OAKLAND COMMUNITY COLLEGE®

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OAKLAND COMMUNITY COLLEGE®

Board of Trustees Regular Meeting
Oakland Community College
Tuesday, June 18, 2024

Agenda

The Regular Meeting for the Board of Trustees of Oakland Community College will be held on Tuesday, June 18, 2024, 6:00 p.m., at the Auburn Hills Campus, Building G, Room 240, 2900 Featherstone Road, Auburn Hills, MI.

This meeting will include a request for a closed session under Michigan's Open Meetings Act, pursuant to MCL 15.268(c), to discuss a written legal opinion from the College's Acting General Counsel regarding an update on OCC Campus properties.

1. Call to Order

2. Attendance

3. Approval of Agenda

4. Approval of Minutes

    4.1. May 21, 2024 Regular Board Meeting Minutes

    4.2. May 21, 2024 Regular Board Meeting CLOSED Session Minutes

5. Communications

    5.1. Community Comments

    5.2. Academic Report

        5.2.1. Academic Senate Report

        5.2.2. Provost Update

    5.3. Chancellor's Comments

    5.4. Student Engagement Report

6. Action Items

    6.1. Board of Trustees MCCA Representative and Alternate

    6.2. Board Policies & Procedures - Trustee Vacancy Procedure (second reading)

7. Information Items

    7.1. Community Review Results Presentation

    7.2. Winter 2024 Monitoring Report

8. CONSIDER MOVING INTO CLOSED SESSION

PURSUANT TO MCL 15.268(H)/MCL 15.243(1)(G), TO DISCUSS A WRITTEN LEGAL OPINION FROM THE COLLEGE'S ACTING GENERAL COUNSEL WITH AN UPDATE ON OCC Campus properties.

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

Oakland Community College
Tuesday, May 21, 2024 at 5:45 PM EDT
@ 2900 Featherstone Road, G-building, Room 240

A Public Hearing and the Regular Meeting for the Board of Trustees of Oakland Community College will be held on Tuesday, May 21, 2024, 5:45 p.m., at the Auburn Hills Campus, Building G, Room 240, 2900 Featherstone Road, Auburn Hills, Michigan.

This meeting is proceeded by a public hearing for the proposed budget and financial forecast for fiscal years 2025-2029. The Regular meeting of the Board of Trustees will commence immediately following the public hearing. This meeting will include a request for a closed session under Michigan's Open Meetings Act, pursuant to MCL 15.268(c), to discuss a written legal opinion from the College's Acting General Counsel regarding the status of OCC's Highland Lakes property.

1. Call to Order

    Chair Jackson called the meeting to order at 5:48 p.m.

2. Attendance

    Present: K. Bertolini, S. Bryant, E. Callaghan, S. Gibson, P. Jackson Absent: P. Davis, C. O'Sullivan

3. Approval of Agenda

    Chair Jackson asked if there were any items to add or remove from the agenda. There being none, a motion was made.

    Motion:
    Move to approve agenda without any modifications.

    Motion moved by Susan Gibson and motion seconded by Edward Callaghan. Motion passed unanimously.

4. Approval of Minutes

    4.1. March 12, 2024 Special Meeting Minutes

        ⬇ [March 12, 2024 Special Meeting Minutes.pdf](#)

        Motion:
        Move to approve the minutes of the March 12, 2024 Special Meeting.

        Motion moved by Susan Gibson and motion seconded by Kathleen Bertolini. Motion passed unanimously.

    4.2. May 1, 2024 Special Meeting Minutes

        ⬇ [May 1, 2024 Special Meeting Minutes.pdf](#)

Motion:

Move to approve the minutes of the May 1, 2024 Special Meeting.

Motion moved by Shirley Bryant and motion seconded by Edward Callaghan. Motion passed unanimously.

4.3.   May 1, 2024 Special Meeting Closed Session Minutes

Motion:

Move to approve the minutes of the May 1, 2024 Closed Session.

Motion moved by Susan Gibson and motion seconded by Edward Callaghan. Motion passed unanimously.

5.   Communications

5.1.   Community Comments

Numerous faculty members addressed the Board with their concerns including decisions being made, most notably the Counselor vs Advisor initiative. Those who spoke included: Dennis Quist, Kaitlyn Hussey, Tom Holliday, Doug Riddering, Alicia Paramo-Dionne, Tony Midea, Michelle Suminski, Kris Evans, Jennifer Craft, Jeff Parent, Jeffrey Lip, and Nahrein Atkinson.

Nancy Croitori - a community member who has been attending meetings for approximately a year, representing a group which represents four townships that are affected by the sale of Highland Lakes Campus. The group proposes southern and northern woodland portions be preserved, and asked for representatives from OCC and Waterford to attend her group's public meeting in the near future. Steve Cline of COWL (Conservation of Waterford Lands) - echoed Nancy's comments. He noted he was there to represent the community to preserve the public space, wishing for the entire property to be preserved.

5.2.   Academic Report

5.2.1.   Academic Senate Report

John Mitchell, Academic Senate Chairperson provided an update that included:

- The Senate continues to work on the ever-evolving issue of AI and after deliberating on the possibility of forming a separate committee, we have decided that the optimal way to continue is that the work will best be done by a range of already existing

Standing Senate Committees, including The Professional Learning, the Distance Learning, and especially the Technology Management Committees.

- The Campus Senates held their April Elections for the Senators for next year and I am happy to report that there will be strong continuity for the Highland Lakes campus despite its drastically reduced faculty contingent because their Campus Senate has elected a good complement of remaining faculty to serve as Senators and Senate Officers.

- The Ad Hoc College Completion Committee that was formed this year has completed their work this month by submitting an excellent and comprehensive Report, complete with supporting data, that makes a series of recommendations. The key recommendation is summarized in the report: "Both the data and student interviews suggest that compressed courses that fit into a half-semester format (ideally 7 weeks or shorter) show great promise for improving outcomes for some students. Promoting a wider, more coordinated offering of half-semester courses shows great potential as one tool in our menu to promote student success. While it is clear that not all students thrive in this format, nor are all courses are well-suited to fit this structure (so semester-length courses should certainly not go away), both the data and individual student feedback show that offering more pairs of 7-week classes could help improve student success rates." The Report will be presented on Thursday at the College Senate May meeting and then will no doubt be submitted to the College.

- Senate is one of the primary and important conduits for Shared Governance and Collaborative Decision-Making activities at the College – a principle instantiated in Board Policy. Therefore, it is incumbent on me as Chair of the Senate to make a statement here about the recent discussions at Senate regarding the unilateral decision by the College to eliminate Faculty/Staff parking. For several months it has been a topic of intense discussion at Campus and College Senates and at Senate Leadership and has resulted in a series of Motions that primarily focus on the method of the decision to do this, a method that was not collaborative in any form. The College Response to these Motions has two problems that I must object to: 1) It contains an apology for the way the

decision was implemented and yet it offers no remedy that is collaborative other than to say it will not be modified or retracted and therefore smacks of the adage that "it is always better to ask for forgiveness than to ask for permission," a policy not well aligned with Shared Governance in the first place! and 2) it implies that resistance to the new policy does not "put students first." We find this implication to not be in the spirit of Shared Governance which for many years now has happily characterized the work that Senate and the College have collaborated on. I take no pleasure in this statement but hope that we can recall the correct spirit and methods of Shared Governance as we go forward.

- Finally, I would like you to join me in congratulating Bob Andersen (Humanities at Auburn Hills) on his election to College Senate Chair for 2024-2025. It has been my absolute pleasure to serve the College in this capacity for the past six years.

5.2.2. Provost Update

Dr. Berne recognized what a pleasure it has been working with John and all he has done on behalf of the Academic Senate.

Dr. Berne introduced Dr. Tanya McFadden, Executive Director of Health Professions and Dean of Nursing. Dr. McFadden introduced Nursing student Tasmin Bulyan, who is moving to Texas tomorrow and stayed behind to speak to the Board this evening. Tasmin thanked the Provost, Dr. McFadden and Nina Barkell. She noted she is a first generation college student, raising twins, and attending school without the presence of her spouse locally. Tasmin stated she started working at Beaumont, where she frequently heard the praises of OCC Nursing graduates, which peaked her interest about OCC, and eventually she applied for the Nursing program. She believes the education she received at OCC, has provided her the skills to be a successful nurse, earning the same amount of those with bachelor degrees, all without accruing debt.

