

OAKLAND COMMUNITY COLLEGE®

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BOARD OF TRUSTEES

REGULAR MEETING AGENDA

The Regular Meeting of the Board of Trustees of Oakland Community College will be held on Tuesday, June 20, 2023, 6:00 p.m., at the Auburn Hills Campus, Room G240, 2900 Featherstone Road, Auburn Hills, Michigan.

AGENDA

1. CALL TO ORDER

2. ATTENDANCE

3. APPROVAL OF AGENDA

4. APPROVAL OF MINUTES

4.1 May 16, 2023 Regular Board Meeting Minutes

A – ACTION

5. COMMUNICATIONS

5.1. Community Comments

5.2. Student Government Report - none

5.3. Academic Report

5.3.1. Academic Senate Update

5.3.2. Provost Update

5.4. Chancellor's Comments

6. MONITORING REPORT

6.1 Winter 2023 Monitoring Report

B – INFORMATION

7. ACTION ITEMS

7.1. Board of Trustees MCCA Representative and Alternate

7.2. Board of Trustees SEMCOG Delegate

7.3. Board Policies and Procedures (second reading)

C – ACTION

D – ACTION

E – ACTION

8. INFORMATION ITEMS – none

9. BOARD COMMENTS

10. ADJOURNMENT

Mission: OCC is committed to empowering our students to succeed and advancing our community.



**BOARD OF TRUSTEES
REGULAR MEETING MINUTES
May 16, 2023
Oakland Community College
Auburn Hills Campus G240
2900 Featherstone Road
Auburn Hills, Michigan**

1. CALL TO ORDER

Chair Jackson called the meeting to order at 5:52 p.m.

2. ATTENDANCE

Present:

Pamela S. Jackson, Chair
Kathleen A. Bertolini, Vice Chair
Susan Gibson, Secretary
Shirley J. Bryant, Treasurer
Edward D. Callaghan, Trustee
Pamala M. Davis, Trustee

Absent:

Christine M. O'Sullivan, Trustee

3. APPROVAL OF AGENDA

Chair Jackson asked if there were any items to add or remove from the agenda. There being none, Trustee Bryant MOVED to approve the agenda, and Trustee Davis seconded.

AYES: Bertolini, Bryant, Callaghan, Davis, Gibson, Jackson

NAYS: None

Motion Carried

4. APPROVAL OF MINUTES

4.1. February 21, 2023 Regular Meeting Minutes

A – ACTION

Trustee Davis MOVED to approve the February 21, 2023 Regular Board Meeting Minutes. Trustee Bertolini seconded.

AYES: Bertolini, Bryant, Callaghan, Davis, Gibson, Jackson

NAYS: None

Motion Carried

4.2 April 22, 2023 Special Board Meeting Retreat Minutes

B – ACTION

Trustee Callaghan MOVED to approve the April 22, 2023 Special Board Meeting Retreat Minutes. Trustee Gibson seconded.

AYES: Bertolini, Bryant, Callaghan, Davis, Gibson, Jackson

NAYS: None

Motion Carried

5. COMMUNICATIONS

5.1. Community Comments – none

5.2. Student Government Report

Stacey Crews, Dean of Student Engagement, provided an overview of the Office of Student Engagement. It is responsible for overseeing the planning and execution of programs and activities that engage and connect our diverse students at OCC. It also provides programming that creates a sense of belonging, offers leadership development, and supports student success. It also provides direct oversight for student organizations, PTK, Student Government, and peer mentoring. Ms. Crews then provided an update on activities in these areas.

Student Jessica Okoye, a member of Student Club Ignite, brought forward two items the Club is addressing: feminine products on campus and a prayer room on all campuses.

5.3. Academic Report

5.3.1. Academic Senate Update

In his absence, Academic Senate Vice Chair Valerie Emanoil presented Senate Chair John Mitchell's update report. Some of the items discussed included:

- The Ad Hoc Syllabus Reform Committee is pleased to announce that the College has accepted a bid from the Simple Syllabus Company for their software, which will be used to create an outward-facing, flexible, and easily adaptable syllabus template for all faculty to use
- The Senate voted to approve the creation of an ad hoc committee to explore the implications of the closure of the Highland Lakes Campus
- Another new ad hoc committee called the Academic Intervention Committee has been created to review the College's current policies and strategies for academic intervention for students who are in trouble and face sanctions, such as probation
- A Registration Practices Committee has been formed to review all current registration and intake policies and procedures and identify antiquated or convoluted methods to the registration process
- The Ad Hoc Course Completion Committee has also been formed to discuss strategies to increase the college's completion rates

5.3.2. Provost Update

Dr. Berne reported on the following topics:

EMIT Open House

EMIT held an Engineering and Skilled Trades Open House to over 300 attendees on May 4 at the Auburn Hills Campus to provide high school and returning adult students and guests with an

overview of the College's numerous trades-related certificate and degree programs. The Open House was a great success!

Health Professions Career Day at HFWB

Dean of Nursing Tanya McFadden hosted a health professions career day at Henry Ford West Bloomfield where she brought representatives from our health careers (nursing, medical assisting, respiratory therapy). The representatives were able to interact with the employees there many of whom who are looking to expand their abilities. It was a well-received and positive event.

State Initiatives

OCC is participating with all 28 community colleges in an RN to BSN pathway program. We are going to have Oakland University teach a BSN cohort, where our recent graduates can work to obtain their Bachelor of Science degree in Nursing.

In addition, we join 24 of our 28 colleague colleges in a summer catch-up program designed to prepare pandemic impacted students for college success. This summer we will welcome incoming OCC students from our high schools to a fully funded college onboarding experience that includes complimentary laptops, for-credit college coursework, wraparound services, peer collaboration experiences, free transportation, and meals.

D3C3 Update from AA's

Initiatives funded by D3C3 include the implementation of student success technology solutions, such as Ellucian Experience and Ellucian Advise. Additionally, we have begun a gateway course project designed to support students in the twelve general education courses that have the highest disappointing results (DSW rates) and have the most likelihood of creating a barrier to student advancement. We are looking to roll this out in the fall. Lastly, the third strand is the mobility factor, where we will be working on electronic car technology.

Student Success

Students have already participated in graduation events for Nursing, Respiratory Therapy, Diagnostic Medical Sonography, Radiology Technology and Firefighting. Ceremonies still to come are Dental Hygiene, Oakland Police Academy, and Surgical Technology. We look forward to these celebrations as well as to our formal college-wide commencement ceremony on Saturday, May 20.

Nursing Program

We had our national accreditors here for three days this past September. Based on their findings, OCC received full accreditation in the program with no areas of concern.

Lastly, Dr. Berne acknowledged the recent tragic death of Dr. Calandra Green, who was an alumni of our nursing program. She will be greatly missed for her work in Oakland County.

5.4. Chancellor's Comments

Chancellor Provenzano commented on the following:

- Welcomed the following new employees hired during February, March, and April:
 - Christina Ayar, Vice Chancellor for External Affairs
 - Lynn Cromwell, Secretary (ACCESS)
 - Todd Huffman, Financial Aid Manager
 - Christina "Tina" Kostiuk, Vice Chancellor for Administrative Services

- Zenet Patten, Associate Dean of Nursing and Health Professions
- Nikeisha Alexander, Financial Aid Specialist
- David Buckley, Secretary
- Sara Ivey, Food Services Technician/Cashier/Bookkeeper
- Patrick Langley, Facility Technician
- Rasha Alhashem, Lab Technician Physics
- Bristol Day, International Student Advisor
- Jeffrey Thomas, Custodian
- The following retirees were recognized for their years of service:
 - Dan Kendall, Grounds Keeper – 34 years
 - Matthew Madden, Facility Technician – 10 years
 - Marina McKenzie, Payroll Specialist – 20 years
- Employer of Choice – Outstanding People
 - Faculty members Sharon Cicilian and Tara Broeckel were awarded the Fullbright-Hays scholarship, with Ms. Cicilian spending four weeks in Mexico to learn about shared history and Ms. Broeckel going to Sonoma to explore writing and communication on climate change
 - Emergency Medical Services instructor Sarah Pile is the newest recipient of the National Institute for Staff and Organizational Development Excellence Award, which recognizes individuals doing extraordinary work on college campuses
 - Sandra Harrold-Foster was named OCC's 2023 Diversity Champion
 - Approximately 150 employees and retirees were recognized last month during an anniversary and retirement event held at the Orchard Ridge Campus with approximately 50 employees in attendance
- College of Choice – OCC Student Success
 - Sixteen area students signed “Letters of Intent” to commit to pursue a degree or certificate in one of OCC's technical or public services programs at this national event sponsored by OCC and the National Coalition of Certification Centers (NC3)
 - OCC's juried, multidisciplinary Student Art Exhibition was held for a second year in a row, with the award-winning work being exhibited at the Pontiac Creative Arts Center in April
 - OCC students placed second in the Midwest Region and sixth place nationally in the Student Mathematics League annual competition administered by the American Mathematic Association of Two-Year Colleges
 - The Michigan Community College Association named nine OCC students to the 2023 Michigan All-Academic Team recognizing them for their scholarly achievements
 - Three OCC students walked away with awards at the Michigan Intercollegiate Speech League Novice State Forensic Tournament: Madison Wisdom won second place in Informative; Jessica Okoye won third place in Informative; and Patrick Strand won fourth place in Impromptu
 - The Association of Community College Trustees released a new logo to represent Community College Month, which was designed by our very own student Quantanik Norton who received a cash gift of \$1,250 for her efforts
 - April marked the academic yearend in which OCC held a recognition ceremony honoring 28 outstanding students and 7 outstanding faculty. The OCC Libraries announced 2 winners and 4 honorable mentions of the fourth annual Outstanding Research Paper Competition. Lastly, the Teaching Excellence Award, which is a new initiative by OCC's Teaching and Learning Center, was awarded to selected individuals whose teaching demonstrates an unsurpassed level of excellence and commitment to student success.
- College of Choice – Outstanding Programs
 - The Detroit Drives Degrees Community College Collaborative (D3C3) announced more than \$30 million in support from the Ballmer Group and the Ralph C. Wilson,

