OAKLAND UNIVERSITY

2025 | STRATEGIC PLAN

2016 Report

Here there will be ladders upon which the aspiring can rise.

Letter from President Hynd

For six decades, Oakland University has been growing as a significant educational, cultural and economic force in the region, state and nation. Excellence in teaching, learning, research and cultural activities has been punctuated by periods of growth in enrollment and infrastructure. In recent decades, active public service and community outreach and engagement have added to the University's record of excellence. Today, Oakland University is poised to build upon its bold and remarkable past as it charts an exciting and even more powerful future. This strategic plan, **Oakland University 2025**, describes that future and will help ensure steady progress in achieving it.

Strategic planning itself is not new to Oakland University, but due to the evolution of state support for higher education, it has never been more important. It is imperative that OU maintains a clear vision for the University in order to marshal resources appropriately.

Oakland University 2025 is the product of a two-year long comprehensive strategic planning process involving faculty, staff, students and others in our community. The final strategic plan was endorsed by the University Senate and approved by the Board of Trustees. Ultimately, the University community revised its mission statement to assert that "Oakland University is a preeminent metropolitan university that is recognized as a student-centered, doctoral research institution with a global perspective." Three overarching goals and aligned strategies and goals were identified. Goal committees then worked to refine strategies, identify action steps, and determine the metrics to monitor progress and measure success. Three additional groups that we call task forces are addressing campus concerns about processes, governance and budgeting. The work of these task forces will help ensure that we are successful in achieving these goals.

As stated in the plan's approved Affirmation Statement:

"The University's three goals are a concise expression of our institutional aspirations. Thus, it is important to recognize that student success is meant to encompass the full range of student experiences and opportunities while at the University. We also recognize that an intrinsic part of achieving these goals must include ensuring the University's excellence and the attainment of its mission through effective institutional processes, shared decision-making and transparent best practices."

Implementation of this strategic plan will enhance Oakland University's impact and reputation in academic circles and in the broader public, while continuing the institution's forward movement into the top tier of public universities in Michigan and across the region.

George W. Hynd
President

MISSION STATEMENT

The OU 2025 Plan is embedded in and reflects the University's mission statement, as approved by the Oakland University Board of Trustees in 2015:

"Oakland University is a preeminent **metropolitan university** that is recognized as a **student-centered**, doctoral research institution with a **global perspective**. We engage students in distinctive educational experiences that connect to the unique and diverse opportunities within and beyond our region."

"Through faculty-driven and student-engaged research, scholarship, and creative activity, Oakland University advances knowledge and art in a diverse and inclusive environment."

"Oakland University is an active community partner providing thriving civic, cultural, and recreational opportunities and valuable public service."

The **metropolitan focus** of Oakland University is apparent in our efforts to serve as stewards in our region. The University focuses on civic engagement in these communities and indeed across the state of Michigan while also bringing together diverse peoples and ideas. Community engagement also offers unique learning opportunities for students.

Oakland University is committed to a diverse student enrollment and diverse workforce. Though Oakland University will continue to serve significant numbers from the Oakland and Macomb County area, more students will come from other parts of the state, the nation, and the world. We value and foster diversity in all areas of the University in order to enhance quality and to enhance access for all.

A **student-centered** focus has long been the hallmark of Oakland University. Attracting high achieving students while helping ensure the success of all students remain our top priorities. Overall student success is the vehicle to help students reach graduation, become active and involved members of their communities, and fill jobs that help power Michigan's economy and the region's economy. However, during the past several years growing enrollment and declining resources have placed substantial strain on student services and support. We seek to strengthen the student focus by aligning resources with needed services.

A **global perspective** is apparent in diverse student enrollment, curricular initiatives, study abroad, and international students coming to OU. Building upon a strong international focus that has characterized Oakland University and its curriculum since their inception, we seek to strengthen the University's global perspective in all areas.

A **focus on research** will continue to play an important role at Oakland University, particularly as it complements and contributes to a robust teaching and learning environment. Research informs teaching and can have a significant impact on the world around us. It leads to the creation and dissemination of new knowledge and plays a key role in the education of graduate students, providing powerful learning opportunities for undergraduates.

INSTITUTIONAL VALUES

Several values have long helped underpin all operations and planning at Oakland University. In all areas, we emphasize the following and reaffirm their importance in our strategic planning efforts across the University.

- Excellence and Distinction
- Student Success
- Knowledge, Discovery and Creativity
- Opportunity and Access
- Diversity and Inclusion
- Integrity and Stewardship
- Community Engagement and Outreach
- Health and Well-Being of the University Community

INSTITUTIONAL GOALS

Three goals comprise the OU 2025 Strategic Plan:

1. **Foster student success through a robust teaching and learning environment and comprehensive student services.** The success of students is the number one priority at Oakland University. We are committed to doing everything possible in and out of the classroom to ensure the success of every student.

2. **Be recognized as a strong research and scholarly environment focused on creative endeavors and on the discovery, dissemination, and utilization of knowledge.** A strong research and scholarly environment contributes to the discovery of knowledge and supports teaching and learning. Effective teaching and learning require effective research activity.

3. **Become a leader in serving the needs and aspirations of our communities and region through expanded community relationships, institutional reputation and visibility, and engagement.** Over the decades, Oakland University has become increasingly committed to community outreach and engagement. Whether local governments, nonprofit organizations, businesses, K-12 schools, arts councils, or other groups and organizations, the University seeks to engage the community in order to maximize regional resources, enhance student success, strengthen teaching, and help address challenges.

PLANNING INITIATIVES IN SUPPORT OF INSTITUTIONAL GOALS

The planning process identified three additional areas that must be addressed in order to help ensure the success of planning goals as well as all other campus initiatives. These areas included effective institutional processes, shared decision-making, and transparent best budget practices. A task force took responsibility for reviewing each area and responding to questions and concerns raised by the University community.

IMPLEMENTATION PLAN

To support the institutional goals outlined in the strategic plan, an implementation plan will be developed as an immediate next step. The implementation plan will expand on the strategies listed to actualize institutional goals, and will include identification of the areas accountable for overseeing each strategy; next steps required; timeline, and; identification of specific participants and resources needed. The implementation plan will incorporate information gathered from the goal committees and task forces. It is expected that the implementation plan will evolve with new ideas and details as it is developed and as goals are achieved and assessed.

GOAL COMMITTEE AND TASK FORCE MEMBERS

Members of the Strategic Planning Committee

CHAIR: Betty J. Youngblood, Vice President for Strategic Planning and Macomb Outreach

John W. Beaghan, Vice President, Finance and Administration

Louay M. Chamra, Dean, School of Engineering and Computer Science (SECS)

Kevin J. Corcoran, Dean, College of Arts and Sciences (CAS)

Julie M. Dichtel, Interim Director, OU-Macomb

Arik Dvir, Associate Professor of Biology

Sandra L. Gabert, Administrative Secretary, Department of Psychology

Linda H. Gillum, Associate Dean, Oakland University William Beaumont School of Medicine (OUWB)

Kevin T. Grimm, Associate Professor of English

Liz Iwanski, Student

C. Suzanne Klein, Assistant Professor of Education

Suha Kridli, Professor of Nursing

James P. Lentini, Senior Vice President for Academic Affairs and Provost

Michael A. Mazzeo, Dean, School of Business Administration (SBA)

Glenn McIntosh, Vice President, Student Affairs

Shaun A. Moore, Director, E-Learning

Theresa M. Rowe, Chief Information Officer

Janell D. Townsend, Associate Professor of Marketing

Nicholas Walter, Student

Patricia A. Wren, Associate Professor of Health Sciences

Members of the Task Forces

Institutional Processes Task Force

The Institutional Processes Task Force will help identify existing university processes that impede, complicate, or hinder our forward progress, institutionally and/or individually.

CHAIR: Theresa Rowe, Chief Information Officer

Sam Abbott, Student

John Cebelak, Compliance Coordinator, Athletics

Leonardo E. Debiaggi, Director, Student Affairs Technology

Shannon Esselink, Director of Advising Services, CAS

Mark S. Doman, Special Instructor, Human Resources Development

Andrea Eis, Associate Professor of Cinema Studies

Sandra L. Gabert, Administrative Secretary, Psychology

Carrie Gilchrist, Senior Financial Aid Outreach Advisor

James Hargett, Assistant Vice President and Controller

Lisa D. Hawley, Chair and Associate Professor, Dept. of Counseling

Debbie Lengyel, Director of Advising Services, SBA

Steven R. Meyer, Director of Development Services, Development and Alumni Relations (DAR)

Julianne Purcell, Director, Budget and Planning, OU-Macomb

Catherine J. Rush, Assistant Vice President, Academic Human Resources

Michele St. Denis, Budget Manager

Robert B. Stewart, Jr., Associate Dean, CAS

Kristine A. Thompson, Special Instructor, Physical Therapy

Members of the Goal Committees

GOAL #1

Foster student success through a robust teaching and learning environment supported by comprehensive student services.

CHAIR: Patricia A. Wren, Associate Professor of Health Sciences

Judith Ableser, Director, Center for Excellence in Teaching and Learning

Susan M. Awbrey, Senior Associate Provost, Academic Affairs

Omar L. Brown-El, Director, Center for Multicultural Initiatives

Bryan D. Cain, Director, Integrated Marketing

Cynthia L. Carver, Associate Professor of Education

Julie M. Dichtel, Interim Executive Director, OU-Macomb

Diane Hartmus, Associate Professor of Political Science

Gregory T. Jordan, Director, Campus Recreation

Barbara L. Joyce, Associate Professor of Biomedical Sciences, OUWB

Elizabeth W. Kraemer, Associate Professor, Library

Jean Ann Miller, Director, Center for Student Activities

Shaun A. Moore, Manager of Support Services

Alberto G. Rojo, Associate Professor of Physics

Nancy A. Schmitz, Assistant Vice President for Student Affairs and Interim Dean of Students

Robert J. Sidelinger, Associate Professor of Communication

Anthony Summers, Student

Scott D. Tiegs, Associate Professor of Biology

Sara L. Webb, Director, First Year Advising Center

James R. Zentmeyer, Director, University Housing

Robert P. Van Til, Professor of Engineering

Dennis L. Wade, Pawley Lean Institute Administrator, School of Education and Human Services (SEHS)

Ronald Watson, Associate Vice President, University HR

Tricia Westergaard, Senior Associate Registrar

Shared Governance Task Force

The Shared Governance Task Force will help address ways to enhance and strengthen a culture of effective, respectful, collaborative and collegial communications as well as transparent best practices.

CHAIR: Kevin Grimm, Associate Professor of English

John J. Corso, Associate Professor of Art History

David A. Dulio, Professor and Chair, Department of Political Science

Thomas R. Giberson, Associate Professor of Education

Rachelle LaPorte-Fiori, Manager, Circulation Services, Library

Jennifer Heisler, Associate Professor and Chair, Communication and Journalism

GOAL #2

Be recognized as a strong research and scholarly environment focused on creative endeavors and on the discovery, dissemination and utilization of knowledge.