Next, Dr. McFadden introduced Nursing student Carolyn Pulet. Carolyn feels it has been an honor to have studied and graduated from OCC's Nursing program. She attests this to the knowledgeable staff and faculty, who are a key piece of the success of the program. She stressed that OCC removes barriers from the community for students to graduate in an affordable way and then make a great career. Because of OCC she has so many options going forward.

Trustee Callaghan asked Dr. Berne for an update on the Gateway project. Dr. Berne provided the most recent happenings within that project, as it continues as a robust program.

5.3.   Chancellor's Comments

The Chancellor's comments included the following:

- Announcing three new employees Baron Brown, Andrew Raudszuz and Emily Stieber.
- Two retirements - Gail Adams and Bee Chen.
- Congratulations to Alicia Paramo-Dionne who has been honored as OCC's 2024 Diversity Excellence Award recipient. The award honors advocates who speak out against insensitivity and prejudice or continually envision new ways of inclusion for all. Alicia's colleagues see her as someone who helps create a safe and welcoming space for students. With each interaction, she encourages them to be themselves; express their own ideas and concerns; and, of course, succeed. Our congratulations to Alicia.
- Marc Thomas, Dean of Teaching and Learning Excellence, is a new board member on the Oakland Literacy Council. He will be chairing the Diversity, Equity and Inclusion Committee. Thomas is looking forward to supporting the Oakland Literacy Council and OCC shared mission to increase literacy and college degree completion in Oakland County. Thank you, Marc.
- Oakland Community College welcomes two new coaches to its Athletic Department for the 2024-25 season: Gjon Djokaj (John Joekai) of Farmington Hills for Men's Basketball and Robert Belf, Jr. of Bloomfield Hills for Women's Basketball. Athletic Director Jamie Corona tells me that Gjon and Bob both bring extensive and successful coaching experience. They both are proudly invested in our community. We are looking forward to having them lead our OCC basketball teams through a successful season.
- Congratulations goes out to Stacey Crews, Dean of Student Engagement, who presented "A Centralized Approach to Student Engagement at a Multi-Campus Community College Program" at the National Association of Student Personnel Administrators conference in Seattle. The presentation explored the benefits of adopting a centralized approach, including increased clarity for students and colleagues and more student-centered services. Thank you, Stacey, for leading the way!

- Shawn Dry was named distinguished faculty of the year by the Alliance for Excellence in Online Education. The Alliance challenges post-secondary education institutions to work together to establish standards of excellence and to discover creative and practical methods to improve and enhance the quality and experience of online learning for both the student and the faculty. Here Shawn is pictured receiving his award from Dr. Patrick Callaghan, the Alliance President and also the brother of Trustee Ed Callaghan. Congratulations Shawn.

- Seven OCC instructors whose teaching demonstrates an unsurpassed level of excellence and a commitment to student success were recently recognized during the Outstanding Student and Faculty Recognition Ceremony, sponsored by the Meemic Foundation. Honorees were selected from more than 100 nominations in the categories of teaching excellence: subject matter expertise; use of effective and innovative teaching techniques; student success empowerment; and advancement of diversity, equity, inclusion and justice. Our appreciation goes to the TLC faculty facilitators and deans, in collaboration with the [Office of DEIJ](), for selecting winners from among the many nominees. Congratulations to: James Aretakis, Biology; Yvette Banks, Interior Design; Belle Kimmel, Mathematics; Carol Laverne, Nursing; Robert Long, Paralegal Studies; Aydeh Selameh, Mathematics; Kathy Tiell, Psychology

- OCC's Nursing Student Association has been named a [Stellar School]() recipient by the National Student Nurses' Association. The award recognizes NSNA school chapters for their ongoing involvement and their commitment to shared governance and professional development. OCC has received Stellar School status each year since 2013. OCC's chapter is involved in arranging speakers, community projects, volunteering, fundraising and organizing the Registered Nurse to Bachelor of Science in Nursing job fair. Our congratulations to the students and faculty advisor, Wendy Lavin.

- OCC student Ben Filler recently presented his short documentary film, "The Illustrious Clyde Cup," at the Rivera Cinema, as part of the [Greater Farmington Film Festival](). The film is a dynamic and experimental short sports documentary that thrusts audiences into the heart of a "high-stakes" mini golf tournament unfurling against the urban backdrop of Detroit. Our congratulations to Ben!

- April was a busy month of celebrating our students. 24 students were recognized for their outstanding achievements by OCC faculty, counselors

and librarians at the Smith Theatre. Outstanding Student honorees were nominated for their academic excellence, leadership, teamwork, determination or compassion beyond expectations. As you know, many students have overcome significant challenges to reach their goals: things like balancing their studies as single parents, working full-time or multiple jobs while taking classes, and changing career paths. It's truly inspirational and one of my favorite events. No surprise we saw laughs, hugs and tears on stage. In addition, three students were recognized for their outstanding research papers by OCC librarians. It was a wonderful event. Our thanks to the many individuals who organized the evening, with a special shout out to Deanna Mitchell for her tireless attention to detail.

- An exceptional group of 120 area high school seniors agreed to commit to Career and Technical Education studies at OCC as part of the College's second annual National Signing Day. That number grew almost 10X from last year! The event mirrors the NCAA's National Signing Day for students who commit to play sports in college. Students from this year's class committed to a variety of OCC Career and Technical Education (CTE) program areas, including Automobile Servicing; Collision Automotive Repair; Culinary Arts; Cybersecurity; Engineering; Graphic Design; Health Sciences; Industrial Technology; Interior Design; and Manufacturing. Congratulations to Joe Petrosky, Beau Everette and Lina Gerchak for leading the way. Even though the thunderstorms put a damper on attendance, the event was a huge success.

- We did it again. OCC won 1st place in "Best Adult Education" in [The Oakland Press 2024 Best of the Best Readers Choice Awards](#). Thanks to everyone who voted for OCC.

- Our third annual DEIJ Empowerment Summit featured keynote speaker [Leah C. Georges](#), an associate professor at [Creighton University](#). Her research and consulting centers around the myth of generational war in the workplace. Her research has been cited in Forbes magazine, and her [Ted Talk](#) about 'how generational stereotypes hold us back at work' has been translated into 18 languages. Many thanks to hosts DEIJ Director Kristina Marshall and Vice Chancellor for Human Resources and Diversity, Equity, Inclusion & Justice Andre' Poplar for an enlightening event.

- OCC keeps showing up well in the media. We are proud to continue to tell our story on many platforms.

- The Chancellor introduced Chair Jackson, who presented a hand etched mirror of the Doris Mosher Foundation House. She provided an overview of Doris Mosher and her contributions to the College.

5.4. Student Engagement Report

📄 PRESENTATION Office of Student Engagement BOT .pdf

Dean Stacey Crews addressed the Board providing a brief activities update including the Y2K dance, reading a statement from former Student Government President Tiger Hutchins, the Solar Eclipse Watch Party, recent elections of the new Student Government officers, and the PTK Catalyst Convention. Johnna Balk, librarian at Auburn Hills and PTK Advisor offered additional details about PTK activities. Ms. Balk introduced PTK students Blandira Gibson and Joshua Wellington, each giving a brief overview of their experience at the convention. Lastly, the newly elected PTK officers were noted: Emily Fry, President; Ayisha Sabahat, Vice President; Renata Perez-Rosmillo, Secretary; Jackson Belanger, Treasurer; Daniel Akintunde, Public Relations Coordinators; Dominic Darbyshire, Liaison; Caroline Eagan, Outreach/Community Service Coordinator. The recent May 1 induction, was the first in-person induction in the past three years, due to COVID.