Jr. Foundation. This initiative is in partnership with seven southeast Michigan community colleges, including OCC, to ensure student have equitable educational opportunities and graduate with high-value credentials or degrees that lead to good-paying, in-demand jobs with local employers helping to boost the region’s overall prosperity. OCC plans to use the \$6.3 million over the next three years to fund three clusters of work focusing on student success, K-12 partnerships, and career pathways for emerging mobility technologies.

- OCC’s Foundation received its largest bequest ever for approximately \$1.1 million from the trusts of late sisters Joan and Margaret Hinkle. This bequest will establish the Margaret A. Hinkle and Joan M. Hinkle College Aid Fund, an endowment that is expected to produce approximately \$55,000 annually in perpetuity for OCC students.
- College of Choice – Events
 - The second annual DEIJ Empowerment Summit was held in April and recapped DEIJ efforts and accomplishments throughout the year, announced DEIJ award recipients, and featured keynote speaker Smith College Professor Loretta Ross
 - DEIJ offered a workshop later in April entitled, “Cultural Humility: Working with Deaf and Hard of Hearing Individuals”
- OCC in the Media
 - As always, numerous media coverage in the press and online (Report on file)

6. MONITORING REPORT - none

7. ACTION ITEMS

7.1 2024-2028 Proposed Budget and Financial Forecast

C – ACTION

Vice Chancellor for Administrative Services Tina Kostiuk, Director of Budget and Financial Planning Renee Oszust, and Executive Director of Facilities Operations Robert Kelly discussed the proposed budget and financial forecast for fiscal years ending 2024-2028, as well as provided an update on construction projects.

Ms. Oszust began by announcing that the OCC Finance Department once again won the Distinguished Budget Presentation Award for Fiscal Year Beginning July 1, 2022 from the Government Finance Officers Association. She then addressed the following topics:

- Operating revenue
- Revenues – tuition and fees
- Enrollment – credit hour projection
- Operating expenses and transfers
- Budget and financial forecast summary

Ms. Kostiuk noted the budget process is a 10-month process and is a 5-year forecast. She also discussed:

- Capital budget
- Future plans:
 - Provide a balanced budget and fiscally responsible financial forecasts
 - Maintain our focus on the College Mission of “empowering our students to succeed and advancing our community”
 - Allocate resources aligned with our Strategic Directions & Objectives
 - Strategize opportunities for enrollment growth, including dual enrollment and increased online offerings
 - Address deferred maintenance and infrastructure improvements on our campuses
 - Utilize Collaborative decision Making for capital project design and implementation within the approved budgets for each project
 - Use data as a key element in decision making

Mr. Kelly provided an update on the following construction projects:

- Royal Oak Culinary Studies Institute – construction begins Spring 2023; Fall 2025 anticipated Grand Opening
- Heath Professions Building at Orchard Ridge 2024
- Auburn Hills CREST Campus: Phase 1: 2023-24 gun range, classrooms and offices; Phase 2: 2027-28 indoor tactical training building
- Auburn Hills Building A Renovation – Waiting for State Capital Outlay funding before making projections

Trustee Bertolini MOVED the Board of Trustees approve the General Appropriations Act for the 2023-2024 fiscal year. Trustee Bryant seconded.

ROLL CALL VOTE:

AYES: Bertolini, Bryant, Callaghan, Davis, Gibson, Jackson

NAYS: None

Motion Carried

7.2 2023-2024 Tax Levy of Operating Millage

D – ACTION

Trustee Davis MOVED the Board of Trustees adopt the resolution to levy the maximum annual tax rate and authorize the Vice Chancellor for Administrative Services to notify the proper assessing office of each municipality to effectuate compliance with this resolution. Trustee Callaghan seconded.

ROLL CALL VOTE:

AYES: Bertolini, Bryant, Callaghan, Davis, Gibson, Jackson

NAYS: None

Motion Carried

7.3 Appointment of Audit Committee Members

E – ACTION

Trustee Bryant MOVED the Board of Trustees approve Steven Mackey and Kathy Abela to serve as the community members to the OCC Audit Committee. Trustee Callaghan seconded.

Ms. Kostiuk provided a brief background on each of the candidates.

AYES: Bertolini, Bryant, Callaghan, Davis, Gibson, Jackson

NAYS: None

Motion Carried

7.4 Board Policies and Procedures (first reading)

F – ACTION

Assistant General Counsel Beth Rae discussed with the Board the reasons these policies need to be amended.

Trustee Gibson MOVED for the Board of Trustees to approve the first reading of the amended Equal Employment Opportunity Discrimination Prohibition Policy and the amended Freedom of Speech and Expression Policy. Trustee Callaghan seconded.

Chair Jackson and Trustee Callaghan provided some suggested edits to the policies, which Ms. Rae noted and will incorporate in the documents for the second reading.

AYES: Bertolini, Bryant, Callaghan, Davis, Gibson, Jackson

NAYS: None

Motion Carried

8. INFORMATION ITEMS

CONSENT CALENDAR – INFORMATION ITEMS

As there was no separate discussion called for Information Items 8.1 through 8.5 on the Consent Calendar, Chair Jackson asked for a motion to receive and file these reports. Trustee Gibson so MOVED, and Trustee Callaghan seconded.

AYES: Bertolini, Bryant, Callaghan, Davis, Gibson, Jackson

NAYS: None

Motion Carried

- 8.1. Finance Quarterly Report
- 8.2. College Facilities Quarterly Report
- 8.3. Information Technology Quarterly Report
- 8.4. OCC Foundation Quarterly Report
- 8.5. Strategic Plan Update
(Reports on file)

G - INFORMATION
H - INFORMATION
I – INFORMATION
J - INFORMATION
K - INFORMATION

END OF CONSENT CALENDAR – INFORMATION ITEMS

9. BOARD COMMENTS

Trustee Bertolini noted she is excited for commencement.

Trustee Bryant mentioned that her dental hygienist brought up the topic of the Highland Lakes Campus closure. Ms. Bryant explained to her the reasoning behind the closure and that all the medical programs would be moved to the Orchard Ridge Campus. The hygienist then brought up that her daughter had registered for a class at Orchard Ridge Campus, but found out too late that the class was cancelled, but was lucky to get into the class at the Auburn Hills Campus. Trustee Bryant inquired if emails could be sent to students alerting them when their classes are cancelled. Dr. Berne noted that emails are promptly sent once the class has been cancelled, as well as the students are also contacted by phone.

Trustee Callaghan noted a number of higher educational institutions have a tuition-free program based on a salary cap that the family makes, such as U of M and Wayne State. He indicated just this morning he heard that Macomb has a free tuition program in place, which has a salary cap of \$70,000. He inquired if OCC has looked into such a program. The Chancellor commented we are talking internally on how we can package this together to come up with something very similar where at a certain income bracket you have free college tuition because it already exists anyway. We are discussing how to better explain this to our students.

Chair Jackson thanked the Finance team for their informational booklet with so much valuable information. She also shared a video with the Board featuring the Marilyn Violet Foundation. The video depicted Chair Jackson and her daughter Melissa Jackson, who established the Foundation, coordinating the pickup of unsaleable desks from the OCC Orchard Ridge Campus and taking them as a donation to be used by the Burton International Academy in Detroit. The video link will be sent to all trustees.