CHAIR: Kevin Corcoran, Chair, College of Arts and Sciences

Henry O. Aigbedo, Associate Professor of Operations Management

Daniel N. Aloi, Professor of Engineering and Chair, Electrical and Computer Engineering

Miles C. Brown, Assistant Professor of Music

Douglas Carr, Associate Professor of Political Science

Kristine S. Condic, Professor, Library

Alex B. Delavan, Director, Sponsored Programs, Research Administration

Todd Estes, Associate Professor of History

James Iordanou, Student

Claudia A. Petrescu, Dean of Graduate Education

Pat Piskulich, Associate Professor of Political Science

Arik Dvir, Associate Professor of Biology

Suha Kridli, Associate Professor of Nursing

Emery M. Petchauer, Assistant Professor of Education

Bradley J. Roth, Professor of Physics

Todd K. Shackelford, Professor of Psychology

Christine H. Stiller, Special Instructor, Health Sciences

Judith Venuti, Professor, School of Medicine

GOAL #3

Become a leader in serving the needs and aspirations of our communities and region through expanded community relationships, institutional reputation and visibility, and engagement.

CHAIR: Suzanne Klein, Assistant Professor of Education

Eddie Cheng, Distinguished Professor of Mathematics

Erin B. Comartin, Assistant Professor of Social Work

Scott L. Crabill, Interim Associate Dean, SHS

Lori L. Crose, Interim Director of Strategic Programs, Academic Affairs

Eugene B. Fliedner, Associate Professor of Operations Management, Decision and Information Sciences Department

Linda H. Gillum, Associate Dean, OUWB

Jorge Garcia, Student

Mark Gordon, Chief of Police

Margaret A. Harris, Associate Professor of Nursing

Derek K. Hastings, Associate Professor of History

Chris Kobus, Associate Professor and Director of SECS Outreach

Jeffrey F. Konya, Director of Athletics

Shannan McNair, Associate Professor, SEHS

Lisa A. Reeves, Executive Director, Outreach and Program Services, SEHS

David Secord, Coordinator, School and Field Services, SEHS

Erin Sudrovech, Associate Director, DAR

Wayne J. Thibodeau, Director, Career Services

Michael Hunter Vaughan, Assistant Professor of English

Anne L. Hitt, Associate Dean, CAS

Petra Knoche, Assistant Director, International Students and Scholars Office

Michael A. Latcha, Associate Professor of Engineering

Andrew Laux, Student

Karen A. J. Miller, Associate Professor of History

Kenneth P. Mitton, Associate Professor of Biomedical Sciences, Eye Research Institute

C. Michelle Piskulich, Associate Provost, Academic Affairs

Richard J. Rozek, Interim Dean, School of Health Sciences

Steven J. Shablin, Registrar

Ronald L. Tracy, Associate Professor of Economics

Jacqueline H. Wiggins, Distinguished Professor of Music Education and Chair, Music, Theatre and Dance

Kevin T. Andrews, Professor of Mathematics

Claude Baillargeon, Associate Professor of Art

Peggy S. Cooke, Assistant Vice President, Academic Affairs

Laura Culbert, Assistant Dean, CAS

Debatosh Debnath, Associate Professor of Computer Science/Engineering

Adam George, Student

Michele Knox, Director, Budget and Financial Planning

Thomas P. LeMarbe, Assistant Vice President, Finance and Administration

Sanela Martic, Assistant Professor of Chemistry

Cheryl McPherson, Assistant Dean, School of Nursing

Deborah O. Middlebrook, Assistant Director, Finance and Operations, University Housing

Mohinder Parkash, Chair, Department of Accounting and Finance

Laura A. Schartman, Director, Institutional Research

Jonathan Silberman, Professor of Economics

Stacey D. Smith, Manager, Operations, Development Information Services

Jennifer L. Sullivan, Associate Professor of French

Budget and Finance Task Force

The Budget and Finance Task Force will focus on the need to diversify revenue streams and to develop new financial plans and budget models to guide university operations in the years ahead.

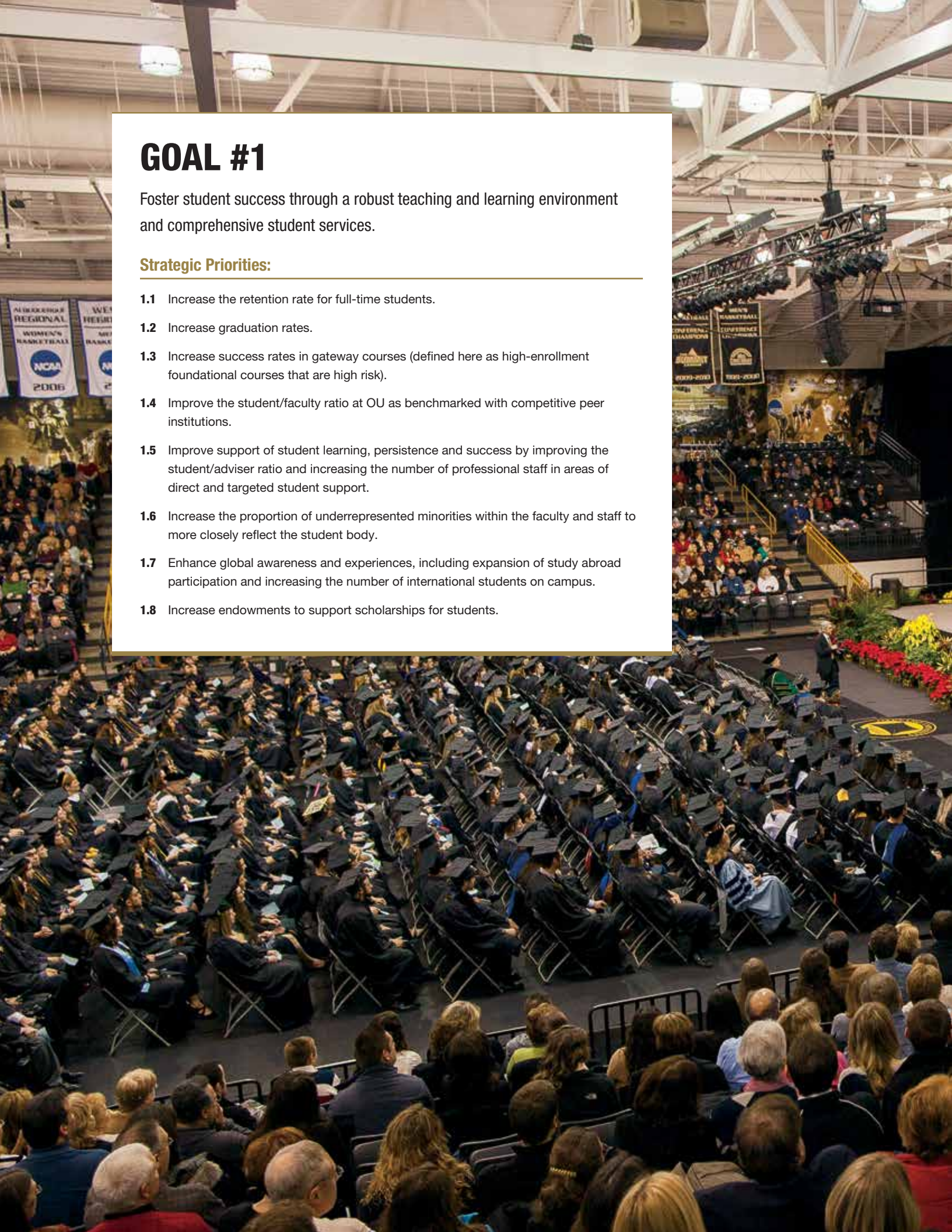**CHAIR: Michael A. Mazzeo, Dean, School of Business Administration**

Committee and task force member lists as of January 2016.

GOAL #1

Foster student success through a robust teaching and learning environment and comprehensive student services.

Strategic Priorities:

1.1 Increase the retention rate for full-time students.

1.2 Increase graduation rates.

1.3 Increase success rates in gateway courses (defined here as high-enrollment foundational courses that are high risk).

1.4 Improve the student/faculty ratio at OU as benchmarked with competitive peer institutions.

1.5 Improve support of student learning, persistence and success by improving the student/adviser ratio and increasing the number of professional staff in areas of direct and targeted student support.

1.6 Increase the proportion of underrepresented minorities within the faculty and staff to more closely reflect the student body.

1.7 Enhance global awareness and experiences, including expansion of study abroad participation and increasing the number of international students on campus.

1.8 Increase endowments to support scholarships for students.

GOAL #2

Be recognized as a strong research and scholarly environment focused on creative endeavors and on the discovery, dissemination, and utilization of knowledge.

Strategic Priorities:

2.1 Increase research, creative, and scholarly workspace and other support to accommodate faculty and student needs.

2.2 Increase research office staffing to support growing faculty development and research needs.

2.3 Increase the number of tenure-track/tenured faculty engaged in research.

2.4 Increase the University's research and development expenditures to support the institution's growing research agenda.

2.5 Increase student participation in undergraduate research.

2.6 Increase graduate student stipends and scholarships in order to attract and retain high quality students in support of the University's instructional and research initiatives.

GOAL #3

Become a leader in serving the needs and aspirations of our communities and region through expanded community relationships, institutional reputation and visibility and engagement.

Strategic Priorities:

3.1   Increase student internship and experiential learning activities.

3.2   Increase the number of students involved in community service and engagement activities.

3.3   Increase the number of students enrolled in credit courses at off–campus locations.

3.4   Increase the number of continuing education students enrolled in non-credit courses offered by the University's Professional and Continuing Education Program (PACE).

3.5   Expand connections with alumni.

3.6   Increase the number of partnerships with businesses and corporations.

3.7   Increase the number of community partnerships.

3.8   Apply for and attain the Carnegie Community Engagement Designation.

Goal #1 Data Related Steps and Metrics

(see Appendix for data sources):

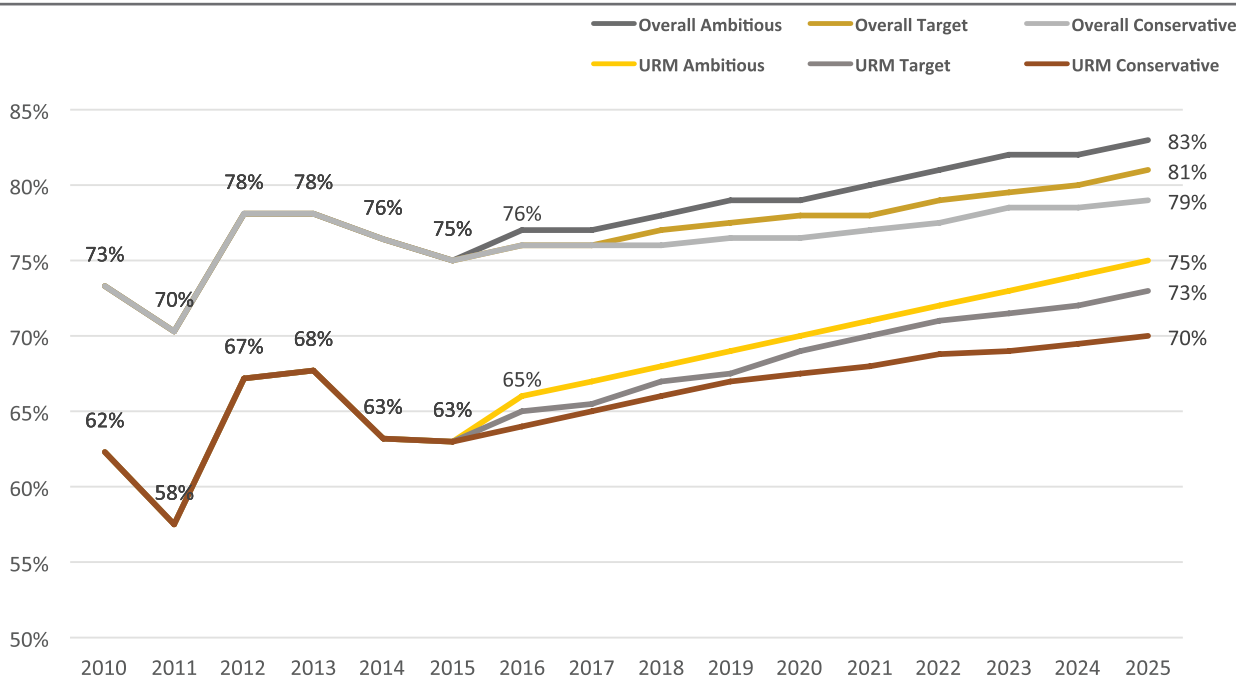**1.1.a   Increase the year-one to year-two retention rate for full-time FTIAC students.**