6. Action Items

6.1. 2025-2029 Proposed Budget and Financial Forecast

📄 6.1 Budget and Financial Forecast 25-29.docx

📄 6.1 2024-25 Budget Resolution.docx

📄 PRESENTATION 2025-29 Budget & Financial Forecast Presentation (Final).pdf

Vice Chancellor Tina Kostiuk, along with Renee Oszust and Bob Kelly provided a PowerPoint presentation highlighting the Operating Budget, Capital Planning - five year plan, Culinary Studies Institute, CREST, Orchard Ridge Health Professions building, and the Auburn Hills Campus signage and other updates. Trustee Callaghan asked when the CREST project will be completed, B. Kelly noted a groundbreaking will take place in May.

Motion:
Move to have the Board of Trustees to approve the General Appropriations Act for the 2024-2025 fiscal year.

Motion moved by Kathleen Bertolini and motion seconded by Shirley Bryant. Roll call vote: K. Bertolini AYE, S. Bryant AYE, E. Callaghan AYE, S. Gibson AYE, P. Jackson AYE

6.2.   2024 Tax Levy of Operating Millage

📄 6.2   2024 Tax Rate.docx

📄 6.2   Resolution for Operating Millage 2024 Tax Levy.docx

Motion:
Move to have 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.

Motion moved by Kathleen Bertolini and motion seconded by Edward Callaghan. Roll call vote: K. Bertolini AYE, S. Bryant AYE, E. Callaghan AYE, S. Gibson AYE, P. Jackson AYE

6.3.   Board Policies and Procedures - Trustee Vacancy Procedures (first reading)

📄 1.18 Trustee Vacancy Procedure 01-11-2022 - Current Version.pdf

📄 1.18 Trustee Vacancy Procedure NEW - Updated Version.pdf

📄 1.18 Trustee Vacancy Policy.pdf

Motion:
Move for the Board to approve the first reading of the amended Board Policy procedure, "Trustee Vacancy Policy Procedure."

Motion moved by Edward Callaghan and motion seconded by Susan Gibson. Motion passed unanimously.

Chair Jackson asked for any edits to be provided directly to Elizabeth Rae.

7.   Information Items

CONSENT CALENDAR - INFORMATION ITEMS

Items 7.1 to 7.5 listed below on the Consent Calendar – Information Items are considered to be routine by the Board and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or the Chancellor so requests, in which event the item will be removed from the general

order of business and discussed separately. Trustee Callaghan asked clarification questions on items 7.2 and 7.3.

7.1. Finance Quarterly Report

📄 7.1 Finance Quarterly Report 3.31.24.pdf

7.2. College Facilities Quarterly Report

📄 7.2 - College Facilities Quarterly Report 3.31.24.pdf

7.3. Information Technology Quarterly Report

📄 7.3 IT Quarterly Report 3-31-24.pdf

7.4. OCC Foundation Quarterly Report

📄 7.4 OCCF Quarterly Report Q3 FY 24 (003).docx

7.5. Strategic Plan Update

END OF CONSENT INFORMATION ITEMS

📄 7.5 Strategic Planning Update 5.21.24.docx

Motion:

Move to receive and file Information Items 7.1 through 7.5 listed on the Consent Calendar.

Motion moved by Kathleen Bertolini and motion seconded by Edward Callaghan. Motion passed unanimously.

8. CONSIDER MOVING INTO CLOSED SESSION

PURSUANT TO MCL 15.268(H)/MCL 15.243(1)(G), TO DISCUSS A WRITTEN LEGAL OPINION FROM THE COLLEGE'S ACTING GENERAL COUNSEL REGARDING THE STATUS OF OCC'S HIGHLAND LAKES PROPERTY.

Motion:

Move to go into closed session pursuant to MCL 15.268(h)/MCL 15.243(1)g), to discuss a written legal opinion from the College's Acting General Counsel regarding the status of OCC's Highland Lakes property.

Motion moved by Kathleen Bertolini and motion seconded by Edward Callaghan. Roll call vote: K. Bertolini AYE, S. Bryant AYE, E. Callaghan AYE, S. Gibson AYE, P. Jackson AYE

Moved into closed session at 8:25 p.m.

Motion:

Move to return to open session.

Motion moved by Susan Gibson and motion seconded by Kathleen Bertolini. Roll call vote: K. Bertolini AYE, S. Bryant AYE, E. Callaghan AYE, S. Gibson AYE, P. Jackson AYE

Returned to open session at 9:30 p.m.

Motion:
Move to authorize the Chancellor, on behalf of OCC, to take any actions that he deems necessary or appropriate in connection with the sale of the Highland Lakes Property, including but not limited to executing and delivering any necessary documents such as closing statements, affidavits, deeds, and any other documents or instruments necessary or appropriate to consummate the sale of the Property.

Motion moved by Susan Gibson and motion seconded by Kathleen Bertolini. Trustee Callaghan opposed. Motion passed by majority.

9.   Board Comments

Trustee Callaghan inquired about the Noell Levitz survey results and asked if the Board could be provided with the results.
Chair Jackson, thanked K. Kelly for OCC bracelets, and noted that Trustee Gibson is entered in the Boston marathon. Chair Jackson also shared that she has enjoyed continuing to play with the OCC Symphonic Band. Chair Jackson announced that Trustee Callaghan won an award for the Audit & Compliance for serving 17 years on Henry Ford Health System's Board, providing a large amount of insight and direction for the organization.

10.   Adjournment

Motion:
Move to adjourn meeting.

Motion moved by Susan Gibson and motion seconded by Kathleen Bertolini. Motion passed unanimously.

Meeting adjourned at 9:38 p.m.

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

ACTION

BOARD OF TRUSTEES MCCA REPRESENTATIVE
AND ALTERNATE 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 2024-25 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, 2024 and ending July 14, 2025.

CERTIFICATION OF APPOINTMENT FORM
MICHIGAN COMMUNITY COLLEGE ASSOCIATION
2024-2025 BOARD OF DIRECTORS

At a **Regular** _____ meeting of the Board of Trustees/Regents or Board of

Special/Regular

Education of Oakland Community College _____ held on **June 18, 2024** _____

College   *Date*

the following were designated as the chief administrative officer and governing board

representatives of _____ to the Board of Directors of

College

the Michigan Community College Association for the year beginning July 1, 2024 and

ending June 30, 2025.

MCCA BOARD OF DIRECTORS REPRESENTATIVES

President/Chancellor Director **Peter Provenzano, Jr.** _____

Name

Trustee/Regent Director   _____   _____

Name   *College Board Title*

Alternate Trustee/
Regent Director   _____   _____

Name   *College Board Title*

Submitted by: _____

Signature of Authorized Agent

June 18, 2024 _____

Date

Return this completed form by July 12, 2024 to:

MCCA – 110 West Michigan, St. 650, Lansing, MI 48933-1611
Fax to: (517) 372-0905 or
e-mail to michelle@mcca.org
Thank you!

PROPOSED AMENDED BOARD POLICY PROCEDURE
(Second Reading)

PROBLEM/NEEDS STATEMENT

The following amended Board Policy Procedure was proposed for first reading by the Board Policy Committee at the May 21, 2024 Regular Board of Trustees Meeting.

- Amended Trustee Vacancy Policy Procedure

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 Trustee Vacancy Policy Procedure

MOTION

Move the Board of Trustees adopt, upon completion of today's second reading, the Trustee Vacancy Policy Procedures. The new procedure shall supersede any previously existing procedures on the same subject matter. To the extent the language of the policy conflicts with any portion of any other previously existing procedure, the new language shall control.

OAKLAND COMMUNITY COLLEGE®

Board Procedure

Procedure Type:	Board
Procedure Title:	Procedural Guide for Filling Trustee Vacancy
Office Responsible:	Board of Trustees
Related Policies:	Trustee Vacancy 1.18
Related By-Laws:	Article II. Section 7. Trustee Vacancy
Related Laws:	Michigan Constitution Article 11, Section 8, MCL 15.261 et. Seq, MCL 168.310, 311, MCL 389.157, 158,
HCL Criterion:	N/A

In accordance with the Board Trustee Vacancy Policy 1.18, the following procedure was developed to be consistent with Board Bylaw Article II. Trustees Section 7. Trustee Vacancy, Board Trustee Vacancy Policy 1.18, and applicable law.