10. ADJOURNMENT

There being no further business, Chair Jackson asked for a motion to adjourn. Trustee Gibson so MOVED, and Trustee Bertolini seconded.

AYES: Bertolini, Bryant, Callaghan, Davis, Gibson, Jackson

NAYS: None

Motion Carried

The meeting adjourned at 8:09 p.m.

Cherie A. Foster

Date

Pamela S. Jackson, Chair

Susan Gibson, Secretary

Mission: OCC is committed to empowering our students to succeed and advancing our community.



OAKLAND
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INFORMATION

Board Agenda Item 6.1
June 20, 2023

WINTER 2023 MONITORING REPORT

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Executive Summary

[National reports](#) show that community college enrollment saw a slight increase from Winter 2022 to Winter 2023, after three years of significant decline. OCC's enrollment mirrored that of Michigan undergraduate enrollment, which continued to show a slight decline. In response to recent trends for higher education, community colleges need to continually evolve to meet student demand for access and opportunity through diverse course modalities and robust support structures. While the public health effects of the pandemic may have lessened this year compared with prior years, the economic challenges faced in the community persist.

Access is a central tenet of a community college and throughout the pandemic years, that access included the development of expanded online and hybrid learning, innovative course delivery, additional resources for students, virtual student services and programming, and outreach by dedicated faculty and staff to help their students overcome obstacles and succeed. These experiences continue to serve the institution as it navigates the higher education landscape in the years ahead in service to students and the community.

Over the Winter 2023 semester, OCC has pursued several strategies through collaborative action teams to advance the College across core objectives. By aligning the [Board Ends](#) and [Key Performance Indicators \(KPIs\)](#) with the College's [strategic directions and objectives](#), OCC can create purposeful actions and initiatives, then evaluate and track progress toward meeting institutional goals.

The College remains a central partner in helping to achieve the County and State goals for postsecondary credential attainment via [Oakland80](#) and [Michigan Sixty by 30](#). OCC is committed in its [mission](#) to empower students and advance the community in higher education awareness, aspirations, access, and success. The College will continue to evolve to meet the needs of its students, to create innovative opportunities and pathways toward higher education credential attainment.



Mission, Values, Vision & Strategic Plan



Strategic Direction 1: Cultivate Operational Excellence and Sustainability

- 1.1 [Become a student-ready college, promoting agency, access, and success for all students](#)
- 1.2 [Promote educational excellence, innovation, and support](#)
- 1.3 [Engage in continuous improvement through organizational analysis to nimbly respond to external opportunities and threats](#)

Strategic Direction 2: Build a People First Organization

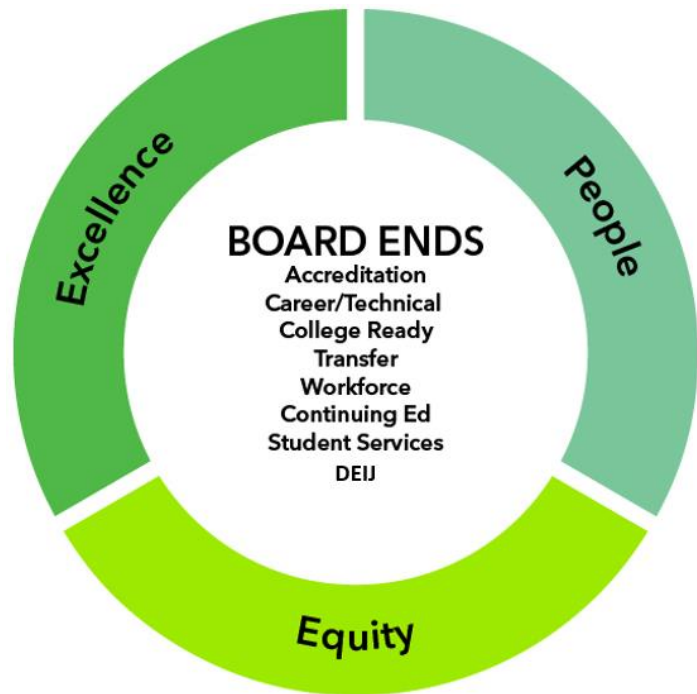
- 2.1 [Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees](#)
- 2.2 [Promote a culture of communication, collaboration, respect, and civility](#)

Strategic Direction 3: Advance Diversity, Equity, Inclusion, and Justice Policy and Practice

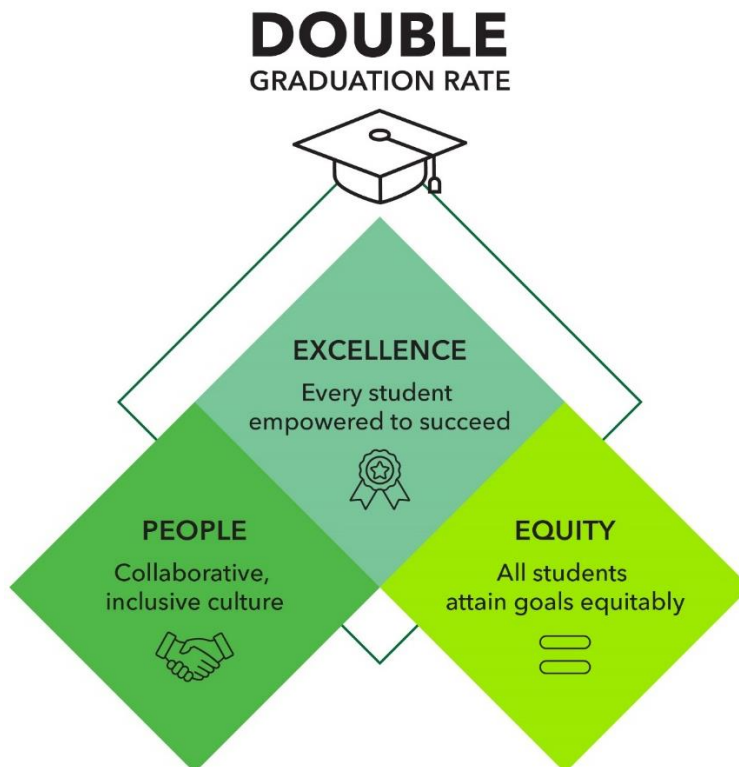
- 3.1 [Build an integrated diversity, equity, inclusion, and justice \(DEIJ\) infrastructure to support students, staff, and community](#)

Board Ends and Strategic Objectives

According to Board of Trustee [Policy 4.1](#), Oakland Community College's purpose is to provide affordable higher education services to the people of Oakland County and the regional community, which advance individual economic mobility, personal growth, and the local economy, at a cost commensurate with the value of services provided. The eight Board Ends and the updated Strategic Plan create an educational environment that fosters student learning and supports student success.



OCC is focused on the central messages of its strategic plan, to improve clarity, focus, and connection across its strategic plan collaborators collegewide. By working together, the College can increase student graduation and success while closing equity gaps.



OCC Goals and Key Performance Indicators (KPIs)

In service of OCC’s Board Ends and strategic objectives, and as core measures of continuous improvement, the College has established several Key Performance Indicators (KPIs) to track and evaluate throughout the year.

- Targets for each indicator were determined based on the range of normal fluctuation, a forecast aligned with recent performance, the current context inside and outside OCC, and the College’s actions for improvement.
- Enrollment projections specifically use statistical ARIMA methods that incorporate past enrollment, the number of high school graduates, the unemployment rate, and student applicant activity to predict future enrollment.
- Ongoing research and analysis will continue to refine targets and support alignment with the College’s strategic plan.