- *Target Metric:* Increase the retention rate to 81%

- *Conservative Metric:* Increase the retention rate to 79%

- *Ambitious Metric:* Increase the retention rate to 83%

1.1.b   Increase the year-one to year-two retention rate for Underrepresented Minorities (URMs).
(URM includes Black/African American, Hispanic, American Indian/Alaska Native or Native Hawaiian/Pacific Islander)

- *Target Metric:* Increase the URM retention rate to 73%

- *Conservative Metric:* Increase the URM retention rate to 70%

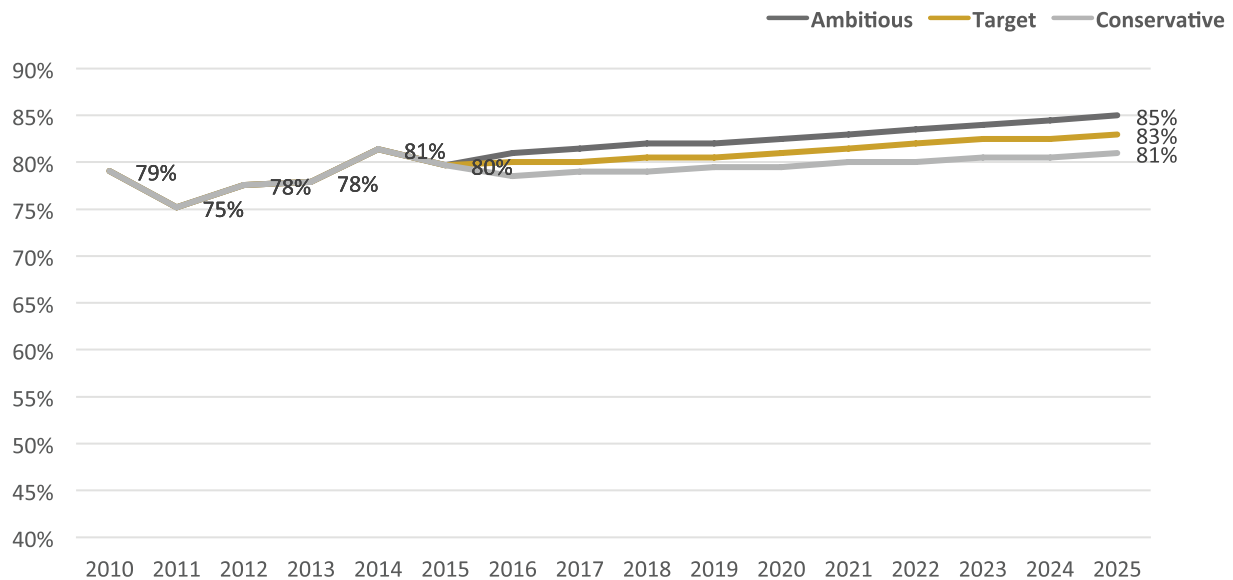- *Ambitious Metric:* Increase the URM retention rate to 75%

1.1.a and 1.1.b Overall and URM FTIAC Retention Rate

1.1.c   Increase the retention of first-time transfer students.

- *Target Metric:* Increase the transfer retention rate to 83%

- *Conservative Metric:* Increase the transfer retention rate to 81%

- *Ambitious Metric:* Increase the transfer retention rate to 85%

1.1.c. Overall Transfer Retention Rate

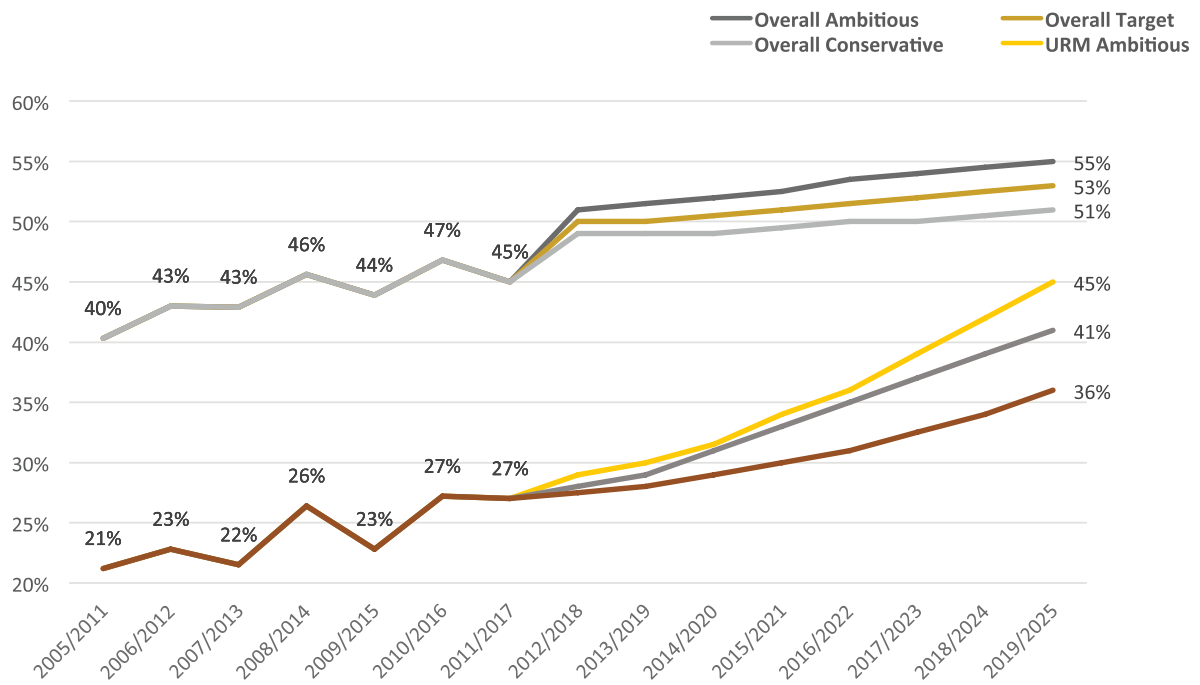**1.2.a   Increase the overall six-year graduation rate for full-time FTIAC students.**

- *Target Metric:* Increase the six-year graduation rate to 53%

- *Conservative Metric:* Increase the six-year graduation rate to 51%

- *Ambitious Metric:* Increase the six-year graduation rate to 55%

1.2.b   Increase the six-year graduation rate for full-time FTIAC Underrepresented Minorities.
(URM includes Black/African American, Hispanic, American Indian/Alaska Native or Native Hawaiian/Pacific Islander)

- *Target Metric:* Increase the URM six-year graduation rate to 41%

- *Conservative Metric:* Increase the URM six-year graduation rate to 36%

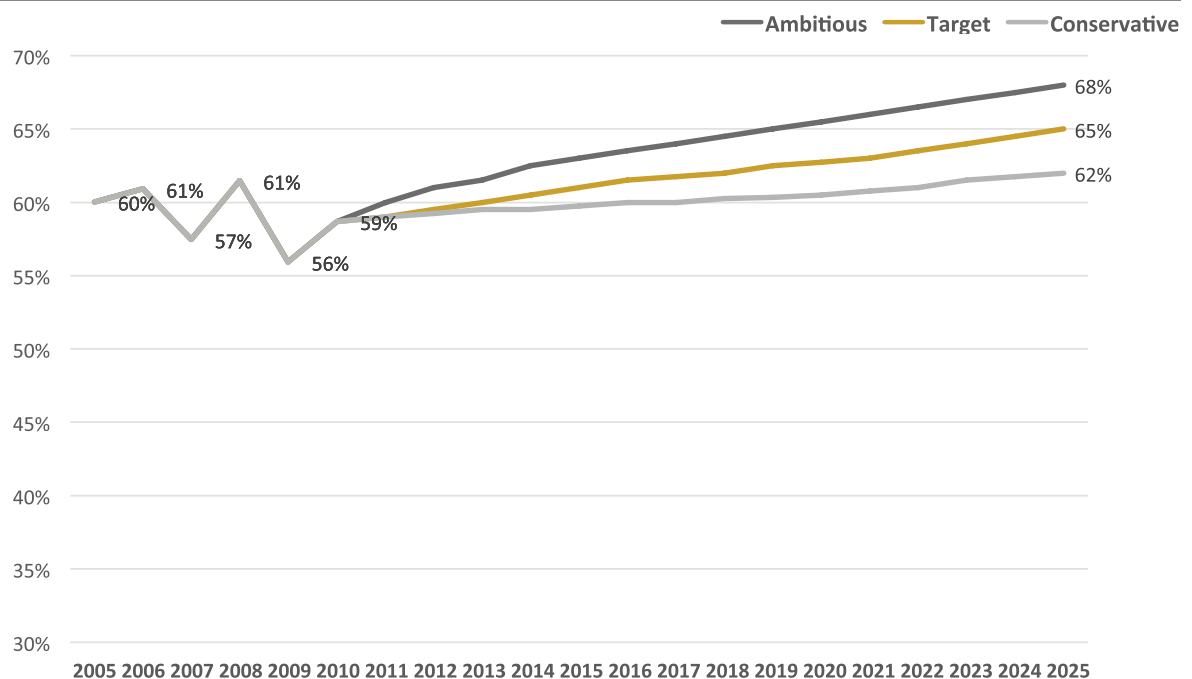- *Ambitious Metric:* Increase the URM six-year graduation rate to 45%

1.2.a and 1.2.b FTIAC 6-year Graduation Rates

Legend: Overall Ambitious · Overall Target · Overall Conservative · URM Ambitious

Overall line data points: 40%, 43%, 43%, 46%, 44%, 47%, 45%

End values: 55%, 53%, 51%

URM end values: 45%, 41%, 36%

Lower line data points: 21%, 23%, 22%, 26%, 23%, 27%, 27%

X-axis: 2005/2011, 2006/2012, 2007/2013, 2008/2014, 2009/2015, 2010/2016, 2011/2017, 2012/2018, 2013/2019, 2014/2020, 2015/2021, 2016/2022, 2017/2023, 2018/2024, 2019/2025

1.2.c Increase the overall six-year graduation rate for transfer students.