Requirements:
1. Vacancy is effective immediately as soon as the seat is vacant.
2. Vacancy must be filled within thirty (30) days.
3. Considered candidates;
    a. **must** be at least the age of eighteen, at the time of application
    b. **must** be a resident of Oakland County (A place where a person habitually sleeps, keeps his or her personal effects, has a regular place of lodging." MCL 168.11)
    c. **must not** have been convicted of a felony involving dishonesty, deceit, fraud or breach of the public trust with in the prior twenty (20) years, and the conviction was related to the individuals' official capacity while holding any elective office or position of employment in local, state, or federal government (MI Constitution Article 11, Section 8).

Procedural Timeline

Day 1

  A. Vacancy Posting Media Releases (Appendix I) posted, but not limited to: College website, social media, newspapers, marketing list, last non-elected candidates who ran for OCC trustee.
  B. Special Meeting Scheduled within the allotted thirty (30) days.

Day 2-10

A.   Applications (Appendix II) are received.

Day 11

A.   Eligibility is verified;
    a. Residency.
    b. Felony background check.

Day 12

A.   All qualified applications sent to Board of Trustees electronically for preview.
B.   Qualified candidates invited to the next Board of Trustees public meeting for interviews (if three (3) or less candidates received).

Day 13-30

A.   Regular or Special Board of Trustees Public meeting takes place and includes interviewing (Appendix III & IV) of all qualified candidates.
B.   Board of Trustees vote in public at meeting for their selection to fill the vacancy.

or

C.   If more than three (3) qualified candidates apply, the Board of Trustees will meet at their Regular or Special Board of Trustees Public meeting to bring forth their candidate lists, in rank order, to be given to the Board Secretary. At said public meeting, the Board Secretary shall tally the Trustee lists, and provide the names of the top three (3) individuals to the Board Chair for announcement, public discussion, consensus and public vote regarding the top three (3) candidates for public interview. The announced top three (3) candidates will be interviewed at the next Regular or Special Board of Trustees Public meeting.
D.   Selected qualified candidates will be invited to the next public meeting for interviews.
E.   Regular or Special Board of Trustees Public meeting takes place and includes interviewing of the candidates.
F.   Board of Trustees vote in public at meeting for their selection to fill the vacancy.
G.   Each vote shall be recorded in the Board meeting minutes. The motion requires a majority vote of the remaining Trustees on the Board to pass. Resolution (Appendix V) to accompany the motion, which is to be signed by the trustees in attendance.

Change Log

1-11-2022   Adopted
XX-XX-2024   Revised

Trustee Vacancy Announcement

[The following language can be utilized if the vacancy occurred for a position which was scheduled to expire during the next regularly scheduled election or prior to 7 days before the next election's filing deadline.]

Oakland Community College is seeking applications for the current vacant position on the Board of Trustees. An individual will be appointed to fill the vacant position through December 31, 20XX, and will be replaced by the individual elected to the position (based upon the November XX, 20XX election results) on Jan. 1, 20XX.

[The following language can be utilized if the vacancy occurred within 7 days of the next election's filing deadline and is for a position which was not scheduled to expire during the next regularly scheduled election.]

Oakland Community College is seeking applications for the current vacant position on the Board of Trustees. An individual will be appointed to fill the vacant position until the November XX, 20XX elections have been held and certified and a newly elected individual has been sworn in to fill the remainder of this position's term.

[Once one of the above paragraphs has been chosen, the posting can be completed with the following information.]

Interested persons must submit an application and complete sample interview questions (INSERT LINK TO FILLABLE FORM) for the Board of Trustees position to Oakland Community College's Auburn Hills Campus, MTEC Building or via email at ChancellorsOffice@oaklandcc.edu no later than _____ p.m. on _____, 20XX. Following a review of the submitted materials, the Board will schedule interviews with selected candidates at a Regular or Special Board of Trustees public meeting. It is possible that all of candidates for the Board vacancy may not be interviewed. If you have any questions concerning the role of the Trustee and the responsibilities of a Board of Trustees member, please contact Kathleen Kelly at 248-341-2117 or mailto:kekelly@oaklandcc.edu.

APPLICATION FOR OAKLAND COMMUNITY COLLEGE TRUSTEE

1. Full Name: _____
                (First)   (Middle)   (Last)

2. Current Address: _____

    _____

3. Home Phone: _____

4. Cell Phone: _____

5. Email Address: _____

6. Current position or occupation: _____

7. If employed, Employer's Name: _____

8. Business Phone: _____

9. Business Address: _____

    _____

10. Educational Background: (Most recent first)

    _____

    _____

    _____

    _____

    _____

11. Honors or Awards:

_____

_____

_____

_____

12. Community activities and/or involvements (Last 5 years):

_____

_____

_____

_____

13. Professional activities and memberships:

_____

_____

_____

_____

14. Current social issues of personal interest and involvement:

_____

_____

_____

_____

15. Experience on a Board of Directors or in Trusteeship:

_____

_____

_____

16. Current and past associations with Oakland Community College:

_____

_____

_____

_____

☐   I certify that I am at least eighteen years old, and a resident of Oakland County Michigan. In addition, I have not been convicted of a felony involving dishonesty, deceit, fraud or breach of the public trust within the prior twenty (20) years, and the conviction was not related to my official capacity while holding any elective office or position of employment in local, state, or federal government (Michigan Constitution of 1963 Article 11, Section 8), and I authorize the College to verify the same.

_____   _____

Signature of Trustee Applicant   Date

Written Response Questions for Trustee Vacancy Included with Application

1. Why are you interested in serving on the Board of Trustees?

2. What do you see as the role of a Board of Trustees member?

3. What qualities, skills and experience would you bring to the Board?

4. What is your vision of the College?

5. What are the biggest challenges facing community colleges today?

6. What do you see as the roles and responsibilities of Board of Trustees members?

7. Describe how you'll advocate openness and democratic processes in all Board activities with emphasis on team decision-making and consensus.

8. What are your ideas that would put students first?

9. Do you have the time and flexibility to attend the board meetings and College functions?

10. How can a Board know if its goals are being accomplished and its policies carried out?

11. Describe your response if a student or community member approached you in the grocery store and asked for your support on a particularly hot issue?

12. What do you know about Oakland Community College?

Criteria
1. **Student Advocate.** The candidate demonstrates a belief and true commitment to putting students first, the successful future of all students in the College, and a proven history of advocacy on their behalf.
Comments:
2. **Commitment to Community College Education.** The candidate demonstrates a passion for community college education, providing a quality education, and is not driven by their own personal agenda or political aspirations.
Comments:
3. **Leadership**. The candidate demonstrates a passion for moving the College forward, is an innovative collaborative problem solver who is effective in building consensus, is not adverse to change and reform, and committed to transparency in decision making.
Comments:
4. **Board Policy Governance Model**. The candidate demonstrates an awareness of the Board's policy governance model and the ability to rely on data and facts in decision making.
Comments:
5. **Commitment to Inclusion**. The candidate demonstrates a commitment to the values of diversity, equity, inclusion, and justice as it relates to the college community including without limitation students and employees.
Comments:
6. **Fiduciary Oversight Role**. The candidate demonstrates an understanding of the fiduciary oversight role of a Trustee with the responsibility of determining College priorities through ENDS policies and dedicating resources to priorities while maintaining a balanced budget.
Comments:

Resolution of the Board of Trustees of
Oakland Community College

Whereas a vacancy exists on the Oakland Community College's Board of Trustees as of _____ date; and

Whereas this board of trustees has by law authority to fill a vacancy for the unexpired term thereof;

Now, therefore, be it resolved by a majority vote of all the remaining members of the Oakland Community College Board of Trustees that _____ be and hereby is, appointed to serve as a member of the Oakland Community College Board of Trustees through the next scheduled election on _____ 20XX.

