the Economic Development of the Region

Foster and Reward Innovation

Increase Institutional Effectiveness

Expand access to college programs and services to increase participation in higher education.

ASSUMPTIONS

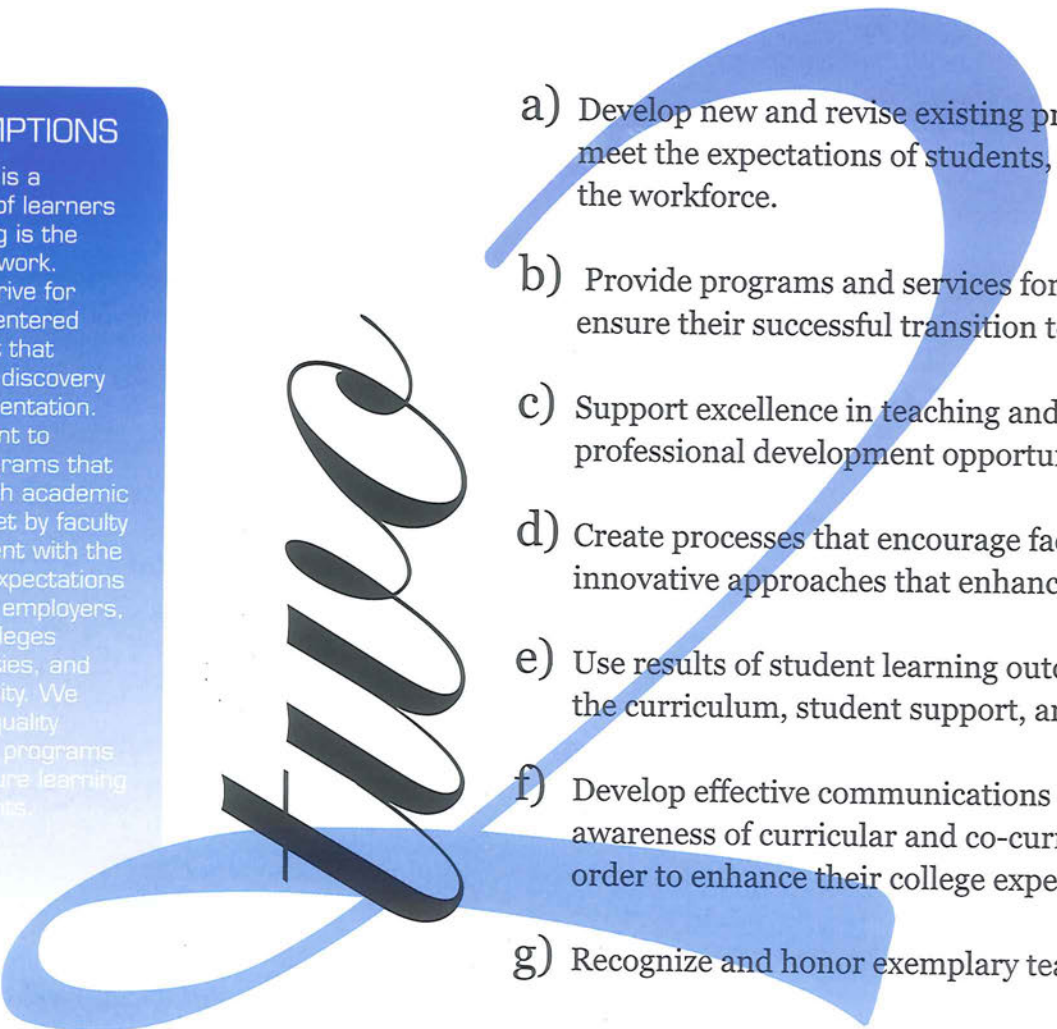
The open door policy is the cornerstone to the mission of all community colleges. In order to ensure that more students have access to and participate in higher education, it is imperative that we understand the reasons that restrict students from attending. We must work to remove the barriers that prohibit student attendance and persistence by providing alternative methods of instruction and by providing appropriate and enhanced support services and programs.

- a) Expand the delivery of online courses, programs, and services and ensure that all instructional and support service components are appropriately in place.
- b) Increase access to nursing, health careers and other high demand College programs and courses.
- c) Establish processes to identify and address the academic, cultural, physical, and financial barriers that may inhibit access.
- d) Develop and strengthen programs and services that address the needs of under-prepared students.
- e) Increase marketing and communication of HFCC programs and services.
- f) Increase the availability and awareness of scholarship and financial aid resources for students.