- *Target Metric:* Increase the six-year graduation rate to 65%

- *Conservative Metric:* Increase the six-year graduation rate 62%

- *Ambitious Metric:* Increase the six-year graduation rate 68%

1.2.c Overall Transfer Graduation Rate

Legend: Ambitious · Target · Conservative

Data points: 60%, 61%, 57%, 61%, 56%, 59%

End values: 68%, 65%, 62%

X-axis: 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025

1.2.d   Increase the number of degree programs with curricular maps that streamline student paths to graduation.

- *Target Metric:* 90% of academic programs will have streamlined curricular maps

- *Conservative Metric:* 80% of academic programs will have streamlined curricular maps

- *Ambitious Metric:* 100% of academic programs will have streamlined curricular maps

1.3.a   Increase the overall success of non-URM students in gateway courses with high DFWI rates.
(defined as courses where 25% or more of all students receive grades of D, F, Withdraw, or Incomplete)

- *Target Metric:* Lower the DFWI rate to 15% or less

- *Conservative Metric:* Lower the DFWI rate to 20% or less

- *Ambitious Metric:* Lower the DFWI rate to 10% or less

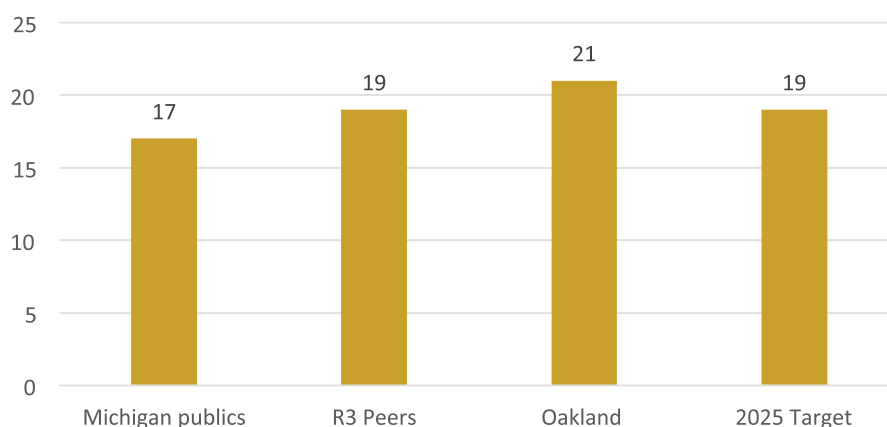**1.3.b   Increase the success of URM students in gateway courses with high DFWI rates.**
(URM includes Black/African American, Hispanic, American Indian/Alaska Native or Native Hawaiian/Pacific Islander)

- *Target Metric:* Lower the DFWI rate for URM students to 20% or less

- *Conservative Metric:* Lower the DFWI rate for URM students to 25% or less

- *Ambitious Metric:* Lower the DFWI rate for URM students to 15% or less

1.4   Improve the overall student/faculty ratio.

- *Target Metric:* Student/faculty ratio of 19:1

- *Conservative Metric:* Student/faculty ratio of 20:1
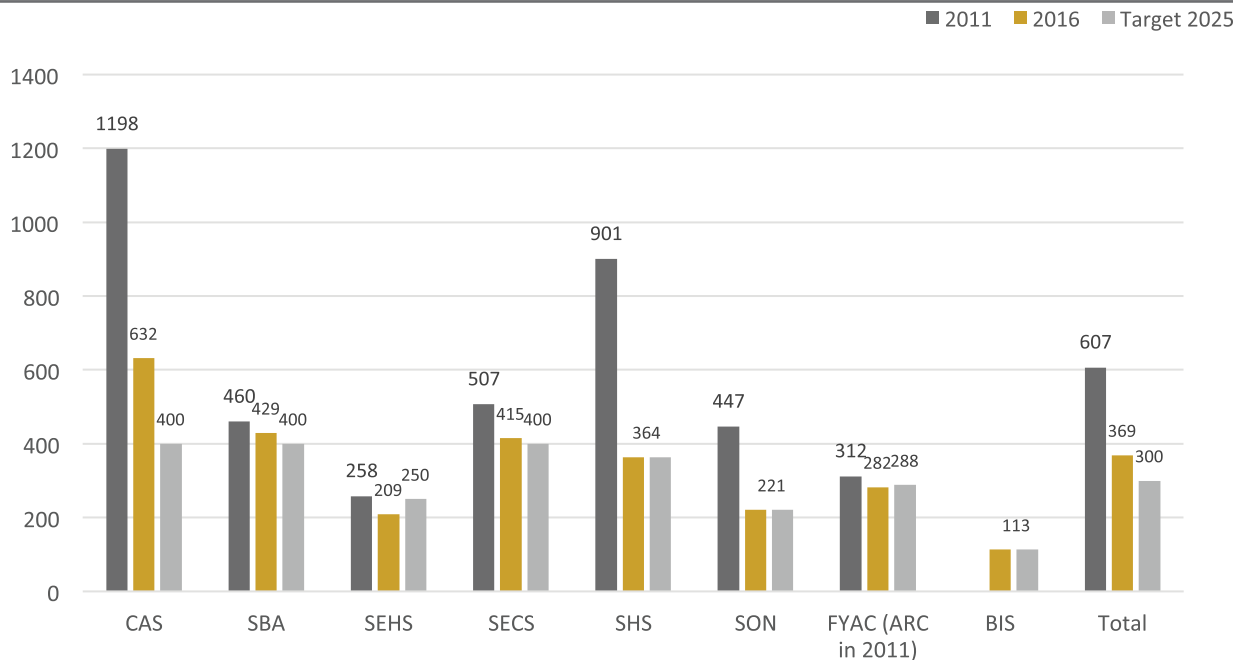
- *Ambitious Metric:* Student/faculty ratio of 18:1

1.4 Student/faculty Ratio

Michigan publics	R3 Peers	Oakland	2025 Target
17	19	21	19

1.5.a **Reduce the undergraduate student/adviser ratio** (with maximum of 400 in any unit).

- *Target Metric:* Student/adviser ratio of 325:1
- *Conservative Metric*: Student/adviser ratio of 350:1
- *Ambitious Metric:* Student/adviser ratio of 300:1

1.5.a Student/adviser Ratio

■ 2011 ■ 2016 ■ Target 2025

1.5.b **Reduce the student/dedicated support staff ratio for URM students.**

- *Target Metric:* Student/dedicated support staff ratio of 275:1
- *Conservative Metric:* Student/dedicated support staff ratio of 350:1
- *Ambitious Metric:* Student/dedicated support staff ratio of 225:1

1.5.c **Increase staffing in critical student support services including the Tutoring Center and the Office of Disability Support Services to reduce the student/staff ratio.**
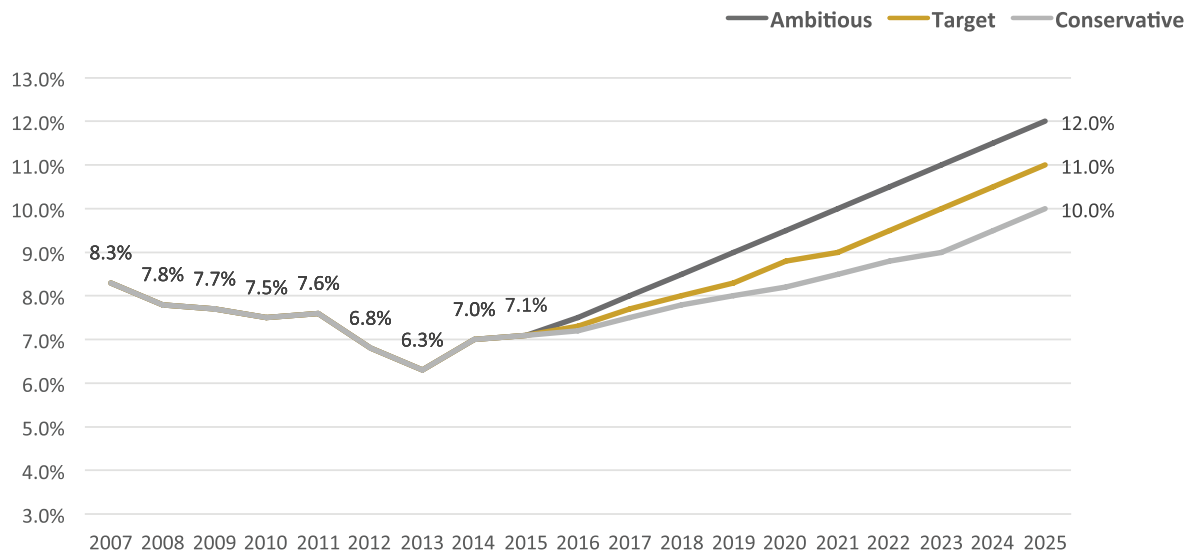
- *Target Metric:* Student/support staff ratio of 400:1
- *Conservative Metric:* Student/support staff ratio of 500:1
- *Ambitious Metric:* Student/support staff ratio of 300:1

1.6.a **Increase underrepresented minority proportion among full-time faculty.**
(URM includes Black/African American, Hispanic, American Indian/Alaska Native or Native Hawaiian/Pacific Islander)

- *Target Metric:* Increase URM proportion of faculty to 11%
- *Conservative Metric:* Increase URM proportion of faculty to 10%
- *Ambitious Metric:* Increase URM proportion of faculty to 12%

1.6.a URM Percent of Full-time Faculty

Ambitious — Target — Conservative

Data points: 8.3%, 7.8%, 7.7%, 7.5%, 7.6%, 6.8%, 6.3%, 7.0%, 7.1%

Y-axis: 3.0% to 13.0%

Endpoints: 12.0%, 11.0%, 10.0%

X-axis: 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025
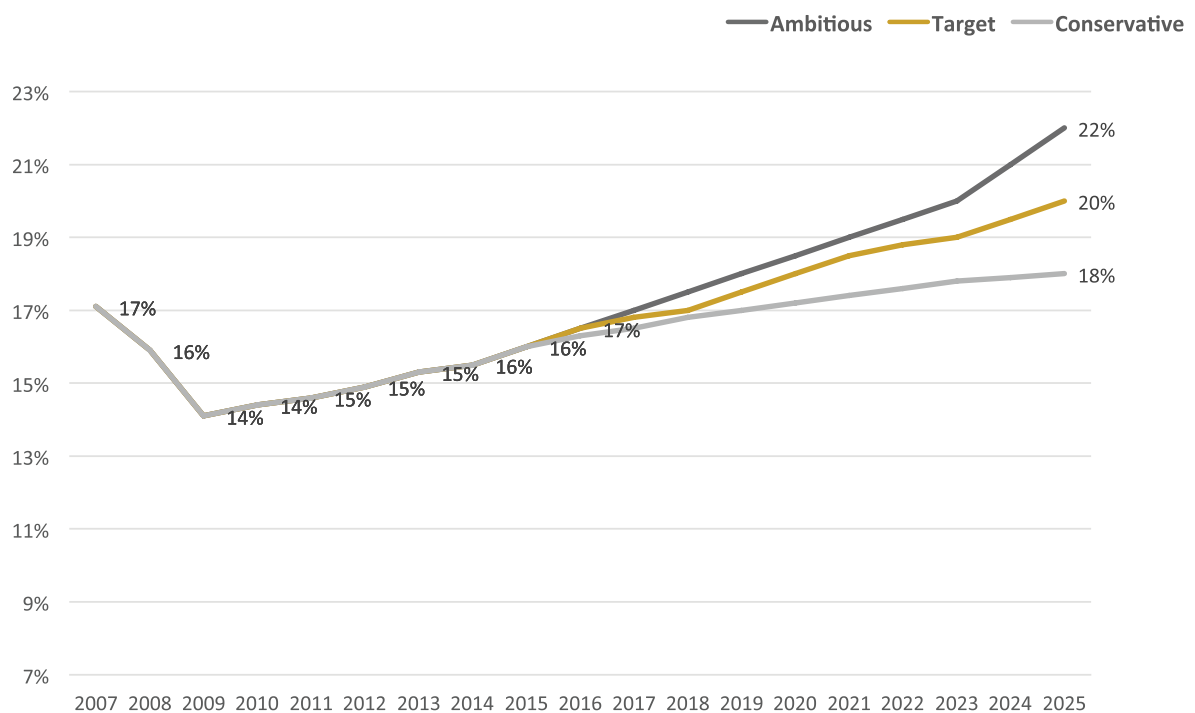
1.6.b Increase underrepresented minority proportion among staff.

