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# DEARBORN PUBLIC SCHOOLS
HENRY FORD COMMUNITY COLLEGE
2009 BOARD OF TRUSTEES

Pamela L. Adams
Aimee Blackburn
Darrell Donelson
Joseph A. Guido
Mary Lane
Mary Petlichkoff
James H. Schoolmaster

# STRATEGIC PLANNING TASK FORCE

Nabeel Abraham
Bill Barber
Scott Barnett
Jan Bartos
Cynthia Berrien
Al Burrell
Becky Chadwick
Reg Gerlica
Alan Gigliotti
Diane Green
Charlie Jacobs
Debbie Kaier
John McDonald
Gail Mee
Cynthia Pepper
Anthony Perry
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Elaine Saneske
Shannon Scanlon
Kim Schopmeyer
Carole Sloan
Barb Stayer
Marge Swan
Deb Szymanski
Kevin Trovini
Mark Ulseth
Roger Weekes
Linda West
Deb Zopf
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.
THE PLANNING PROCESS

EVALUATION OF OUTCOME AND ENVIRONMENTAL SCANNING

DIVISION | DEPARTMENT PLANS
Arts and Sciences

OPERATIONAL PLAN
Arts and Sciences

DIVISION | DEPARTMENT PLANS
Career and Technical Programs

OPERATIONAL PLAN
Career & Technical Programs

DIVISION | DEPARTMENT PLANS
Business Services

OPERATIONAL PLAN
Business Services

DIVISION | DEPARTMENT PLANS
Student Affairs

OPERATIONAL PLAN
Student Affairs

DIVISION | DEPARTMENT PLANS
President's Office

OPERATIONAL PLAN
President's Office

College Operational Plan

EVALUATION OF OUTCOME AND ENVIRONMENTAL SCANNING

HENRY FORD COMMUNITY COLLEGE STRATEGIC PLAN 2009 - 2012
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

#### FALL ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Credit Students</th>
<th>Non-Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16,136</td>
<td>15,571</td>
<td>565</td>
</tr>
</tbody>
</table>

#### FULL-TIME STUDENT EQUIVALENTS (FTSE)

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Credit Students</th>
<th>Non-Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### AVERAGE AGE

|                      | 25           | 25              | 47                  |

#### AVERAGE CREDIT HOURS

|                      | N/A          | 9               | N/A                 |

#### ETHNICITY

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Credit Students</th>
<th>Non-Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>53%</td>
<td>53%</td>
<td>35%</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>22%</td>
<td>23%</td>
<td>7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>0%</td>
</tr>
<tr>
<td>Other/Not Specified</td>
<td>20%</td>
<td>19%</td>
<td>55%</td>
</tr>
</tbody>
</table>

#### GENDER

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Credit Students</th>
<th>Non-Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>58%</td>
<td>58%</td>
<td>71%</td>
</tr>
<tr>
<td>Male</td>
<td>42%</td>
<td>42%</td>
<td>29%</td>
</tr>
</tbody>
</table>

#### DAY AND EVENING ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Credit Students</th>
<th>Non-Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>55%</td>
<td>57%</td>
<td>32%</td>
</tr>
<tr>
<td>Evening</td>
<td>14%</td>
<td>15%</td>
<td>61%</td>
</tr>
<tr>
<td>Day and Evening</td>
<td>31%</td>
<td>28%</td>
<td>7%</td>
</tr>
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</table>

#### ENROLLMENT STATUS

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Credit Students</th>
<th>Non-Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time</td>
<td>N/A</td>
<td>62%</td>
<td>N/A</td>
</tr>
<tr>
<td>Full-Time</td>
<td>N/A</td>
<td>38%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### AGE GROUP

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Credit Students</th>
<th>Non-Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 17</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>17 - 20</td>
<td>38%</td>
<td>40%</td>
<td>1%</td>
</tr>
<tr>
<td>21 - 30</td>
<td>32%</td>
<td>33%</td>
<td>9%</td>
</tr>
<tr>
<td>31 - 40</td>
<td>15%</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>41 - 50</td>
<td>7%</td>
<td>6%</td>
<td>21%</td>
</tr>
<tr>
<td>&gt; 50</td>
<td>4%</td>
<td>2%</td>
<td>47%</td>
</tr>
</tbody>
</table>

### Student Status

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Credit Students</th>
<th>Non-Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTIC (First Time in Any College)</td>
<td>19%</td>
<td>19%</td>
<td>N/A</td>
</tr>
<tr>
<td>Continuing/Returning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HFCC Student</td>
<td>63%</td>
<td>66%</td>
<td>N/A</td>
</tr>
<tr>
<td>New Transfer Student</td>
<td>7%</td>
<td>7%</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-Degree Seeking</td>
<td>8%</td>
<td>8%</td>
<td>N/A</td>
</tr>
<tr>
<td>Non-Credit Only</td>
<td>2%</td>
<td>N/A</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Residency

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Credit Students</th>
<th>Non-Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-District</td>
<td>28%</td>
<td>28%</td>
<td>32%</td>
</tr>
<tr>
<td>Out-of-District</td>
<td>70%</td>
<td>70%</td>
<td>68%</td>
</tr>
<tr>
<td>International/Out-of-State</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### Where do HFCC Students Live?

<table>
<thead>
<tr>
<th>City</th>
<th>All Students</th>
<th>Credit Students</th>
<th>Non-Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dearborn</td>
<td>29%</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>Detroit</td>
<td>21%</td>
<td>22%</td>
<td>12%</td>
</tr>
<tr>
<td>Dearborn Heights</td>
<td>7%</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>Taylor</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Allen Park</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Lincoln Park</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Westland</td>
<td>3%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Wyandotte</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Southgate</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Redford</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Brownstown</td>
<td>2%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Trenton</td>
<td>2%</td>
<td>2%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Inkster</td>
<td>2%</td>
<td>2%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Canton</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Romulus</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Livonia</td>
<td>1%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Riverview</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Southfield</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Melvindale</td>
<td>1%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>
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.
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.

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

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

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.