ENTER APPLICABLE SIGNATURE NAMES/LINES

Board Procedure

Procedure Type:	Board
Procedure Title:	Procedural Guide for Filling Trustee Vacancy
Office Responsible:	Board of Trustees
Related Policies:	Trustee Vacancy 1.18
Related By-Laws:	Article II. Section 7. Trustee Vacancy
Related Laws:	Michigan Constitution Article 11, Section 8, MCL 15.261 et. Seq, MCL 168.310, 311, MCL 389.157, 158,
HCL Criterion:	N/A

In accordance with the Board Trustee Vacancy Policy 1.18, the following procedure was developed to be consistent with Board Bylaw Article II. Trustees Section 7. Trustee Vacancy, Board Trustee Vacancy Policy 1.18, and applicable law.

Requirements:
1. Vacancy is effective immediately as soon as the seat is vacant.
2. Vacancy must be filled within thirty (30) days.
3. Considered ~~applicants~~candidates;
   a. **must** be at least the age of eighteen, at the time of application
   b. **must** be a resident of Oakland County (A place where a person habitually sleeps, keeps his or her personal effects, has a regular place of lodging." MCL 168.11)
   c. **must not** have been convicted of a felony involving dishonesty, deceit, fraud or breach of the public trust with in the prior twenty (20) years, and the conviction was related to the individuals' official capacity while holding any elective office or position of employment in local, state, or federal government (MI Constitution Article 11, Section 8).

Procedural Timeline

Day 1

A. Vacancy Posting Media Releases (Appendix I) posted, but not limited to: College website, social media, newspapers, marketing list, last non-elected candidates who ran for OCC trustee.
B. Special Meeting Scheduled within the allotted thirty (30) days.

Day 2-10

A.   Applications (Appendix II) are received.

Day 11

A.   Eligibility is verified;
   a. Residency.
   b. Felony background check.

Day 12

A.   All qualified applications sent to Board of Trustees electronically for preview.
B.   Qualified ~~applicants~~candidates invited to the next Board of Trustees public meeting for interviews (if three (3) or less ~~applicants~~candidates received).

Day 13-30

A.   Regular or Special Board of Trustees Public meeting takes place and includes interviewing (Appendix III & IV) of all qualified candidates.
B.   Board of Trustees vote in public at meeting for their selection to fill the vacancy.

or

C.   If more than three (3) qualified candidates apply, the Board of Trustees will meet at their Regular or Special Board of Trustees Public meeting to bring forth ~~their~~ their candidate lists, in rank order, to be given to the Board Secretary. At said public meeting, the Board Secretary shall tally the Trustee lists, and provide the names of the top three (3) individuals to the Board Chair for announcement, public discussion, consensus and public vote regarding the top three (3) candidates for public interview. ~~top candidates and have any necessary discussion. The top three candidates will be determined by names submitted by the majority and~~ The announced top three (3) candidates will be interviewed at the next Regular or Special Board of Trustees Public meeting.
D.   Selected qualified ~~applicants~~candidates will be invited to the next public meeting for interviews.
E.   Regular or Special Board of Trustees Public meeting takes place and includes interviewing of the candidates.
F.   Board of Trustees vote in public at meeting for their selection to fill the vacancy.
G.   Each vote shall be recorded in the Board meeting minutes. The motion requires a majority vote of the remaining Trustees on the Board to pass. Resolution (Appendix V) to accompany the motion, which is to be signed by the trustees in attendance.

Change Log

1-11-2022   Adopted
XX-XX-2024   Revised

Trustee Vacancy Announcement

[The following language can be utilized if the vacancy occurred for a position which was scheduled to expire during the next regularly scheduled election or prior to 7 days before the next election's filing deadline.]

Oakland Community College is seeking applications for the current vacant position on the Board of Trustees. An individual will be appointed to fill the vacant position through December 31, 20XX, and will be replaced by the individual elected to the position (based upon the November XX, 20XX election results) on Jan. 1, 20XX.

[The following language can be utilized if the vacancy occurred within 7 days of the next election's filing deadline and is for a position which was not scheduled to expire during the next regularly scheduled election.]

Oakland Community College is seeking applications for the current vacant position on the Board of Trustees. An individual will be appointed to fill the vacant position until the November XX, 20XX elections have been held and certified and a newly elected individual has been sworn in to fill the remainder of this position's term.

[Once one of the above paragraphs has been chosen, the posting can be completed with the following information.]

Interested persons must submit an application and complete sample interview questions (INSERT LINK TO FILLABLE FORM) for the Board of Trustees position to Oakland Community College's Auburn Hills Campus, MTEC Building or via email at ChancellorsOffice@oaklandcc.edu no later than _____ p.m. on _____, 20XX. Following a review of the submitted materials, the Board will schedule interviews with selected candidates at a Regular or Special Board of Trustees public meeting. It is possible that all of candidates for the Board vacancy may not be interviewed. If you have any questions concerning the role of the Trustee and the responsibilities of a Board of Trustees member, please contact Kathleen Kelly at 248-341-2117 or mailto:kekelly@oaklandcc.edu.

<u>APPLICATION FOR OAKLAND COMMUNITY COLLEGE TRUSTEE</u>

1. Full Name:_____
    (First)   (Middle)   (Last)

2. Current Address: _____

    _____

3. Home Phone: _____

4. Cell Phone: _____

5. Email Address: _____

6. Current position or occupation: _____

7. If employed, Employer's Name: _____

8. Business Phone: _____

9. Business Address: _____

    _____

10. Educational Background: (Most recent first)

    _____

    _____

    _____

    _____

    _____

11. Honors or Awards:

_____

_____

_____

_____

12. Community activities and/or involvements (Last 5 years):

_____

_____

_____

_____

13. Professional activities and memberships:

_____

_____

_____

_____

14. Current social issues of personal interest and involvement:

_____

_____

_____

_____

15. Experience on a Board of Directors or in Trusteeship:

_____

_____

_____

16. Current and past associations with Oakland Community College:

_____

_____

_____

_____

☐ I certify that I am at least eighteen years old, and a resident of Oakland County Michigan. In addition, I have not been convicted of a felony involving dishonesty, deceit, fraud or breach of the public trust within the prior twenty (20) years, and the conviction was not related to my official capacity while holding any elective office or position of employment in local, state, or federal government (Michigan Constitution of 1963 Article 11, Section 8), and I authorize the College to verify the same.

_____   _____

Signature of Trustee Applicant   Date

Written Response Questions for Trustee Vacancy Included with Application

1. Why are you interested in serving on the Board of Trustees?

2. What do you see as the role of a Board of Trustees member?

3. What qualities, skills and experience would you bring to the Board?

4. What is your vision of the College?

5. What are the biggest challenges facing community colleges today?

6. What do you see as the roles and responsibilities of Board of Trustees members?

7. Describe how you'll advocate openness and democratic processes in all Board activities with emphasis on team decision-making and consensus.

8. What are your ideas that would put students first?

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INFORMATION

Board Agenda Item 7.1
June 18, 2024

COMMUNITY REVIEW SURVEY RESULTS

OAKLAND COMMUNITY COLLEGE

QUANTITATIVE REPORT | JUNE 2024

June 18, 2024, Final Report

TABLE OF CONTENTS

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BACKGROUND

To meet the criteria found in Policy Number 2.4, OCC is required to monitor the effectiveness of the Board of Trustees (BOT) and the Chancellor.

This survey was developed to meet that criteria. The survey development had input from the Policy Review Committee.

OBJECTIVES

The purpose of this research is to assess the Chancellor's and Board of Trustees' performance, including the relationship between the Chancellor and BOT, the effectiveness of the BOT itself, and the progress of the College in achieving goals, with a specific focus on OCC's Mission, Values and Vision.

Other goals include, but are not limited to, the following:
- Overall satisfaction with the College
- Likelihood to refer OCC to family/friends.
- Assessment of stated College Mission, Values and Vision, including awareness and satisfaction with progress, and level of agreement regarding importance to audience

METHODOLOGY

ONLINE SURVEY

An **online survey** was conducted with:

- Alumni (30 completes)
- Community members (35 completes)
- Faculty/staff (259 completes)
- Students (143 completes)

The survey was written by Kiekover Marketing with final approval by the OCC BOT.