(URM includes Black/African American, Hispanic, American Indian/Alaska Native or Native Hawaiian/Pacific Islander.)

- *Target Metric:* Increase URM proportion of staff to 20%

- *Conservative Metric:* Increase URM proportion of staff to 18%

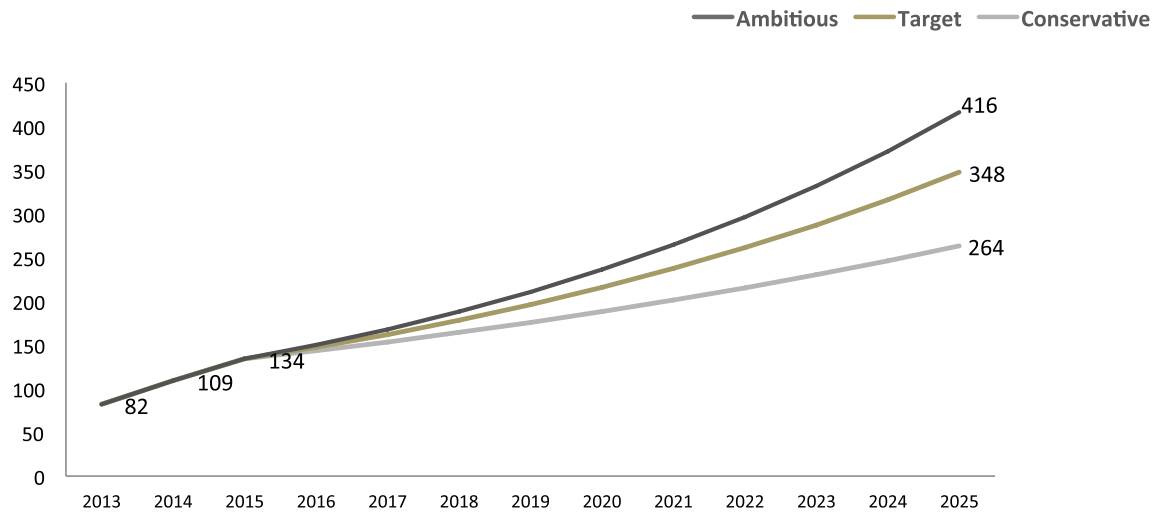- *Ambitious Metric:* Increase URM proportion of staff to 22%

1.6.b URM Percent of Full-time Staff

Ambitious — Target — Conservative

Data points: 17%, 16%, 14%, 14%, 15%, 15%, 15%, 16%, 16%, 17%

Y-axis: 7% to 23%

Endpoints: 22%, 20%, 18%

X-axis: 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025

1.7.a   Increase the number of students studying abroad.

- *Target Metric:* Increase study abroad by average 10% per year
- *Conservative Metric:* Increase study abroad by average 7% per year
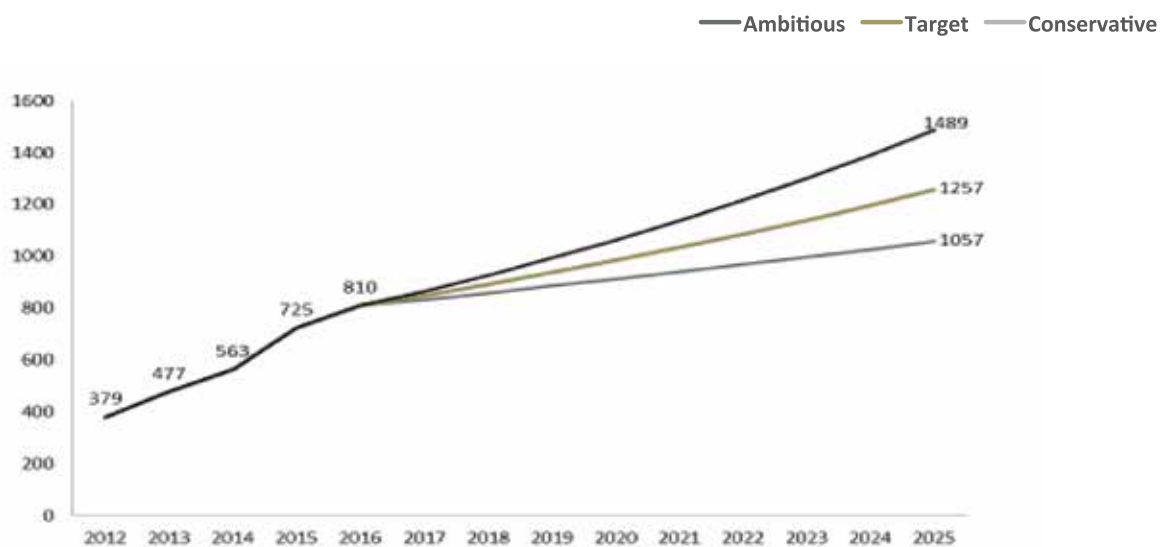- *Ambitious Metric:* Increase study abroad by average 12% per year

1.7.a Study Abroad

1.7.b   Increase the number of international students at OU.

- *Target Metric:* Increase international students by 5% per year
- *Conservative Metric:* Increase international students by 3% per year
- *Ambitious Metric:* Increase international students by 7% per year
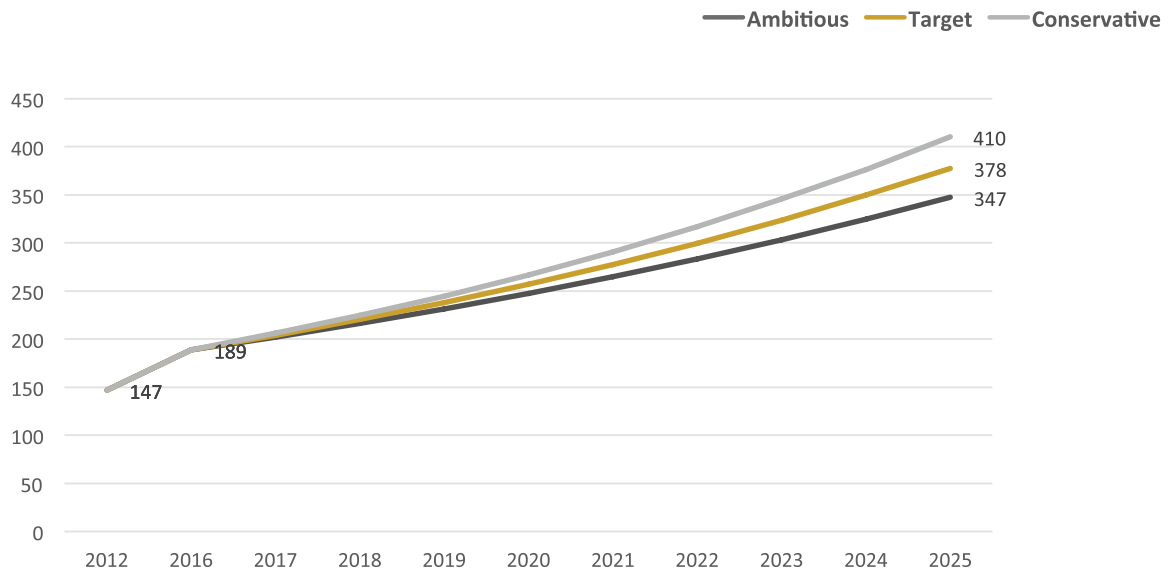
1.7.b International Students

1.8   Increase the number of endowed scholarships.

- *Target Metric:* Increase endowed scholarships by 8% per year

- *Conservative Metric:* Increase endowed scholarships by 7% per year

- *Ambitious Metric:* Increase endowed scholarships by 9% per year

1.8 Endowed Scholarships

Goal #1 Summary and Metrics

Goal #1 - Student Success	Baseline Data*		2025 Goal	Conservative Metric	Ambitious Metric
1.1.a Retention Rate for FTIAC Students	2014-2015 76%		81%	79%	83%
1.1.b Retention Rate for FTIAC URM's	2014-2015 63%		73%	70%	75%
1.1.c Overall Retention Rate for First-Time Transfer Students	2014-2015 81%		83%	81%	85%
1.2.a Overall Six-Year Graduation Rate	2009 Cohort 44%		53%	51%	55%
1.2.b URM Six-Year Graduation Rate	2009 Cohort 23%		41%	36%	45%
1.2.c Overall Transfer Graduation Rate	2009 Cohort 56%		65%	62%	68%
1.2.d Number of Programs with Curricular Maps	None		90%	80%	100%
1.3.a Success Rate in Gateway Courses with High DFWI rates (reduce DFWI rates)	25% +		15%	20%	10%
1.3.b URM Success Rate in Gateway Courses with High DFWI rates (reduce DFWI rates)	25% +		20%	25%	15%
1.4 Student/Faculty Ratio	21		19	20	18
1.5.a Student/Adviser Ratio	369		325	350	300
1.5.b URM Student/Dedicated Support Staff Ratio	440		275	350	225
1.5.c Tutoring and Other Support Ratio	800		400	500	300
1.6.a URM Proportion Within Full-time Faculty	7%		11%	10%	12%
1.6.b URM Proportion Within Staff	16%		20%	18%	22%
1.7.a Number of Students Studying Abroad	134		348	264	416
1.7.b Number of International Students	810		1257	1057	1489
1.8 Endowed Scholarships	189		378	347	410

*Most baseline data from fall 2015

Goal #1 Process Related Action Steps (Examples):

- Use online tools for tracking and advising students (SSC Campus, Degree Works, GradPath) to keep students on track for graduation.

- Advance the Center for Excellence in Teaching and Learning (CETL) as the locus of transformation and culture change in teaching and learning.

- Increase the number of full-time faculty teaching in 100 and 200 level critical courses and using High Impact Practices.