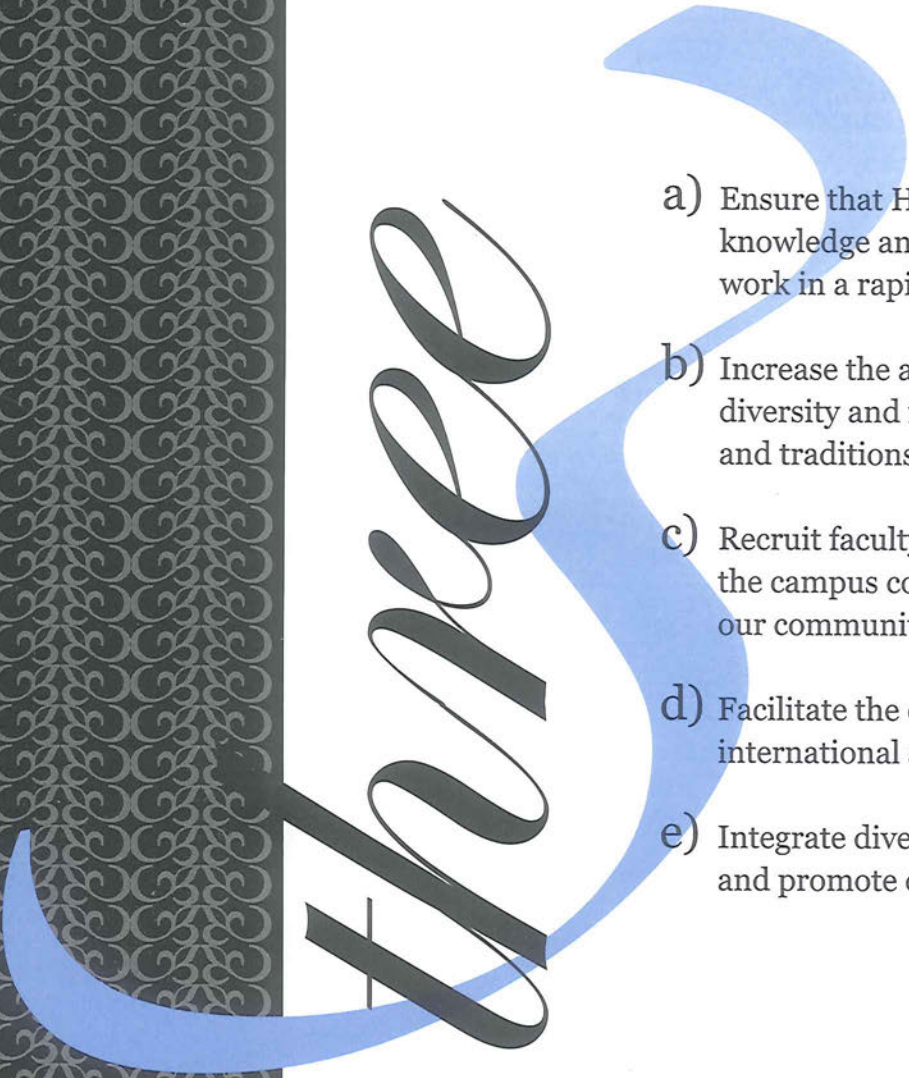
Promote excellence in teaching and learning to meet individual and societal goals.

ASSUMPTIONS

The College is a community of learners and teaching is the core of our work. We must strive for a learning-centered environment that encourages discovery and experimentation. It is important to provide programs that establish high academic standards set by faculty and consistent with the needs and expectations of students, employers, four-year colleges and universities, and the community. We will provide quality instructional programs that will ensure learning for all students.

- 
- a) Develop new and revise existing programs and curricula to meet the expectations of students, transfer institutions, and the workforce.
 - b) Provide programs and services for all incoming students that ensure their successful transition to, and success in, college.
 - c) Support excellence in teaching and learning by expanding professional development opportunities for all employees.
 - d) Create processes that encourage faculty to develop and share innovative approaches that enhance teaching and learning.
 - e) Use results of student learning outcomes assessment to improve the curriculum, student support, and student learning.
 - f) Develop effective communications to increase student awareness of curricular and co-curricular opportunities in order to enhance their college experience.
 - g) Recognize and honor exemplary teaching and student excellence.

Promote diversity and international awareness to prepare students for success in a rapidly changing, diverse, and global environment.

- 
- a) Ensure that HFCC students are prepared with the knowledge and skills required to successfully live and work in a rapidly-changing, global economy and society.
 - b) Increase the awareness of the multifaceted nature of diversity and foster respect for varying cultures, customs, and traditions.
 - c) Recruit faculty, administrators, staff, and students to the campus community who reflect the diversity of our community.
 - d) Facilitate the enrollment and academic success of international and non-English speaking students.
 - e) Integrate diversity and global awareness into the curriculum and promote opportunities for cultural exchange.

ASSUMPTIONS

We exist in a global society and economy and must prepare our students with the knowledge and skills they need to work in a rapidly changing environment. Key to this is developing an awareness and appreciation for the multifaceted nature of diversity including differences in race, ethnicity, religion, gender, age, lifestyle, and disability. Expanding awareness enriches learning and promotes the college's values of inclusiveness and learning.