Fall Semester Core KPIs	2020	2021	2022	2021-22 % Change	2022 Target	Target to Actual
Conversion rate	35.7%	32.5%	33.8%	+4.0%	33.0%	+0.8
Headcount enrollment	14,727	14,174	13,677	-3.5%	13,666	+11
Average enrolled credits	8.51	8.19	8.37	+2.2%	7.87	+0.50
Fall to Fall persistence	52.3%	52.6%	54.1%	+2.9%	53.2%	+0.9

Winter Semester Core KPIs	2021	2022	2023	2022-23 % Change	2023 Target	Target to Actual
Conversion rate	34.1%	30.2%	32.3%	+7.0%	33.0%	-0.7
Headcount enrollment	14,223	13,776	13,574	-1.5%	13,111	+463
Average enrolled credits	8.21	8.06	8.24	+2.2%	8.36	-0.12
Fall to Winter Retention	71.2%	73.7%	73.7%	0.0%	73.1%	+0.6

1.1: Become a student-ready college, promoting agency, access, and success for all students

This mission-critical strategic objective of the College involves meeting students where they are, empowering them through equitable systems and support structures, and providing services to help ensure their successful goal completion. Current strategic actions in this area include:

- D3C3: Grow K-12 Alignment, Partnerships, Dual Enrollment
- D3C3 + NISS: Proactive Systematic Student Success Structure

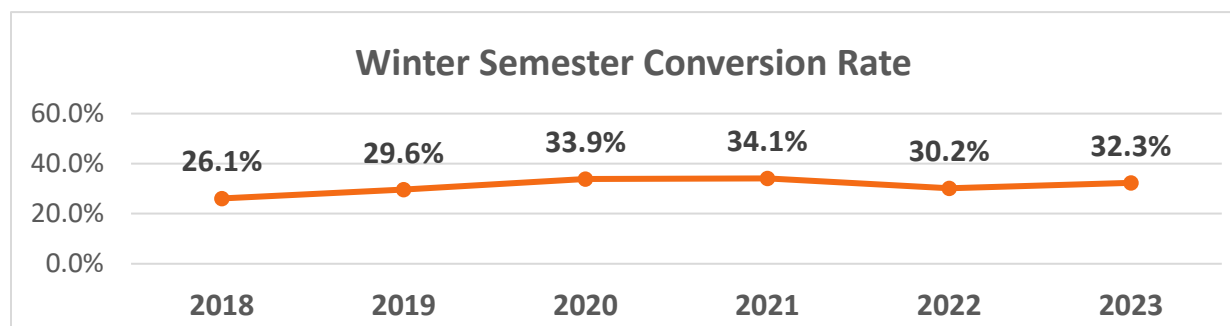
From 2023 to 2025, OCC will implement grant-funded strategies through the [Detroit Drives Degrees Community College Collaborative \(D3C3\)](#) to advance K-12 alignment through expanded partnerships and dual enrollment. Through D3C3, OCC will also build a comprehensive, proactive, analytics-based model for systematic student outreach and support modeled after the [National Institute for Student Success \(NISS\)](#). These efforts will include foundational work on technological efficiency, integration, the digitization of forms, and streamlined processes to benefit students and staff.

Enrollment Data Trends



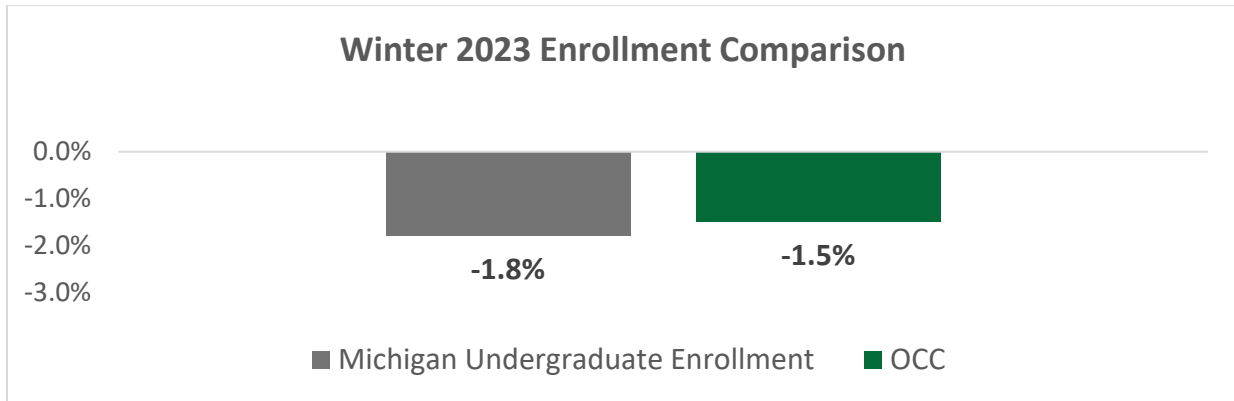
Several external and internal factors impact enrollment, including economic changes, public health, demographics, marketing and outreach, competition from other higher education institutions, admissions and onboarding, awareness and timely completion of the financial aid process, course scheduling and delivery, etc.

OCC's conversion rate is defined as the percentage of admitted students who enroll and remain enrolled at the college past the drop/add deadline for the semester. The Winter semester conversion rate has historically been the most challenging one to improve. Recent years have shown overall improvement and in Winter 2023, OCC was just short of its 33% goal.



Source: Institutional Effectiveness

Community colleges nationwide saw a slight increase in enrollment in Winter 2023, but in Michigan, undergraduate enrollment still experienced a slight decline and OCC mirrored that trend.



Comparison Data Source: National Student Clearinghouse (NSC) via <https://nscresearchcenter.org/stay-informed/>



[Michigan Reconnect](#) and [Futures for Frontliners](#) are two state initiatives to fund tuition for eligible students. These programs have helped thousands of students to return to OCC or attend for the first time.



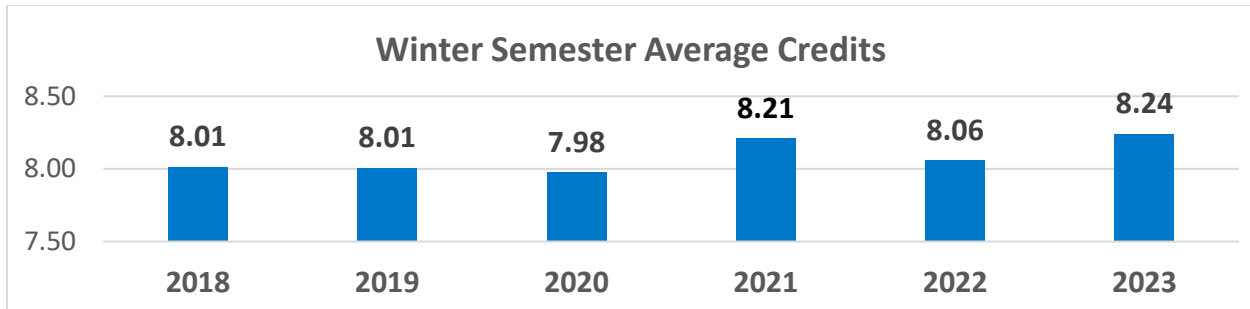
The Michigan Reconnect Grant Act was amended in December 2022 and the updated version includes several new requirements for colleges. These requirements focus on:

- A movement away from remedial course structures in English and math to more extensive corequisite models
- An expanded integration of credit for prior learning opportunities that allow a student to receive credit for prior knowledge and experiences
- Collaboration with the new Michigan Center for Adult College Success that will be established by the State
- Data on the increased income of graduates
- A significant increase in student completion by 2-3% annually to maintain Reconnect eligibility

OCC's strategies are already focused on achieving all these goals. With the amended Reconnect Act, our work to attain these practices is tied to the State funding we receive.

Average Enrolled Credits

Students continue to look for flexibility in their course options, to fit their college learning into their complex lives. As the College grows its course modalities of online, hybrid (both online and in person), compressed (shortened semester), and block scheduled courses (meet one day a week), students can have additional choices to help them earn more credits each semester. This metric is particularly important to track as it contributes to student momentum and accelerates academic progress toward meeting a degree or transfer goal.



Source: Institutional Effectiveness

This increase in average credits is particularly impacted by students taking both on-ground and online classes. This growing group of students shows not only an ability to enroll in more credits, but an ability to increase the credits they successfully earn in a semester. This success builds momentum toward completion and can reduce the time to goal attainment.