- Programs and advising offices should conduct a systematic review of Petitions of Exception and make established practice of curricular changes that are routinely approved by this labor- and time-intensive mechanism. Implement the POE policy changes recommended by the Registrar and approved by UCUI.

- Complete development of a transfer center to provide support services through MySail that ensure the success of transfer students.

- Create one-stop online advising and student support services in MySail to reduce wait times, and better serve online and distance students.

- Increase support for students while at the university during various stages of their lifecycle at OU.

- Determine the support infrastructure needed to support an increased number of international students related to housing, transportation, ESL, and any associated requirements.

- As plans are being developed for the launch of a new fundraising campaign, the office of Development and Alumni Relations, in conjunction with deans, will identify increasing scholarship support as a main fundraising goal.

- Develop a faculty mentoring program at OU similar those that at benchmark institutions that lead to improved student retention and success.

- Develop metrics for graduate students similar to those that exist for undergraduates around retention and graduation rates.

- Develop a provost's incentive fund to increase the opportunities for hiring faculty and staff from diverse backgrounds.
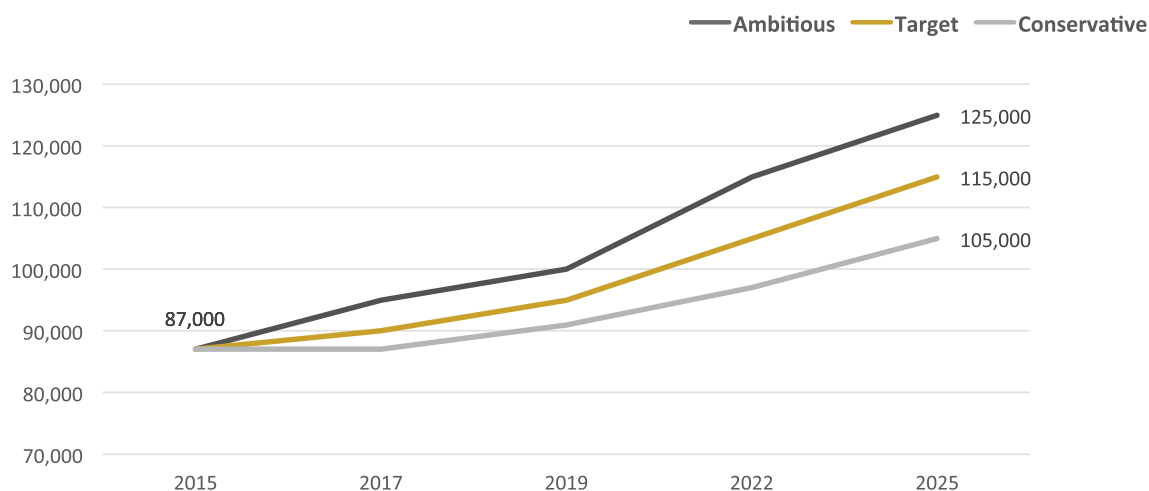
Goal #2 Data Related Steps and Metrics
(see Appendix for data sources):

2.1   Increase research, creative, and scholarly workspace.

- *Target Metric:* Increase space to 115,000 square feet
- *Conservative Metric:* Increase space to 105,000 square feet
- *Ambitious Metric:* Increase space to 125,000 square feet
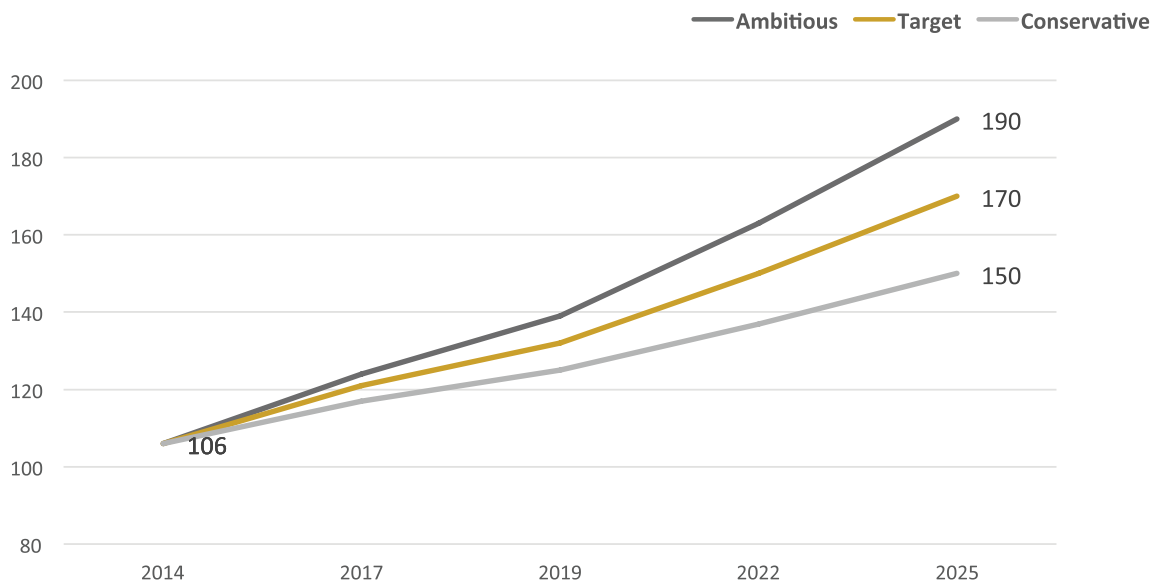
2.1 Research Space (In square feet)

Ambitious — Target — Conservative

2.2   **Establish a robust research development function within the Office of Research Administration, benchmarked at 2-3 FTE.**

2.3.a   **Increase the number of tenure-track/tenured faculty involved in funded research.**

- *Target Metric:* Increase faculty involved in funded research to 170
- *Conservative Metric:* Increase faculty involved in funded research to 150
- *Ambitious Metric:* Increase faculty involved in funded research to 190

2.3.a Number of Primary Investigators (Reported to NSF in HERD)

Legend: Ambitious — Target — Conservative

Data points: 106 (2014), 190 (Ambitious 2025), 170 (Target 2025), 150 (Conservative 2025). X-axis: 2014, 2017, 2019, 2022, 2025. Y-axis: 80 to 200.

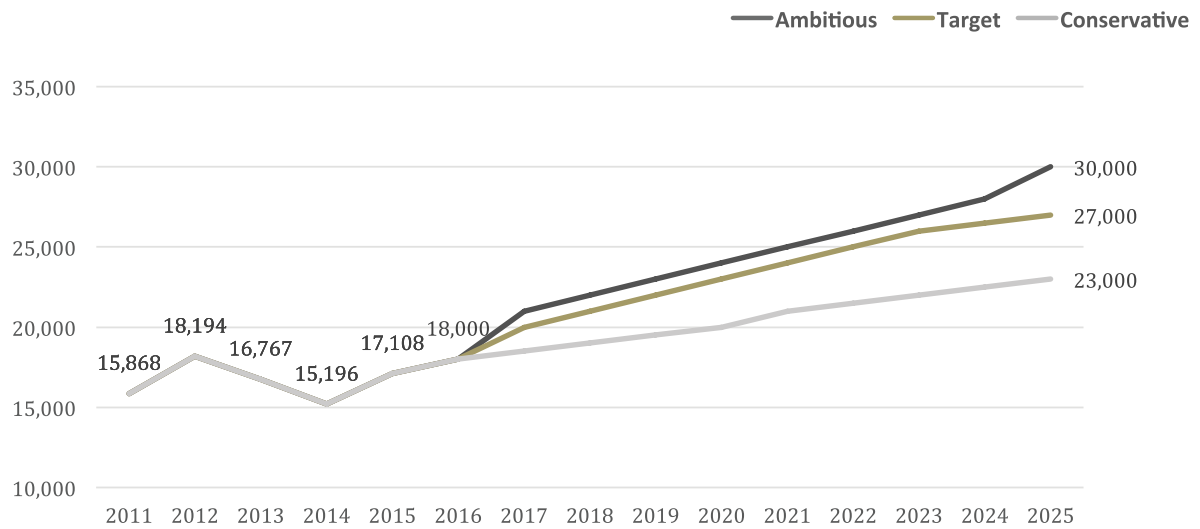**2.3.b**   **Increase the number of tenure track/tenured faculty involved in research/scholarship, creative activity, and community-engaged research in areas where external funding sources may be limited.**

- The university will work to develop support structures and funding for research in the arts and humanities and community engagement where disciplines do not typically have ample external funding options.
- OU will develop a systematic mechanism to track and measure all research, scholarship, and creative activity (funded and non-funded).

2.4   **Increase the University's research and development expenditures.**

- *Target Metric:* Increase funding to $27,000,000
- *Conservative Metric:* Increase funding to $23,000,000
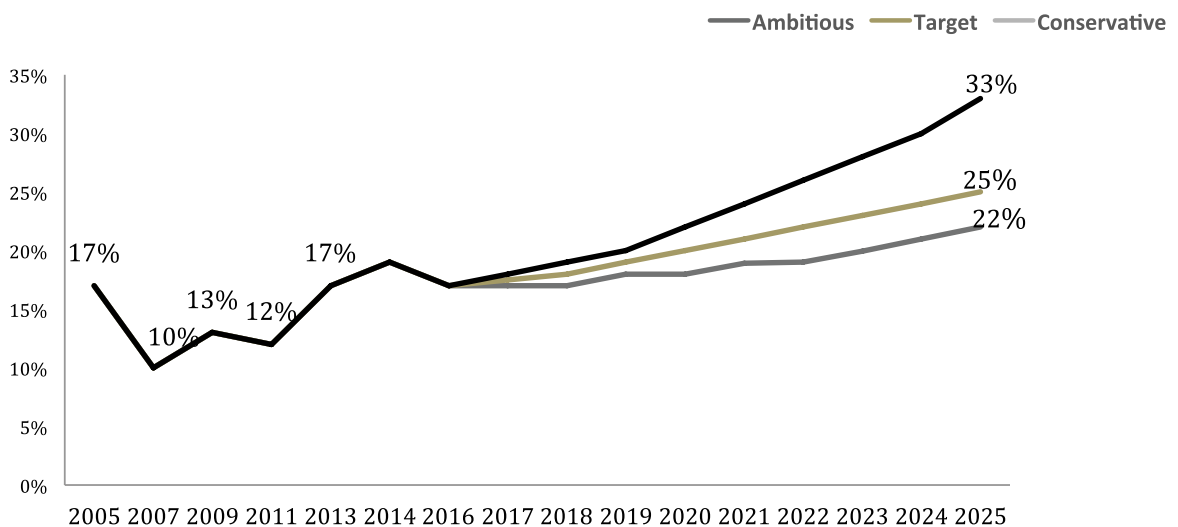- *Ambitious Metric:* Increase funding to $30,000,000

2.4 Total Research Expenditures (in thousands of $)

Legend: Ambitious — Target — Conservative

Data labels: 15,868 · 18,194 · 16,767 · 15,196 · 17,108 · 18,000 · 30,000 · 27,000 · 23,000

Y-axis: 10,000 · 15,000 · 20,000 · 25,000 · 30,000 · 35,000

X-axis: 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025

2.5   **Increase the percentage of undergraduate students actively engaged in research, scholarship and creative activity.**

- *Target Metric:* Increase students engaged in research to 25%
- *Conservative Metric:* Increase students engaged in research to 22%
- *Ambitious Metric:* Increase students engaged in research to 33%

2.5 Undergraduates Engaged in Research

Legend: Ambitious — Target — Conservative

Data labels: 17% · 10% · 13% · 12% · 17% · 33% · 25% · 22%

Y-axis: 0% · 5% · 10% · 15% · 20% · 25% · 30% · 35%

X-axis: 2005 2007 2009 2011 2013 2014 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025

2.6   **Benchmark graduate student stipends and scholarships to ensure alignment with peer institutions.**

Goal #2 Summary and Metrics

Goal #2 - Research and Creative Endeavors	Baseline Data	2025 Goal	Conservative Metric	Ambitious Metric
2.1. Assignable Research Space	87,000 sq. ft.	115,000 sq. ft.	. 105,000 sq. ft.	. 125,000 sq. ft.
2.2 Add Research Development Function	None	2.0 FTE	1.0 FTE	3.0 FTE
2.3. Number of Tenure-track/Tenured Faculty Involved in Research	FY 2014 106	170	150	190
2.4. Research and Development Expenditures	FY 2015 $17,108,000	$27M	$23M	$30M
2.5 Number/Percent of Undergraduates Involved in Research	FY 2016 17%	25%	22%	33%
2.6. Benchmark Graduate Students' Stipends				

Goal # 2 Process Related Action Steps (Examples):

- Recognize community engagement research in criteria for promotion and tenure.