OCC emailed the survey to its various audiences on March 19, 2024.

Data Tabulation

The survey was tabulated using SPSS software.

See Appendix for respondent demographics.

PHONE SURVEY

A phone survey was also conducted with:

- Community members (10 completes)
- Faculty/staff (1 complete)

This provided an additional opportunity to participate in the survey. Those completed surveys are included in the online totals.

Note:

The letter "n" is used to designate the number of the respondents to a particular question. When figuring the percent breakdown for each question, non-respondents were not included in the total in order to achieve "valid percentage" data.

Q. Thinking back to when you were choosing a college, what about Oakland Community College (OCC) appealed to you?

Local/close to home/location	49%
Affordable/cost/price/free	38%
Evening classes/courses I wanted/online	16%
Reputation/good college/accredited	11%
Convenience/easy access	9%
Degrees/scholarships	5%
Stepping stone/able to transfer	4%
Dual enrollment	3%
Could still work	1%
Other	16%

Verbatim comments were collapsed into categories for easier analysis. Almost half of the students (49%) indicated that "local/close to home/location" is what was appealing about OCC. Thirty-eight percent indicated that "affordable/cost/price/free" was appealing.

(Note: n=141)

- *"Quality of programs and more classes that were one day a week."*
- *"Local, affordable, and heard good things."*
- *"Proximity and cost."*
- *"I am an older student, so this is my second time around for college. The main reason I am going to OCC is cost and the access to programs that help me stay relevant in my job."*
- *"Cost, convenience, close to home."*
- *"I was looking into the Social Work program."*
- *"Everybody I spoke to told me that OCC was a great school and that I would be very happy here. My MIL graduated from the nursing program in 1995 and it has been a very special experience to be able to follow in her footsteps."*
- *"Cost and proximity. Also, a college that offered courses I was interested in."*
- *"It was close to my home. I had gone to this school before, and I like some of the professors."*
- *"The ceramics lab is the best in town."*
- *"Locations, pricing and variety of classes."*
- *"The easy application and affordable classes. I like being able to choose whether my courses are online or in person."*
- *"Library Technician Program."*
- *"That it had my major and it was less expensive than other colleges."*
- *"Proximity."*
- *"The flexibility of choosing online classes."*
- *"Location."*

Q. How satisfied are you with your experience at OCC?
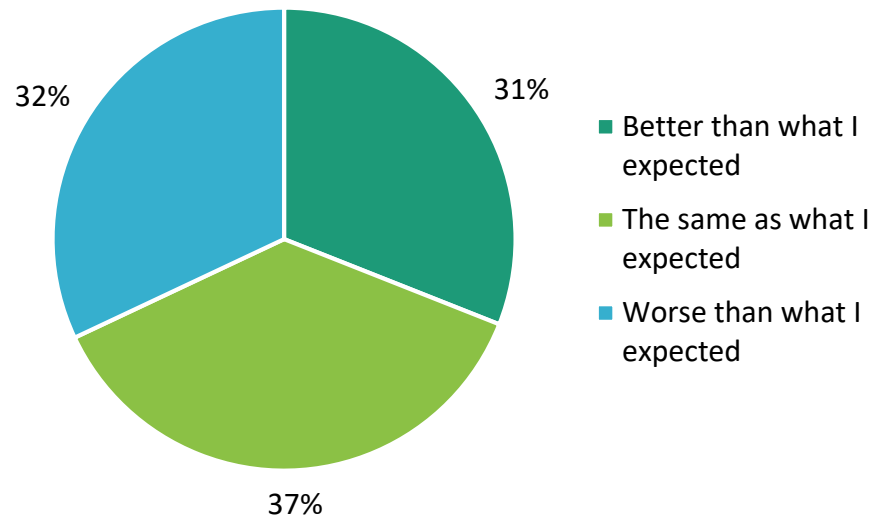
SATISFACTION WITH OCC

- Very satisfied
- Satisfied
- Neither
- Dissatisfied
- Very dissatisfied

Note: (n=477)
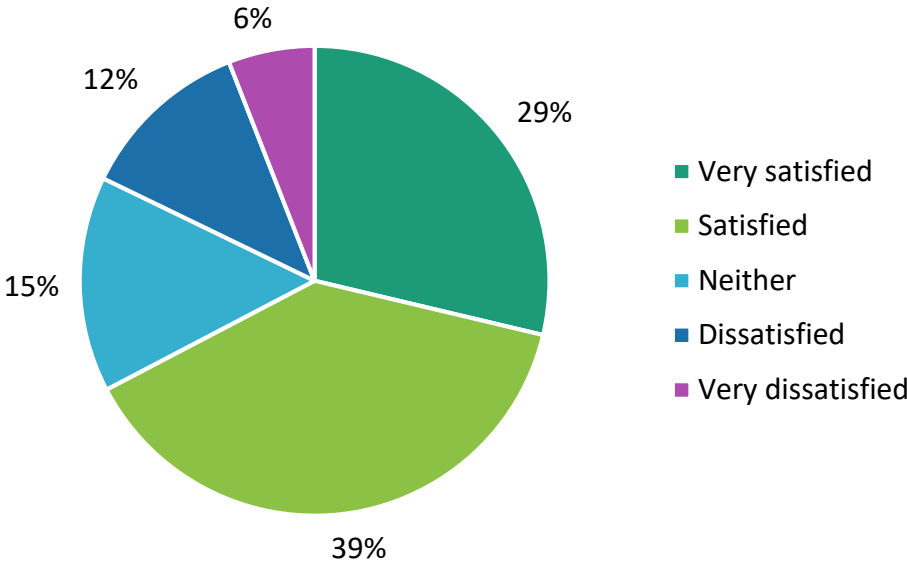
SATISFACTION WITH OCC by AUDIENCE

	Alumni	Community	Faculty/ Staff	Students
	n=30	n=45	n=259	n=143
Very satisfied	67%	31%	18%	41%
Satisfied	23%	38%	42%	37%
Neither satisfied nor dissatisfied	0%	18%	19%	8%
Dissatisfied	7%	13%	15%	7%
Very dissatisfied	3%	0%	7%	7%

Q. How does your experience at OCC compare to your expectations of OCC?

EXPERIENCE WITH OCC

- ■ Better than what I expected
- ■ The same as what I expected
- ■ Worse than what I expected

EXPERIENCE WITH OCC by AUDIENCE

	Alumni	Faculty/ Staff	Students
	n=30	n=259	n=143
Better than what I expected	70%	17%	50%
The same	17%	42%	33%
Worse than what I expected	13%	41%	17%

Note: Community members were not asked this question.

Note: n=432

Oakland Community College
Research Report
June 18, 2024, Final Report

Q. What one thing could OCC do to make you more satisfied?

Better communication/earlier notice	13%
All good/nothing/satisfied/love	13%
Listen/value us/seek input/collaboration	11%
Involve us/care/help/promote/appreciation	10%
Toxic environment/hostile/improve facilities	8%
Effective leaders/better instructors/more staff	7%
Fair wages/merit-based salary/benefits	6%
Be fair/ethical/transparent/honest	6%
More in-person/better schedules	5%
More programs/growth/more courses	5%
Community engagement/resources	5%
Easier registration/online/hybrid	4%
Rep/counselor/tutors/access	4%
Closer parking/parking changes	4%
More training/instruction	3%
Keep Highland Lakes open	2%
Other	14%