Winter 2023 Student Type (based on course-taking behavior)	# of Students	Total Enrolled Course Credits	Average Enrolled Credits per Student	Credit Success per Student (C or better)
Exclusively On-Ground Classes	4,678	35,016	7.49	5.45
Exclusively Online Classes	4,778	34,178	7.15	4.64
Both Online and On-Ground Classes	4,101	42,542		
Total	13,557	111,735	8.24	5.80

Winter 2023 and Early Summer 2023 Enrollment Data

Category	Winter 2022	Winter 2023	# Change	% Change
Total Headcount	13,783	13,573	-210	-2%
Total Credits	111,211	111,788	+576	+1%
Average Credits	8.07	8.24	+0.17	+2%

Comparison as of day 190 of registration (5.1.23), Source: Institutional Effectiveness Registration Dashboard

Category	Summer 2022	Summer 2023	# Change	% Change
Total Headcount	9,097	9,584	+487	+5%
Total Credits	53,969	58,933	+4,964	+9%
Average Credits	5.93	6.15	+0.22	+4%

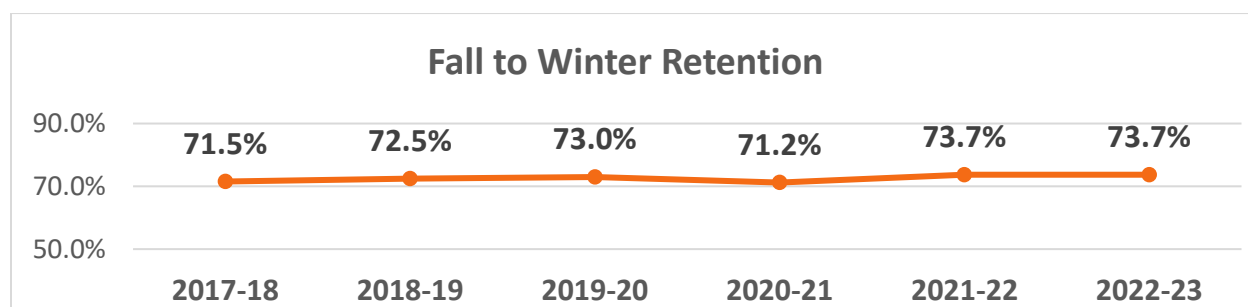
Comparison as of day 84 of registration (5.28.23), Source: Institutional Effectiveness Registration Dashboard

College Readiness

Already, new [corequisite courses](#) have improved student outcomes in English and Math over the past year and a half. By scaling corequisite innovations to reach more students, OCC can further advance student success and close equity gaps in student attainment of college-level coursework. Additional analysis in 2023 and future years will include the persistence and completion success of corequisite students. OCC has also selected corequisite expansion as its [Quality Initiative](#) project for the Higher Learning Commission (HLC).

Fall to Winter Retention

For the past two years, OCC has achieved a higher retention rate than in the past. The College will continue to strengthen retention and focus on the equity of student population success.



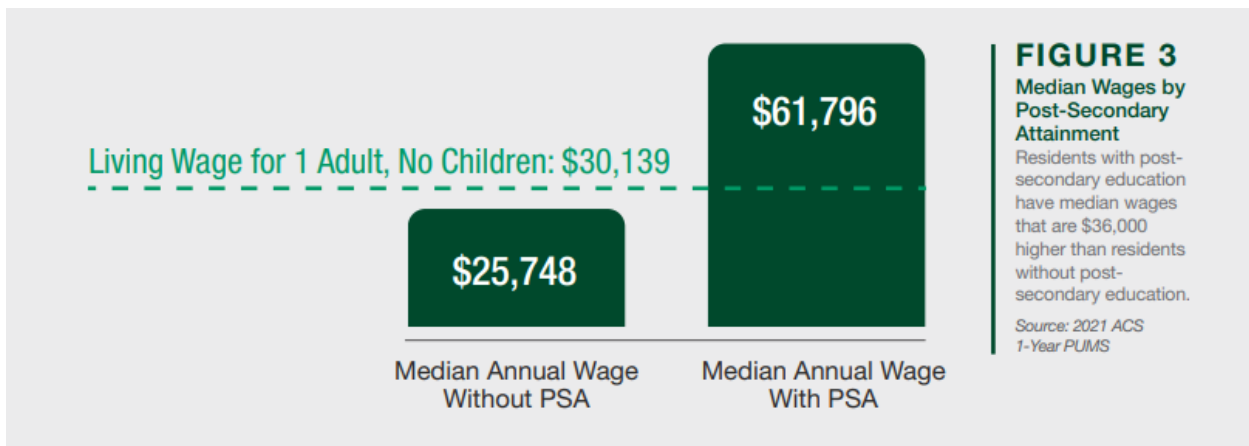
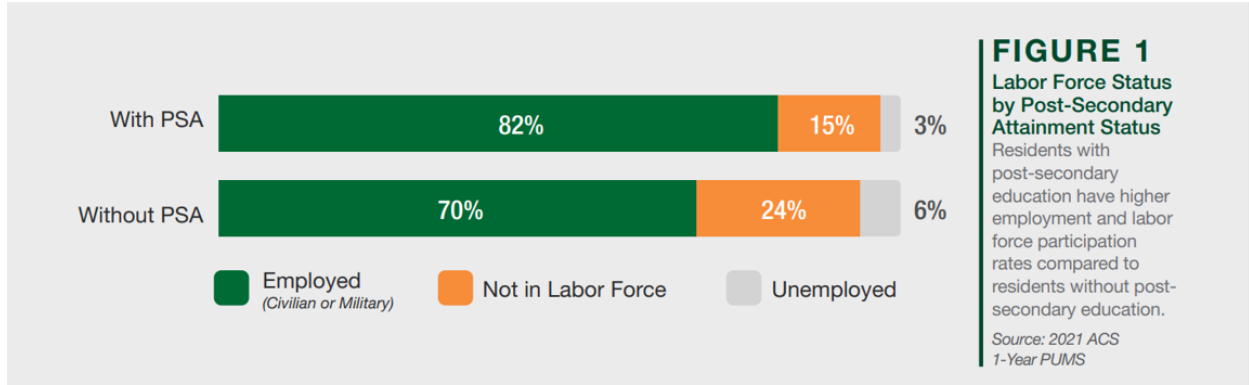
Completion

Increasing student graduation is a central focus of college strategy that fulfills national, state-level, and regional mandates for economic growth and improved quality of life. College graduates access a wide range of benefits across the lifespan through increased earnings, decreased unemployment, better health outcomes, greater civic participation, and additional educational attainment across generations.

Recent research through the [Oakland80](#) initiative makes clear the impact of postsecondary credential attainment on both employment and income. To increase the prosperity and equity of communities throughout Oakland County and the region, in service to OCC's mission, the College needs to increase the proportion of students who successfully obtain a postsecondary credential.

01 Post-Secondary Attainment in Oakland County

An Economic Imperative



¹Content from: <https://www.oakgov.com/home/showpublisheddocument/17324/638199161881470000>

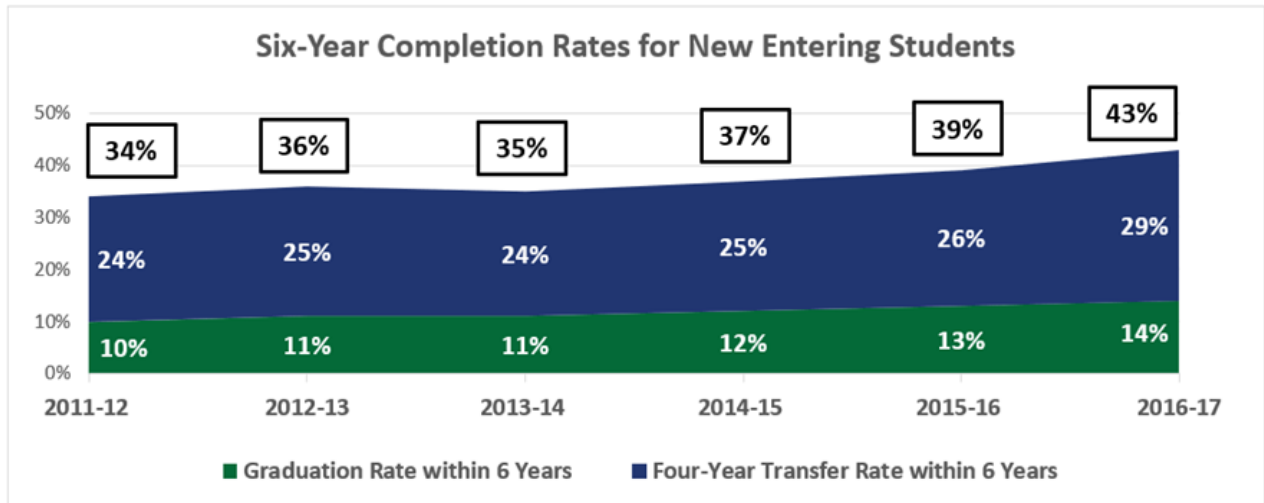
In the work to increase completion, early momentum metrics (EMMs) are proven leading first-year indicators for increased student completion. Initial course success makes a substantial difference in future outcomes.

- ✓ **Credit Momentum:** 6-12 credits earned first semester; 15-30 credits completed first year
- ✓ **Gateway Course Momentum:** Complete college-level English and/or math in the first semester/year
- ✓ **Persistence Momentum:** Fall to Winter retention in first year (for OCC, Fall to Fall persistence is a core area to address)

A rigorous [study by the Community College Research Center \(CCRC\)](#) used data from all community colleges in three states, including over 500,000 students across more than 75 colleges. By focusing on these leading metrics, OCC can track progress toward an increase in the longer-term completion rate.

¹ Williams, Megan Elyse, Chris Webb, and Alex Breen. “[Expanding Post Secondary Attainment: The Road to Economic Success in Oakland County](#).” Corporation for a Skilled Workforce. May 2023.