- Develop and implement a system for tracking faculty research, scholarship and creative activity.

- Create differential workload policies to allow faculty to apply for course releases to develop external funding proposals or to pursue time-intensive scholarly projects.

- Increase university research and development expenditures to reach the fifth quintile of the research aspirant peer group.

- Incorporate endowed fellowships supporting undergraduate and graduate student research, scholarship and creative endeavor into the capital campaign.

- Target mid-career hiring of research active faculty for the development of cohorts, clusters, critical mass and mentoring to increase external funding.

- Develop a robust undergraduate student research program and support the Michigan Center for Undergraduate Research at OU.

- Develop undergraduate research, scholarship and creative endeavor awards for students engaged in high quality research experiences

- Benchmark and create a robust undergraduate student research website.

- Develop metrics for the number of doctoral students funded at OU and increase research support for doctoral students.

- Develop support for graduate students in the areas of pre-admission advising and career services.

- Increase the percentage of graduate students actively engaged in research, scholarship and creative activity by increasing the number of master theses, where appropriate.

- Develop a robust Graduate Student Research Conference and awards for graduate students engaged in high quality research experiences.
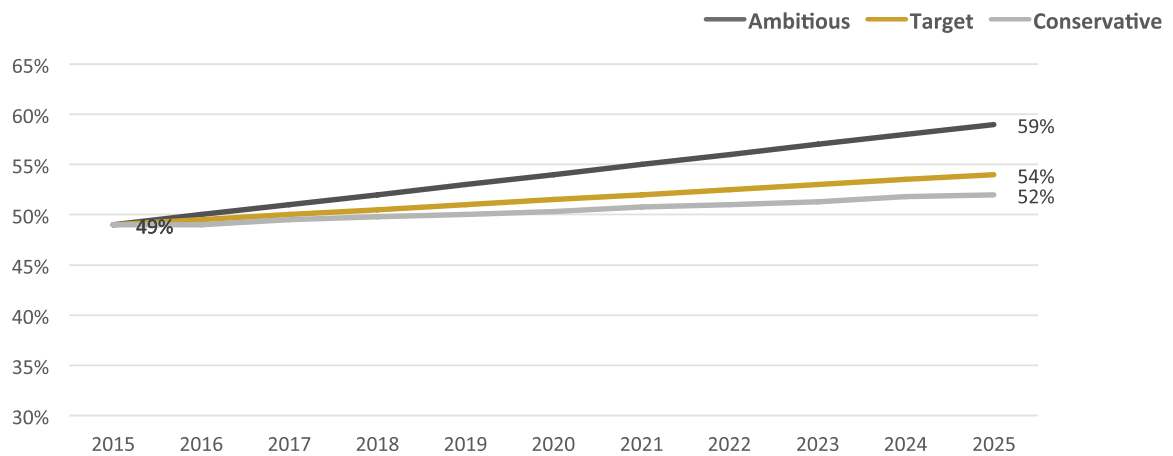
Goal #3 Data Related Steps and Metrics
(see Appendix for data sources):

3.1. **Increase student internship and experiential learning experiences of graduating seniors.**

- *Target Metric:* Increase internship experiences to 54%
- *Conservative Metric:* Increase internship experiences to 52%
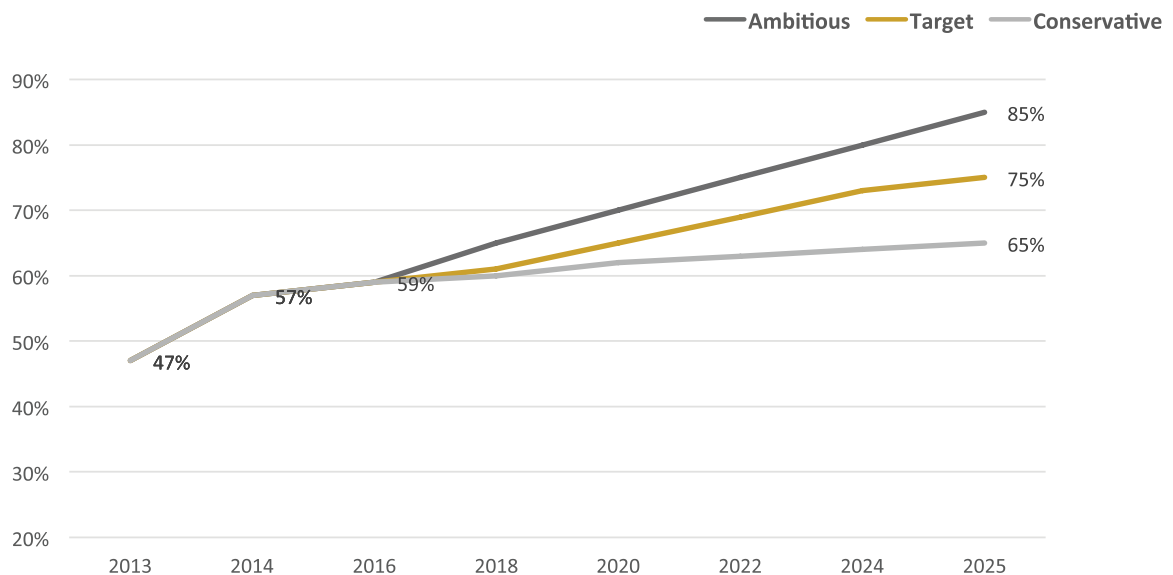- *Ambitious Metric:* Increase internship experiences to 59%

3.1 Internships and Experiential Learning

3.2.a **Increase the number of students who participate in courses that include a community project** (service learning).

- *Target Metric:* Increase student participation to 75%
- *Conservative Metric:* Increase student participation to 65%
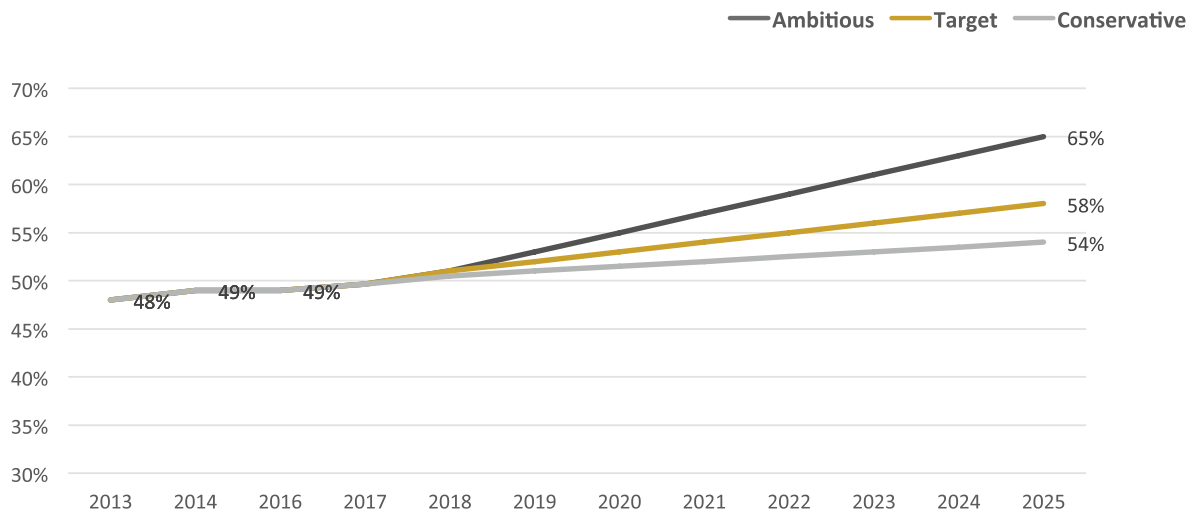- *Ambitious Metric:* Increase student participation to 85%

3.2.a Participation in Service Learning

3.2.b   Increase the number of students participating in community service and volunteerism.

- *Target Metric:* Increase student participation to 58%

- *Conservative Metric:* Increase student participation to 54%

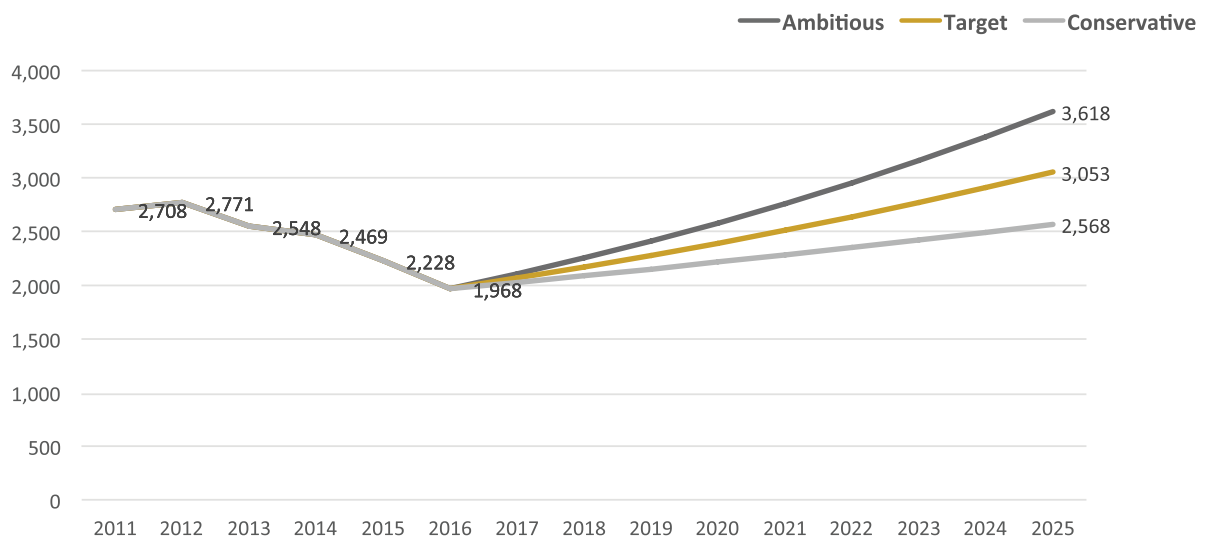- *Ambitious Metric:* Increase student participation to 65%

3.2.b Community Service and Volunteerism

3.3.a   Increase by at least 5% each fall semester the number of students enrolled in credit courses at off-campus locations to reach a broader community and to increase access for non-traditional students.