Develop and manage the College's resources to enhance the fiscal health and operations of the College.

ASSUMPTIONS

Nationwide, as funding for higher education declines, colleges are increasingly called upon to ensure they are acting as responsible agents of public resources. As a public entity we must manage our resources in deliberate, coordinated, prioritized ways and ensure that they are used effectively and are in accordance with our mission.

- a) Expand the use of technology to provide access to information, support communication, and enhance learning.
- b) Foster and reward innovation to position the College as a premier learning organization of the future.
- c) Continuously assess and evaluate programs and services and use results to make improvements.
- d) Pursue the development and effective use of College employees' talents, knowledge, and skills.
- e) Develop and evaluate strategies that will enhance existing and generate new revenue sources for the College.
- f) Ensure that the use of all College funds is efficient and effective and is in accordance with the mission and goals of the College.
- g) Ensure that the College's physical facilities, equipment, the technological infrastructure support fulfillment of the College's mission.
- h) Promote sustainability and environmentally sound policy in campus resource planning.



Develop new and strengthen existing collaborative relationships that benefit the College and its constituents.

- a) Position the college as a vital educational, social and economic resource for the community.
- b) Develop internal partnerships across the organization to facilitate student learning, retention, and success.
- c) Create and expand community and international partnerships and collaborations with business, governmental, non-profit, and educational institutions.
- d) Expand HFCC constituent representation in community, professional, and other organizations.
- e) Increase student and employee participation in the democratic process, service learning, and community service.
- f) Increase collaboration with K-12 and four-year colleges and universities in order to create a seamless educational pathway.

ASSUMPTIONS

The College relies on key constituent groups to assist us in accomplishing our mission. It is imperative that we strengthen our internal as well as external relationships and that we assist our students in becoming full participants and partners in the world and community in which they work and live.

Enhance student-support services to assist students in meeting their educational goals.

ASSUMPTIONS

As the characteristics of our learners change, innovative ways to facilitate student success and personal development are necessary. Support services encourage students to attend Henry Ford Community College, enable them to persist in college and make academic progress, and assist them in the successful transition to work or in meeting further educational goals. It is important to provide services that are aligned with student needs.

- a) Develop and implement effective and innovative student-centered enrollment management, advising, and transition strategies to support student retention and success.
- b) Increase student awareness of and access to College support services.
- c) Enhance student learning by coordinating and expanding co-curricular activities and programs.
- d) Use assessment and evaluation processes to improve the relationship between student services and student learning.
- e) Develop campus spaces that will facilitate student learning and community access.
- f) Advise and inform students so they can make informed academic choices that are aligned with their career goals.
- g) Increase the availability of online, enrollment, and support services for all students.

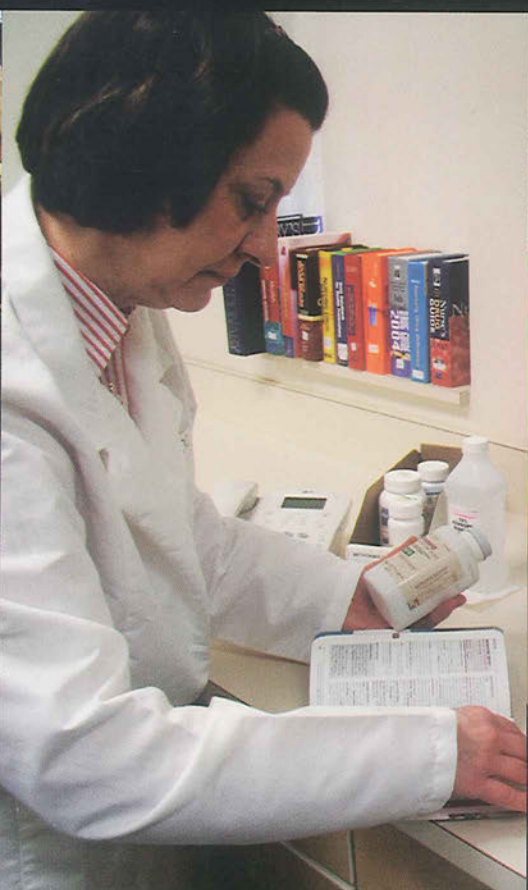
Provide academic programs and specialized training opportunities to contribute to the economic development of the region.

ASSUMPTIONS

The College serves a critical role in the economic development of the region. Whether through degree programs or specialized training, meeting the demand of the workforce is critical to our success. Scanning our environment to evaluate potential opportunities for new curricula and programming ensures our future as an economic catalyst for our region.

- a) Increase the use of forecasting information to better link curricula and academic programs to economic development.
- b) Create and improve partnerships with private and public entities to establish HFCC as a premier educational resource for economic development.





Henry Ford Community College

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