Already, OCC has realized gains in student completion across six-year cohorts. OCC's strategies are now focused on implementing national best practices to improve student completion rates while reducing the time to degree for full-time and part-time students.



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1.2: Promote educational excellence, innovation, and support

The continuous pursuit of educational excellence includes both the quality of academic content and the success of student learning. Numerous departments, faculty groups, and cross-functional committees at the College collaborate to continually advance curriculum, teaching practices, and student learning outcomes. Comprehensive student and academic support services provide students with resources, guidance, and growth throughout their college experience. Current strategic actions in this area include:

- Accelerate Credit Attainment
 - Optimized Modalities
 - Credit for Prior Learning
 - D3C3 + NISS: Gateway Course Enhanced Instruction
- D3C3 Employer-Based Mobility Pathways and Integrated Career Development

OCC Teaching and Learning Center (TLC)

TLC Mission: Effective professional learning is coordinated through the Teaching and Learning Center, where faculty and staff innovate and improve through the study of best practices in pedagogy, discipline-specific content, and current academic research. The Teaching and Learning Center utilizes internal and external data to inform and promote teaching excellence.

OCC's Teaching and Learning Center (TLC) and the Office of Institutional Effectiveness (IE) host a Data Summit every Fall and Winter semester. At the Data Summits, Faculty and staff come together to discuss innovative practices, student success data, transparency, collaboration, and advancing the College's Strategic Plan goals across several concurrent sessions.



Beginning in Fall 2021, OCC implemented the [Ruffalo Noel Levitz Student Satisfaction Inventory](#), a validated survey tool benchmarked against both regional and national peer institutions. Action strategies based on the results have been deployed from Winter 2022 through Summer 2023 and will be assessed via the second administration of the survey in Fall 2023, to measure and evaluate progress toward specific goals for the student experience at OCC. The survey will continue to run every other year, for a continuous process of improvement and evaluation.

[Credit for prior learning \(CPL\)](#) is an important strategy that recognizes the learning that occurs outside the classroom and in the workforce. CPL evaluates student knowledge and abilities in order to award credit for the learning that students bring with them to college. Particularly for adult students and underserved student populations, CPL has a significant positive impact on their credit attainment, retention, momentum, and completion. Multiple pieces of legislation from the State in 2022 require an expansion of CPL tied to the funding that the College receives. OCC has formalized its CPL opportunities and will continue to scale them in the coming semesters.



In 2023, through the D3C3 grant, OCC will launch a strategy for Gatekeeper Course Enhanced Instruction. This work will embed an additional hour of instruction and guidance into courses with high rates of drop/fail/withdraw (DFW) that act as barriers to student progress (similar to corequisite impact but for additional courses in other key disciplines such as Math, Biology, Accounting, Computer Information Sciences, English, Business, etc.)

All three active strategies within this objective: Optimized Modalities, Credit for Prior Learning (CPL), and Gateway Course Enhanced Instruction are intentional, data-focused ways to advance student credit attainment toward achieving academic goals. Integrated career development and employer-based connections help keep students engaged and connect the work of the classroom with industries and experiential learning opportunities.

1.3: Engage in continuous improvement through organizational analysis to nimbly respond to external opportunities and threats

Existing data structures and planned expansion of evaluative and analytical tools will support forecasting efforts and the analysis of external opportunities and threats. National standards for organizational excellence, such as the [Baldrige Performance Excellence Program](#), provide a structure that the College can utilize in its self-assessment and strategies for improvement



2.1: Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees

OCC's dynamic, multi-faceted, interactive [data dashboard](#) includes information about the academic progress of OCC's students, as well as general enrollment data. These tools provide institutional transparency while empowering the College and community to use both current and trend data to better understand and support OCC's diverse student population. Several specialized internal dashboards are in progress, to empower OCC's administration, faculty, and staff with deeper insights to help guide continuous improvement and institutional excellence.

In 2022-23, OCC launched a collaboration with [rpk GROUP](#), focused on optimizing OCC's structures and processes to intentionally invest in our mission and future success. This work will continue through summer 2023, then advance to a second stage of establishing departmental KPIs to help the college achieve its strategic goals on behalf of students and the community.

2.2: Promote a culture of communication, collaboration, respect, and civility

Through structures and processes of clear communication, individuals and departments across the College can collaborate to build efficiency and maximize impact. Growing a culture of collaboration brings the strength of multiple viewpoints and skillsets to institutional improvement, fostering an inclusive environment that values diverse voices and perspectives.



A collaborative decision-making (CDM) portal fully launched on InsideOCC in January 2023. Faculty, staff, and administration worked together over many months to craft this portal and process, which OCC employees can use to encourage and recognize collaboration at the College. By developing examples, making a video, and speaking to groups across the College, the CDM subcommittee continues to foster a culture of inclusion at OCC. Now, a robust communications strategy is helping to share the model collegewide, to encourage its use and cultural impact as we work together toward common goals focused on student success.

In 2023, work on this strategic objective will include a committee focused on further evolving institutional culture, to grow norms of respect, civility, and support throughout the institution and our day-to-day work.

3.1: Build an integrated diversity, equity, and inclusion infrastructure to support students, staff, and community

OCC is continually strengthening and expanding its commitment to [diversity, equity, inclusion, and justice \(DEIJ\)](#). In the words of the College's [Director of Diversity, Equity, Inclusion, and Justice, Kristina Marshall](#), when it comes to the work of DEIJ, "We don't just say it. We live it." College and Campus [Committees for Diversity, Equity, Inclusion & Justice](#) continue to support initiatives, programming, policy, and practice

Extensive programming throughout the year provides students, faculty, staff, and community members with DEIJ learning opportunities, growth, and development. A shared understanding of what DEIJ means and how to live it through our daily work and interactions helps us all grow and thrive as a community and college.

DIVERSITY – We recognize and understand that diversity is all the differences between us based on our experiences in which we encounter advantages and barriers to opportunities. Diversity includes differences in race, gender identity and expression, sexual orientation, age, socioeconomic status, size, (dis)ability status, religion, language, culture, national origin, veteran status, political perspective, etc.

EQUITY – We seek fair treatment for everyone, which includes actively addressing the disparities and biases that make it impossible/difficult for some individuals to succeed.

INCLUSION – We are committed to pursuing deliberate efforts to ensure that our community is a place where differences are welcomed, supported, valued; where different perspectives are respectfully heard and where we ALL feel a sense of belonging and inclusion.

JUSTICE – We are working to dismantle the barriers to resources and opportunities in society and institution to build a better future for everyone.

Through DEIJ we will create an environment of mutual trust, respect, accountability and kindness.

The [Global Diversity, Equity & Inclusion Benchmarking Project \(GDEIB\)](#) was first launched in 2021-22. This multi-faceted national tool helps OCC understand its strengths, challenges, and opportunities for improvement related to creating an inclusive and equitable climate for all students and employees. Results from the initial survey cycles are being used to inform continuous improvement and additional implementation of the tool will track the college's progress in advancing this work.

OCC's Office of DEIJ implements extensive programming, training, and opportunities for personal and professional development focused on DEIJ. This work fosters the interpersonal understanding and equity-based commitment that helps OCC succeed as an institution and fulfill its mission for students and the community.

2023-24 Strategic Directions



D3C3 REGIONAL COLLABORATIVE

OCC is thrilled to be a partner in the [Detroit Drives Degrees Community College Collaborative \(D3C3\)](#). D3C3 is a cross-sector collaborative that elevates the role of community colleges in working towards regional talent pipeline transformation in Southeast Michigan. Three clusters of work propel this initiative toward regional goals: 1) student success, 2) K-12 alignment, and 3) employer-led sector pathways/career connectedness.

In partnership with critical cross-sector stakeholders across all three clusters, community colleges are being funded to 1) implement college-level, systemic-level strategies aligned with D3C3 goals and 2) participate in the D3C3 learning community and collaborative regional strategy development and implementation. Significant investment is being made to our community colleges and the Southeast Michigan community to engage in this transformational work through the generosity and vision of the Ralph C. Wilson, Jr. Foundation and Ballmer Group. After a year of working through in-depth collaboration to develop and refine OCC's D3C3 grant proposal through a broad college team the implementation of grant-funded strategies has begun in Winter 2023.