When asked what OCC could do to increase respondents' satisfaction, a wider variety of suggestions were made. Thirteen percent of respondents indicate better communication and an additional 13% indicated they are satisfied.
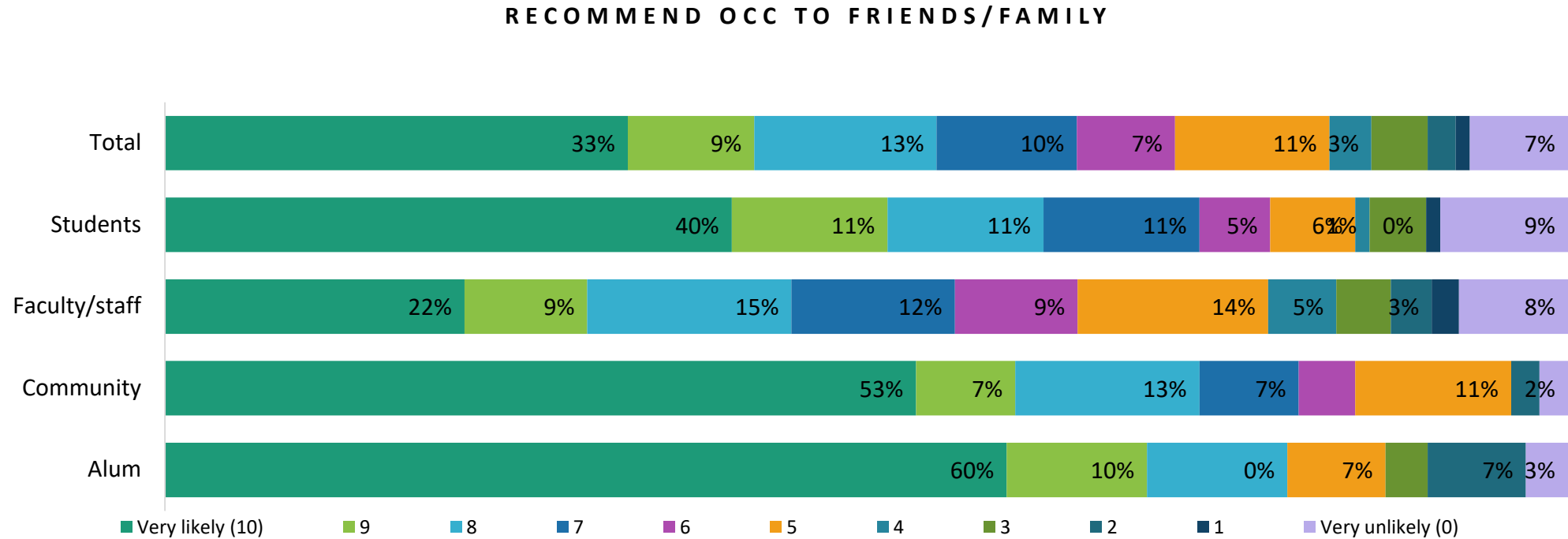
Eleven percent suggested "listen/value us/seek input/collaboration." (Note: n=459.)

- *"Work harder at providing opportunities for students. If one looks at a map, the Highland Lakes campus is practically in the middle of the county and surrounded by the areas of greatest growth in the county. Yet administration in all its wisdom sees fit to close it. The administration doesn't even provide bookstores and cafeterias for its students. That's failing on a basic level."*
- *"I had a great learning experience."*
- *"Be honest and transparent. OCC does not hold faculty to the same standard as its students and caters to them so much in fact, that it was told to a group of nursing students that the only reason they have to do 16 hours of clinicals per week is to maintain staff's salary. That feels very dishonest and manipulative."*
- *"More and early-on transparent communication, adequate staff levels to meet demands."*
- *"Take discrimination complaints seriously."*
- *"Easier registration and sign up."*
- *"Financial aid office and bookstore."*
- *"Providing more options for humanity and science classes."*
- *"When employees are regularly kept away from the decision-making processes, it is hard to feel valued. The College has become a top-down entity; when it was founded, it was bottom up. When I hired in, while not bottom-up, it was clear that all levels at the institution worked together to make it the best it could be. Students thrived; enrollment was high; employees were, on the whole, satisfied. None of that can be said now. We have seen reductions in the workforce below the administrative/managerial levels."*
- *"Offer more classes in the morning, especially stuff that is Engineering/Manufacturing related. Seems like a lot of those type of courses are offered at, like, Monday at 6pm and it's hard to fit them all in when it's like that."*
- *"I would suggest improving on the math department. Everyone does not learn at the same pace. Not to mention, the ways the math classes are conducted are not like they should be. Tests being worth more than the homework, material being taught in class not matching the in-person exams, which I believe are not made by the actual teacher, they are made by the math department. Limited math tutors is another problem."*
- *"Provide more programs for the community."*

Q. What one thing could OCC do to make you more satisfied?

Alumni	Community members	Faculty/staff	Students
31%–All good/nothing/satisfied/love 14%–More programs/growth/more courses 7%–Involved/care/help/promote/appreciation 7%–Effective leaders/better instructors/more staff	26%–Better communication/earlier notice 26%–Community engagement/resources 10%–Listen/value us/seek input/collaboration 7%–Involved/care/help/promote/appreciation	18%–Listen/value us/seek input/collaboration 15%–Better communication/earlier notice 12%–Involved/care/help/promote/appreciation 11%–Fair wages/merit-based salary/benefits 10%–Be fair/ethical/transparent/honest	19%–All good/nothing/satisfied/love 12%–More in-person/better schedules 10%–Effective leaders/better instructors/more staff 7%–Better communication/earlier notice
• *"Nothing really, I'm sad Highland Lakes is being sold, but it was my original campus so that is expected as I grew up in Waterford. Glad part of it may be a park."* • *"It was so long ago I only recall wanting more access to instructors."* • *"Clearly define alumni benefits. Every time I try to use my alumni discount at the bookstore it's an ordeal because they never heard of an alumni discount."* • *"Not take weeks for financial aid, other schools don't take that long."* • *"Offer class sessions more than one semester in an academic year."* • *"Actually deal with toxic environment. Pay a fair wage for educated people. Most staff have a bachelor's degree."* • *"I had a great learning experience."*	• *"Start going into the community and offer lectures, community service, and plays; get information out. Work on forming relationships with the community. Schoolcraft Community does a fantastic job communicating everything they offer. The marketing program and public relations are terrible at OCC. They need to get the word out and share about the programs they offer. Compare OCC to Macomb and all of the things they give to the community. The center at Macomb offers plays and lectures."* • *"We would like to participate in more charitable activities/opportunities that would help that college. We are a law firm and we talk about charitable giving. We want to support the college and use our skill set for that purpose. We haven't been notified of any type of activities we can offer at this point."* • *"I have only had limited contact with OCC. I am the manager of a credit union, I am in communication with Macomb Community College, Schoolcraft and Washtenaw Community. They have both pursued a relationship with me and are very present. OCC is the least relational. It's an opportunity to grow."*	• *"More uniform expectations from all employees. Such as if a position has 2 WFH days then someone else in another department should not be in office all 5 days."* • *"Expected annual reviews so I know where I stand with my manager. I expected when I continued my education and my degree AND expressed interest in growth/opportunities, it would be nurtured, and I could be assisted in that growth."* • *"More communication, transparency on what is going on, the direction of the college. Some kind of 'turn around time' to expect a return e-mail from administration regarding grave concerns. It's not okay for e-mails to go unanswered for weeks at a time!"* • *"The atmosphere could be better. Having more students on campus would be an improvement and help with morale overall."* • *"Help to facilitate greater respect and communication between departments."* • *"The only thing that has been a struggle for me personally is the overwhelming workload. As far as people, culture and support, I am very happy."* • *"Leadership being aware of the decisions that are being made by others in leadership. Very poor."* • *"Let us schedule courses for two years. This allows for more consistent degree planning for students."*	• *"Have more summer classes held at Auburn Hills location."* • *"Someone needs to explain to instructors the difference between asynchronous and synchronous. I signed up for an asynchronous class thinking I could make it work with my work schedule, then the instructor assigned group work and zoom meetings that meant I had to synchronize my schedule with multiple other people. I couldn't do it and had to drop the class."* • *"Better explain FAFSA."* • *"Community resources."* • *"Better availability of books in the bookstore with lower price."* • *"More course times."* • *"Keep Highland Lakes Campus open."* • *"Increase the heat in the rooms and add hot water to restrooms."* • *"Provide nursing classes at Auburn Hills."* • *"More community presence."*

Q. How likely would you be to recommend OCC to friends/family?

RECOMMEND OCC TO FRIENDS/FAMILY

	Very likely (10)	9	8	7	6	5	4	3	2	1	Very unlikely (0)
Total	33%	9%	13%	10%	7%	11%	3%				7%
Students	40%	11%	11%	11%	5%	6%	1%	0%			9%
Faculty/staff	22%	9%	15%	12%	9%	14%	5%	3%			8%
Community	53%	7%	13%	7%		11%	2%				
Alum	60%	10%	0%			7%			7%	3%	

Note: (n=477)

Q. What do you believe is the Mission of OCC?

Focus on students/empower students/safe	29%
Academics/education/educate	23%
Advance community	20%
Affordable	15%
Better quality of life/enter job force	14%
Accessible/equitable/diversity	14%
Negative comment	11%
Don't know/not sure/none	9%
Double grad rate/complete degrees	5%
Transfer/preparation	4%
Increase enrollment	2%
College of choice/employer of choice	2%
Other	4%

When asked what they believe the Mission of OCC is, 29% of respondents indicated it is a "focus on students/empower students/safe" and 23% indicated it is "academics/education/educate."