- *Target Metric:* Increase the number of students by 5%

- *Conservative Metric:* Increase the number of students by 3%

- *Ambitious Metric:* Increase the number of students by 7%

3.3.a Fall Term Enrollment in Off-campus Courses

3.3.b   Increase the number of students enrolled in credit courses at Macomb County locations by 5% per year.

- *Target Metric:* Increase the number of students by 5%
- *Conservative Metric:* Increase the number of students by 3%
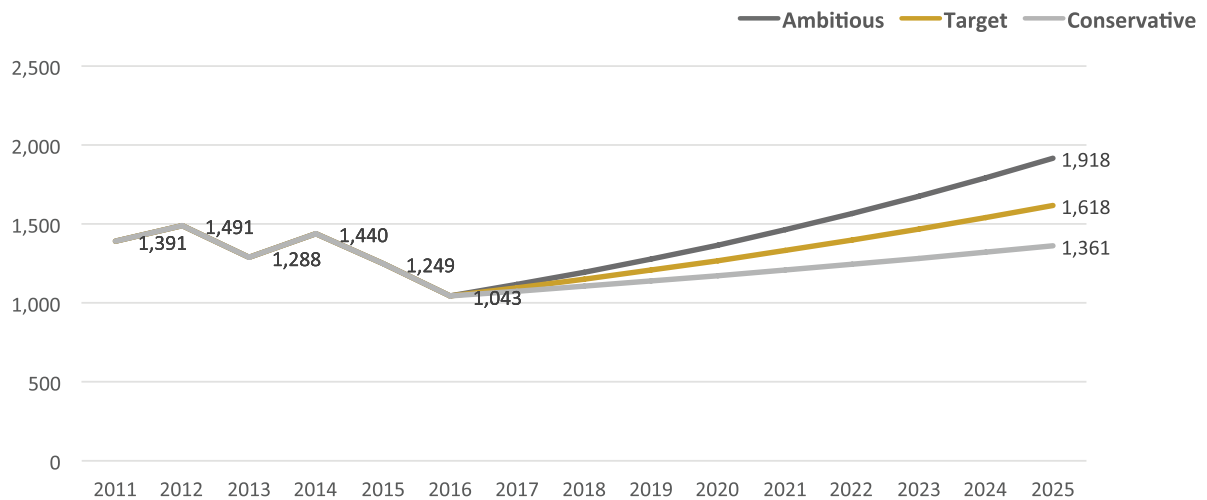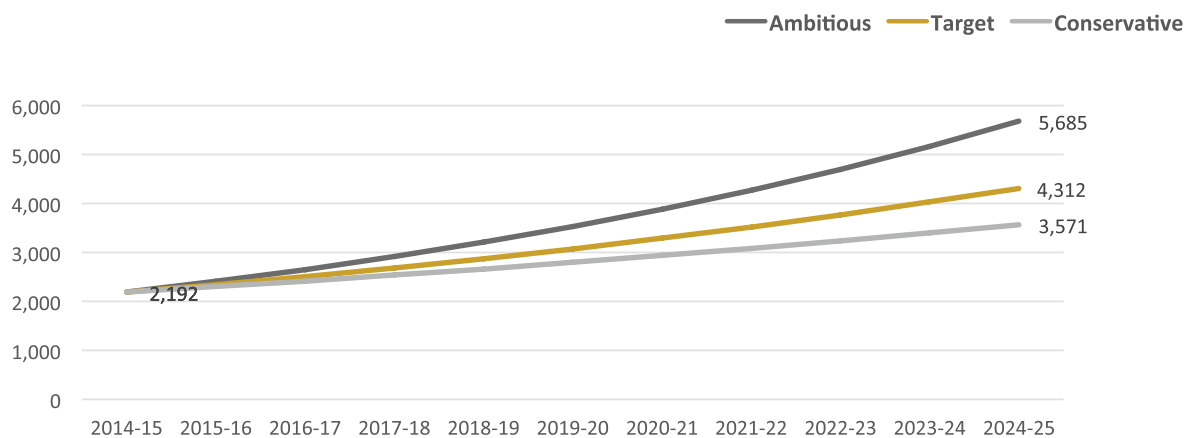- *Ambitious Metric:* Increase the number of students by 7%

3.3.b Enrollment in Macomb County Locations

3.4   Increase the number of continuing education students in Professional and Continuing Education (PACE) non-credit courses.

- *Target Metric:* Increase the number of students by 10% each year
- *Conservative Metric:* Increase the number of students by 7% each year.
- *Ambitious Metric:* Increase the number of students by 13% each year.

3.4 PACE Enrollment

3.5 **Strengthen OU's engagement with alumni through participation in OU-sponsored events and/or activities designed to support students or the university's mission. Measures will include:**

- Track and increase number of interactions with alumni–verbal, written, and web

- Identify key audiences for alumni events, set a target attendance rate and measure actual versus goal

- Track and increase the number of alumni supporting OU as volunteers

- Track and increase the number of alumni supporting OU with a financial gift

3.6 **Increase the number of partnerships with businesses and corporations.**

- Track and increase partnerships across schools, colleges, and the university with external partners

- Expand and measure programmatic collaborations with external partners

3.7 **Increase the number of community partnerships.**

- Track and increase partnerships across the university with community partners

- Expand and measure programmatic collaborations with community partners

3.8 **Apply for and attain the Carnegie Community Engagement Designation.**

- Application will be submitted in 2018

- Success will be measured by the successful attainment of the designation in 2020

Goal #3 Summary and Metrics

Goal #3 - Community Engagement	Baseline Data*		2025 Goal	Conservative Metric	Ambitious Metric
3.1. Number of Students Engaged in Internship and Experiential Learning Activities	2014 - 2015 49%		54%	52%	59%
3.2.a Students Reporting at Least Some Courses Including a Community Project	59%		75%	65%	85%
3.2.b Students Participating in Community Service/Volunteer Activities	49%		58%	54%	65%
3.3.a Enrollment in Credit Courses Off-Campus	1,968		3,053	2,568	3,618
3.3.b Enrollment in Credit Courses in Macomb County	1,232		1,618	1,361	1,918
3.4. Annual PACE Registrations in Non-Credit Courses	2014 - 2015 2,192		4,312	3,571	5,685
3.5 Strengthen Engagement with Alumni					
3.6 Increase the Number of Partnerships with Businesses and Corporations					
3.7 Increase the Number of Community Partnerships					
3.8 Apply for and Attain the Carnegie Community Engagement Designation					

* Most baseline data from 2016

Goal #3 Process Related Action Steps (Examples):

- Expand current efforts to prepare for the application to become a become a Carnegie Engaged University by 2019-20.

- Create a strong staffing infrastructure in Academic Affairs and Student Affairs that supports faculty/student involvement in experiential learning and community service.

- Support faculty and staff participation in service learning and community engagement by valuing such activities in governance documents and review processes and by developing the resources necessary to support community engagement initiatives.

- Identify in Banner and in the Schedule of Classes the OU courses that have community engagement learning outcomes.

- Create, publish, and disseminate a comprehensive list of faculty, staff, and student outreach and engagement activities in order to create and regularly update a database for analysis of patterns and trends.

- Create an assessment process to track and evaluate community engagement outreach initiatives at OU and their impact on students, communities and the university.

- Develop a comprehensive student record system to capture non-curricular learning outcomes and competencies.

- Create and maintain an Oakland University Community Engagement website to share progress and success with both internal and external audiences.

- Engage and cultivate the adult learner population by increasing online programs and the programming at off-campus locations to enhance flexibility and convenience.

- Increase participation in activities that directly engage the external community (such as academic and athletic camps, etc.)

- Development and Alumni Relations, deans, VP's, and others will work to expand and cultivate our connections with alumni

Notes on Data Sources for Strategic Plan Metrics
Office of Institutional Research and Assessment (OIRA) – October 13, 2016

Goal #1

1.1a & b First-year retention
Retention was benchmarked to data from the Consortium for Student Retention Data Exchange survey data and Oakland University historical retention data

1.1c   Overall transfer retention
Retention benchmarked to historical OU data

1.2 a & b Six-year graduation
Graduation rates were benchmarked to data from the Consortium for Student Retention Data Exchange survey data and Oakland University historical data

1.2.c   Overall transfer graduation rate
Graduation rate benchmarked to historical OU data

1.3   DFWI rate in high-enrollment foundational courses
Targeting courses with DFWI rates greater than 25%

1.4   Student/faculty ratio
S/F ratio benchmarked to Carnegie Classification R3 and Michigan universities

1.5.a   Student/adviser ratio
No clear benchmark available, but 300:1 is widely considered a reasonable target

1.5.b   Underrepresented minority (URM) student/ dedicated support staff ratio
Metric based on increasing level of dedicated support Center for Multicultural Initiatives (CMI) to URM students

1.5.c   Student/tutor ratio
Metric based on increasing level of tutoring support to undergraduate students

1.6.a   Percent URM faculty
Metric targets eventual alignment with proportion of URM students

1.6.b   Percent URM staff
Metric targets increase in URM staffing to create more supportive environment for URM students

1.7.a   Study abroad
OU enrollment records (OIRA)

1.7.b   International student enrollment
OU enrollment records (OIRA)

1.8   Number of endowed scholarships
OU Treasury Management records

Goal #2

All metrics except 2.2 benchmarked against a target peer group of 20 institutions that ranked 230 to 256 (the bottom 20 of the 2nd quintile, excluding non-university research centers) in total R & D expenditures reported to NSF for FY2014. OU ranked 286, which is in the upper portion of the third quartile.

2.1   Assignable research space
Data from NSF Survey of Science and Engineering Research Facilities FY2013

2.2   FTE to establish research development function
Based on National Organization of Research Development Professionals (NORDP) benchmarks

2.3   Faculty involved in research
Primary Investigators reported to NSF in Higher Education Research and Development (HERD) survey

2.4   Research & development expenditures
Data from Table 17 of HERD survey, FY2014

2.5   Undergraduates involved in research
Data from National Survey of Student Engagement (NSSE)

2.6   Graduate student stipends
To be benchmarked

Goal #3

3.1   Students engaged in internship and experiential learning activities
Data from Career Services First Destination Survey

3.2.a   Student participation in service learning
Data from National Survey of Student Engagement (NSSE)

3.2.b   Student involvement in community service & volunteerism
Data from National Survey of Student Engagement (NSSE)

3.3.a   Students enrolled for credit off-campus
OU enrollment records (OIRA)

3.3.b   Students enrolled for credit in Macomb County
OU enrollment records (OIRA)

3.4   Annual enrollments in non-credit programming
Professional and Continuing Education (PACE) enrollment records

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