    	<p>Henry Ford College</p> <p>Macomb Community College</p> <p>Monroe Community College</p> <p>Oakland Community College</p> <p>Schoolcraft College</p> <p>Washtenaw Community College</p> <p>Wayne County Community College District</p> <p>Detroit Drives Degrees</p> <p>Detroit Regional Chamber CEO Talent Council</p> <p>Detroit Regional Chamber Foundation</p> <p>CivicLab</p> <p>National Institute for Student Success at Georgia State University</p> <p>MICHauto</p>
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Through D3C3, OCC will work to advance the structures and systems that help all individuals achieve postsecondary credentials and develop in-demand skills while growing economic stability and mobility. OCC will collaborate with its D3C3 partners to increase prosperity and equity throughout the region. The College will pursue these goals through the development of a sophisticated, comprehensive analytics infrastructure that builds efficiency and removes barriers to proactively support student success and equity at crucial points in the student lifecycle. OCC will grow its partnerships throughout the [Oakland Schools](#) K-12 system while creating additional opportunities for students to develop college skills and earn college credits while in junior high and high school. Finally, OCC will work with employers, partners, and regional leaders to advance skill-based pathways throughout the mobility sector that lead to well-paying, in-demand careers and economic growth.



OCC’s D3C3 strategies will strive to expand the equity of postsecondary access and preparation countywide. Once students are enrolled at the college, the College will leverage and grow its dynamic analytical data systems to track their progress and to close equity gaps at every stage of the student lifecycle. D3C3 will allow OCC to grow the sophistication, timeliness, and accuracy of this work, to embrace a proactive, systematic student support infrastructure modeled after the [National Institute for Student Success \(NISS\) at Georgia State University](#). The NISS model is a proven approach to student success that has significantly improved student graduation and equity at several institutions and across multiple states nationwide. Their work is a fundamental guide for D3C3 and their mission is to “increase the ability of colleges and universities to identify and resolve institutional barriers to equity and completion by increasing their capacity (1) to implement proven student-success systems and data-informed interventions and (2) to enact systemic change to institutional processes and structures.” Finally, the mobility cluster of D3C3 will allow OCC to create new, innovative pathways to successful careers that bring options for growth and prosperity to a diverse population of students and a wide range of employers in partnership with [MICHauto](#).

Conclusion

Students, faculty, staff, and administration overcame tremendous hurdles in recent years to support one another and maintain academic excellence. The College is poised to grow and innovate in numerous ways during the years to come. Through a dedication to its mission and a continual use of data, research, and analysis to inform ongoing improvement, OCC has established structures, systems, and processes to strategically serve the community through access to quality education and pathways to future success in work and life.

Acknowledgements

Many thanks to the collaboration of numerous faculty, staff, and administrators from across OCC that contributed their insights, writing, review, and revision to this report, from its earliest stages through to the final draft. Their ongoing work and efforts help the students represented by these numbers to achieve success at OCC. Special thanks to OCC's Creative Services Department for their help developing the graphics featured in this report.

Glossary

Conversion Rate: The number/percentage of admitted students that register and stay enrolled in the semester past the drop/add deadline.

End of Session: Data and information based on the number of students enrolled in an entire semester and reported after a semester has ended, including late start and accelerated classes.

Enrolled: In OCC's definition within this report, an "enrolled" student registers for a course or multiple courses, then stays enrolled past the drop/add deadline, which includes submitting payment for that course.

Headcount: This is an unduplicated count of students, in which each student is counted once, even if enrolled in multiple courses or at more than one campus.

Pell: The [Pell Grant](#) is the federal financial aid offered to students with the highest level of financial need. Pell eligibility can show the economic diversity among a college population and help inform support services and processes.

Persistence: In OCC's definition within this report, persistence includes students enrolled in a fall semester that also enroll in the following fall semester, minus those that successfully complete a credential or transfer to a four-year institution.

Retention: In OCC's definition within this report, retention includes students enrolled in a fall semester that also enroll in the following winter semester, minus those that successfully complete a credential or transfer to a four-year institution.



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ACTION

Board Agenda Item 7.1

June 20, 2023

BOARD OF TRUSTEES MCCA REPRESENTATIVE AND ALTERNATIVE REPRESENTATIVE

PROBLEM/NEEDS STATEMENT

In accordance with a motion passed by the Board of Trustees on September 17, 2007 to limit the term of service to one year ending on July 14th of each year, the Board is required to elect one trustee to serve as representative to the Michigan Community College Association (MCCA) Board of Directors for the 2023-24 fiscal year, and one trustee to serve as an alternate representative for the same period.

MOTION

Move the Board of Trustees elect _____ as representative to the MCCA Board of Directors and that _____ be elected as alternate representative to the MCCA Board of Directors for a term beginning July 15, 2023 and ending July 14, 2024.



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ACTION

**Board Agenda Item 7.2
June 20, 2023**

SOUTHEAST MICHIGAN COUNCIL OF GOVERNMENTS (SEMCOG) DELEGATE BOARD OF TRUSTEES

PROBLEM/NEEDS STATEMENT

SEMCOG membership requires that an elected official serve as the delegate for Oakland Community College. Therefore, a representative from the Board of Trustees needs to be appointed to serve in this capacity.

MOTION

MOVE the Board of Trustees appoint _____ as a delegate to SEMCOG to serve a two-year term beginning July 1, 2023 through June 30, 2025.



ACTION

Board Agenda Item 7.3
June 20, 2023

PROPOSED AMENDED BOARD POLICIES (Second Reading)

PROBLEM/NEEDS STATEMENT

The following amended Board Policies (collectively “proposed amended policies”) were proposed for first reading by the Board Policy Committee at the May 16, 2023 Regular Board of Trustees Meeting.

- Amended Freedom of Speech and Expression Policy
- Amended Equal Employment Opportunity Discrimination Prohibition Policy

The purpose of the second reading (Board Policy 1.4 Policy Creation and Review) is to provide final public comment followed by potential Board action regarding the following:

- Amended Freedom of Speech and Expression Policy
- Amended Equal Employment Opportunity Discrimination Prohibition Policy

MOTION

Move the Board of Trustees adopt, upon completion of today’s second reading, the amended Freedom of Speech and Expression Policy. The new policy shall supersede any previously existing policies and procedures on the same subject matter. To the extent the language of the policy conflicts with any portion of any other previously existing policy or procedure, the new language shall control.

MOTION

Move the Board of Trustees adopt, upon completion of today’s second reading, the amended Equal Employment Opportunity Discrimination Prohibition Policy. The new policy shall supersede any previously existing policies and procedures on the same subject matter. To the extent the language of the policy conflicts with any portion of any other previously existing policy or procedure, the new language shall control.

(Proposed amended Policies, will be submitted to the Board prior to the meeting.)



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Board Policy

Policy:	Board
Policy Title:	Freedom of Speech and Expression
Office Responsible:	Administrative Services
Related Policies:	Use of College Facilities and Services; Policy Guidelines and Procedures for Freedom of Speech and Expression
Related Laws:	First Amendment to the U.S. Constitution; Constitution of Michigan of 1963, Art. I section 5

Policy Statement

Oakland Community College is committed to the principles of free speech and free expression embodied in the First Amendment to the Constitution of the United States. These freedoms are central to the College's academic mission and essential to a robust marketplace for the exchange of ideas and the pursuit of knowledge. As such, the College is committed to free and open inquiry, deliberation and debate in all matters. This includes the freedom to speak, listen, write, watch, express oneself artistically, challenge, learn, and otherwise participate in all forms of communication.

The College encourages an environment where diverse opinions can be expressed and heard. Differing and competing views may cause discomfort or even offend members of the College community. The belief that an opinion is false, immoral, ill-conceived or even detestable by most members of the College community cannot be grounds for suppression. As such, the College does not impose restraints on speech for these reasons, including the speech of outside speakers.

The College fosters the ability of its community members to engage in open and vigorous deliberation and debate in an effective, civil, and responsible manner. The College prohibits speech and expression that violates the law, falsely defames a specific individual, constitutes a genuine threat, violates the College's harassment policies or unjustifiably invades substantial privacy or confidentiality interests.

The College may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the institution. These exceptions and regulations are to be narrowly applied and shall not be used in a manner that is inconsistent with the College's commitment to freedom of speech and expression.

Although members of the College community are free to criticize and contest the views of others, they may not obstruct or otherwise interfere with the freedom of others to express their views. Consequently, the College will not only promote the vigorous exchange of ideas and viewpoints, but also protect that freedom when others attempt to restrict it.

This policy applies equally to all individuals, groups, and viewpoints and encourages an atmosphere of positive engagement and mutual respect.

The College shall implement [guidelines and procedures for freedom of speech and expression](#) consistent with the above and the First Amendment to the Constitution.

Change Log

01-11-2022	Adopted (Resources - Portions adapted from Georgetown University Speech and Expression General Policy)
06-20-2023	Revised (Resources – University of Arizona Policy & Regulations Governing the Use of Campus, National Association of College & University Attorneys (NACUA))



Board Policy

Policy Type: Board
Policy Title: Equal Employment Opportunity/Discrimination Prohibition

Policy Number: 2.6.1

Related OCC Policies:

Office Responsible: Human Resources & Student Svcs
Non-Discrimination and Anti-Harassment, Umbrella Policy Prohibiting Sexual and Gender-Based Misconduct, Harassment and Discrimination, Title IX

Related Laws:

Elliott-Larsen Civil Rights Act (ELCA) as amended; Title VII of the Civil Rights Act of 1964; Americans with Disabilities Act (ADA; Section 503 of the Rehabilitation Act of 1973; Michigan Persons with Disabilities Civil Rights Act (PWDCRA); Age Discrimination in Employment Act; Genetic Information Non-Discrimination Act of 2008; The Immigration and Naturalization Act, Title IX

I. Policy Statement

Oakland Community College, pursuant to the requirements of applicable law and these policies, does not discriminate against applicants, employees or students on the basis of race, religion, color, national origin, citizenship, veteran status, political affiliation, sex, gender, pregnancy, age, height, weight, marital status, sexual orientation, gender identity, gender expression, gender transitioning, genetics, familial status, disability, or perceived disability; nor will sexual harassment, gender harassment, or harassment based on other classifications noted herein, be tolerated, in the College's employment practices and/or educational programs or activities. Retaliation is also strictly prohibited under this policy.

OCC is committed to a continuous review of its employment practices, educational programs, services and activities to identify and prevent potential discrimination and/or harassment on the basis of legally protected characteristics.

II. Definitions

- a. **Disability:** A disability protected by both federal (Americans with Disabilities Act or "ADA") and state laws (Michigan's Person's with Disabilities Civil Rights Act or "PWDCRA"), which includes a perceived, determinable, or recorded physical or mental impairment/characteristic of an individual that substantially limits one or more major life activities unrelated to that individual's:
 1. Ability to perform the duties of a job or position;
 2. Qualifications for employment or promotion;
 3. Ability to utilize and benefit from educational opportunities, programs and facilities.

This definition also includes perceived disabilities when individuals who do not have a disability are regarded as having a disability. Discrimination based upon the association with individuals who have disabilities is also prohibited.

- b. **Discrimination:** Prohibited discrimination includes, but is not limited to:
 1. Inequitable, unfair treatment or adverse treatment because of a protected characteristic;

2. Harassment by faculty, staff, administrators, co-workers or outside contractors, co-students or visitors in the College's programs, activities, services or workplace because of a protected characteristic;
 3. Harassment is repeated, malicious mistreatment, verbal abuse, or conduct that is threatening, intimidating, humiliating, insulting, isolates people at work, or undermines their reputation or job performance through verbal or non-verbal communications. Sexual Harassment: Sexual harassment is a form of sexual discrimination. Federal and State authorities provide that sexual harassment consists of unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature. Such conduct is unlawful where:
 - a. Submission to the conduct is either an explicit or implicit term or condition of employment; or
 - b. Submission to or rejection of the conduct is used as the basis for employment decisions affecting the person who did the submitting or rejecting; or
 - c. The conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive environment.
 4. Sexual Harassment: Sexual harassment is a form of sexual discrimination. Federal and State authorities provide that sexual harassment consists of unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature. Such conduct is unlawful where:
 - a. Submission to the conduct is either an explicit or implicit term or condition of employment; or
 - b. Submission to or rejection of the conduct is used as the basis for employment decisions affecting the person who did the submitting or rejecting; or
 - c. The conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive environment.
 5. Workplace Bullying: This form of harassment, while not always constituting actionable discrimination, generally results from the use of inappropriately aggressive or insulting conduct or comments, which when viewed objectively may cause an employee against whom such conduct or comments is/are directed to be humiliated or intimidated.
 6. Denial of a reasonable accommodation to an individual who would otherwise be entitled to it under state or federal laws.
 7. Retaliation against an individual because they reported discrimination or assisted with a discrimination investigation or lawsuit.
- c. **Familial Status:** Protection regarding familial status is designed to prevent intentional discrimination solely because they are parents. It is not designed to place other employees at a disadvantage or to give parents preference.
 - d. **Gender Expression:** Gender expression refers to all of the external characteristics and behaviors that are socially defined as either masculine or feminine, such as dress, grooming, mannerisms, speech patterns and social interactions. Social and cultural norms can vary widely and some characteristics that may be accepted as masculine, feminine or neutral in one culture may not be assessed similarly in another.
 - e. **Gender Identity:** The term "gender identity," distinct from the term "sexual orientation," refers to a person's questioning and/or innate, deeply felt psychological identification as a man, woman or some other gender, which may or may not correspond to the sex assigned to

them at birth (e.g., the sex listed on their birth certificate).

- f. **Gender Transitioning:** The process of changing one's gender presentation permanently to accord with one's internal sense of one's gender - the idea of what it means to be a man or a woman.
- g. **Parental Status:** Status as a "parent" refers to the status of an individual who, with respect to an individual who is under the age of 18, or who is 18 or older but is incapable of self-care because of a physical or mental disability, is: a biological parent; an adoptive parent; a foster parent; a stepparent; a custodian of a legal ward; in loco parentis to such an individual; or actively seeking legal custody or adoption of such an individual. A person stands "in loco parentis" when he or she has day-to-day responsibility to care for and financially support a child. A biological or legal relationship is not necessary.
- h. **Protected Characteristics:** Protected characteristics includes age, race, color, national origin, religion, marital status, sex/gender, pregnancy, sexual orientation, gender identity, gender expression, gender transitioning, height, weight, national origin, citizenship, disability, perceived disability, political affiliation, familial status, veteran status, genetics or other characteristics protected by law.
- i. **Retaliation:** An adverse action against a person who reports, complains about or who otherwise participates in good faith in any manner related to this policy.
- j. **Sexual Orientation:** "Sexual Orientation" is the preferred term used when referring to an individual's physical and/or emotional attraction to the same and/or other genders. "Gay," "lesbian," "bisexual," "heterosexual (straight)," "Trans," "queer," and/or "questioning" are all examples of sexual orientations. A person's sexual orientation is distinct from a person's gender identity and expression.

III. Compliance

All Board of Trustee members, administrators, faculty, staff, and students are expected to conform to this Board policy and any regulations, procedures and administrative guidelines issued in order to implement this policy. Violations of this policy shall be subject to appropriate disciplinary action, which may include, without limitation, discharge from employment, dismissal from the College and/or appropriate action as permitted by law.

1. All College publications used to recruit students or employees and all admission and employment applications must include a statement of the Board's Equal Employment Opportunity/Discrimination Policy.
2. The College's Equal Employment Opportunity (EEO) Officer shall be officially designated as OCC's Title IX Coordinator and the individual charged with receiving discrimination and harassment complaints. Other departmental staff, including, but not limited to, the Vice Chancellor for Student Services, the Deans of Student Services, and/or (outside) legal counsel, may be utilized to assist in the processing or investigation of complaints, as necessary.
3. The Dean of Learning Resources and a member of the Human Resources Department shall be charged with processing and/or investigating accommodation complaints related to disability or perceived disability. Other departmental staff, and/or (outside) legal counsel, may be utilized to assist in disability accommodation complaints, as necessary.

4. All Board of Trustee members and college employees must promptly report any violation or possible violation of this Board policy to the College’s EEO Officer/Title IX Coordinator. For the purpose of this policy, all college employees shall include the College’s Board of Trustees, all full-time, part-time, and temporary employees, all OCC faculty and staff.
5. If a complaint has been made against the EEO Officer or any member of the Human Resources Department, the Legal Affairs office shall be informed immediately, in writing, and the complaint may be referred to outside legal counsel for review, investigation, and processing.

EEO Officer/Title IX Coordinator: Carmen White
Address: 2900 Featherstone Road, Auburn Hills, MI 48326
Phone: (248) 341-2200
Email: titleixcoordinator@oaklandcc.edu; or ccwhite@oaklandcc.edu

For student disability accommodation matters:
Academic Dean of Learning Resources: Mary Ann Sheble
Address: 2900 Featherstone Road, Auburn Hills, MI 48326
Phone: (248) 232-4511
Email: masheble@oaklandcc.edu

For employee disability accommodation matters:
Benefits & Compensation Manager: Julie Hoyt
Address: 2900 Featherstone Road, Auburn Hills, MI 48326
Phone: (248) 341-2200
Email: jahoyt@oaklandcc.edu

Change Log

01-22-13	Revised
04-28-2020	Reviewed; no change
03-03-2023	Related Policies updated
03-14-2023	Contact Info updated
06-20-2023	Updated