Nine percent of respondents did not know what the OCC Mission is and 11% made a negative comment regarding the OCC Mission.

(Note: n=472.)

- *"Educate the community."*
- *"Empowering students to succeed and advance the Oakland community."*
- *"Provide as much help for students as possible. Increase transfer possibility for students."*
- *"Provide easy access to education for county residents."*
- *"I have not been close to the college in years, so I am not familiar with the mission."*
- *"Hire friends for faculty and do whatever you can to make them happy. Ignore students' prompt and professional inquiries at all cost."*
- *"Serve the community."*
- *"To meet the needs of students and help them succeed, and to meet the needs of the community."*
- *"Quality education for the community."*
- *"Provide opportunities for professional development through emphasizing and instilling academic and interpersonal excellence. This is, in part, accomplished by way of ensuring cultural integration among all individuals who have made a commitment to complete advanced educational goals, beginning within the OCC community of scholars."*
- *"To provide a quality education at a low cost."*
- *"Not sure anymore."*
- *"To make education accessible to anyone."*
- *"Empower students in education so that they can find enriching careers."*
- *"I don't know what the mission of OCC is."*
- *"To provide quality educational experiences to the community."*
- *"Provide a good quality education at affordable price."*
- *"Provide low-cost quality education to the community."*
- *"I am not sure of the correct mission statement, but I believe it is to offer affordable education to as many people as possible."*
- *"To provide our students with an excellent education, nurture them so they feel they can actually complete their classes, succeed in the classroom, and prepare them to be successful in the community and workforce."*

Q. What do you believe is the Mission of OCC?

Alumni (n=30)	Community members (n=45)	Faculty/staff (n=256)	Students (n=141)
23%–Academics/education/educate 23%–Better quality of life/enter job force 20%–Affordable 20%–Don't know/not sure/none 17%–Focus on student/empower student/safe	36%–Advance community 33%–Academics/education/educate 24%–Affordable 24%–Better quality of life/enter job force 9%–Focus on student/empower student/safe	38%–Focus on student/empower student/safe 26%–Advance community 19%–Academics/education/educate 15%–Negative comment 12%–Accessible/equitable/diversity 12%–Better quality of life/enter job force	28%–Academics/education/educate 22%–Affordable 21%–Focus on student/empower student/safe 17%–Accessible/equitable/diversity 15%–Don't know/not sure/none/NA 13%–Better quality of life/enter job force
• *"Provide low-cost quality education to the community."* • *"I am not sure of the correct mission statement, but I believe it is to offer affordable education to as many people as possible."* • *"To enrich students and prepare them for a career or another degree at a university. I loved my time at OCC and plan to come back to take some culinary courses."* • *"Empowering student success."* • *"To provide a good experience to all students."* • *"Better quality of life."* • *"I don't know."* • *"To give students the foundation to succeed in any endeavor they decide to pursue by offering educational/financial/ emotional support."*	• *"Provide educational opportunities for students living in Oakland County."* • *"Provide affordable, high-quality education in college transfer and vocational programs. Offer remedial instruction for those needing an academic bridge to college. Continue to offer ESL and similar programs designed to help immigrants adapt and assimilate. Be a cultural hub and resource (e.g., free library use) for the community."* • *"Offer programs that provide students with the skills needed to pursue their field of studies."* • *"Provide education to advance the community affordably."* • *"To become more of a corporate entity by focusing on increasing online learning and reducing full-time faculty. Their biggest selling/marketing point to the public should be having a stable full-time faculty and in-class programs."* • *"Provide educational training for the Oakland County community....both traditional and trade school internships/partnerships."* • *"Serve the community."*	• *"To help our students graduate, succeed and obtain a satisfying career."* • *"I used to believe in OCC. Not anymore."* • *"To be the higher educator provider to the community and advance the success of our students."* • *"To educate members of the community."* • *"Provide affordable education with credits that transfer to other universities."* • *"To be an educational community partner."* • *"I am not sure what the OCC Mission really is. They say one thing but then do something that does not align with that Mission. Therefore, it is hard to get behind their Mission."* • *"I know being student focused is the goal. But one needs happy employees to increase student service productivity. People wonder why students feel frustrated when dealing with our staff. The answer is that the staff is unhappy. A person can't do the best job they normally could when they feel underappreciated, a ridiculous amount of pressure, and a fear of layoffs."* • *"Talk is cheap. Action is expensive."* • *"To be the college of choice and meeting the needs of students trying to better their lives without judgement of their origin."*	• *"Empower students in education so that they can find enriching careers."* • *"I don't know what the mission of OCC is."* • *"Provide a good quality education at affordable price."* • *"Bring good quality and affordable college education. Be a means for people to enter the job force."* • *"Inclusive."* • *"To provide a pathway to success and make it affordable."* • *"Not sure."* • *"Quality instructors and fun and engaging classes."* • *"I believe OCC just wants to provide a place that all people and students can go to for a start in their future."* • *"I've never looked, but I imagine it involves providing high quality and accessible education to members of the community with the hopes of improving the communities they serve."* • *"A focus on student success."* • *"To educate with ethics and to help students truly understand material, not just become good test takers."*

Q. How familiar were you with the OCC Mission prior to reading it?

FAMILIARITY WITH OCC MISSION

- Very familiar (22%)
- Somewhat familiar (39%)
- Just aware (18%)
- Not at all familiar (20%)

(Note: n=477)
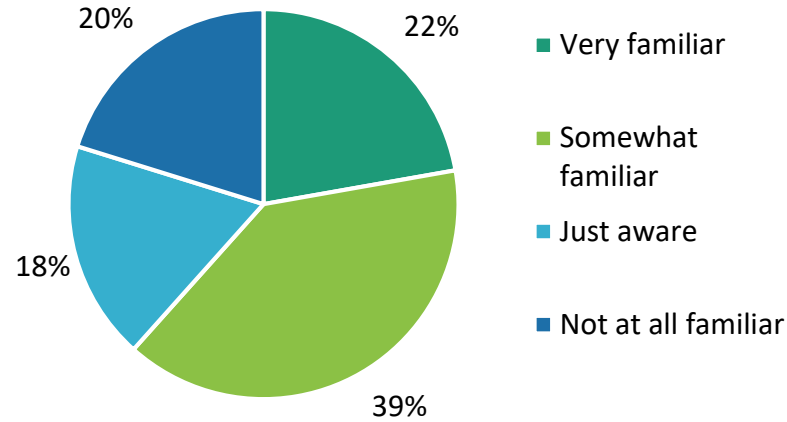
FAMILIARITY WITH OCC MISSION by AUDIENCE

	Alumni	Community	Faculty/ Staff	Students
	n=30	n=45	n=259	n=143
Very familiar	20%	40%	27%	7%
Somewhat familiar	17%	40%	49%	26%
Just aware	30%	13%	15%	24%
Not at all familiar	33%	7%	9%	43%

Note: Respondents were shown the following information regarding the OCC Mission:

OCC's Mission—or the purpose of OCC—is shown below:
OCC is committed to empowering our students to succeed and advance our community.

Kathleen Kelly - 2024-06-11 14:38:07 UTC
Oakland Community College

Q. How well do you believe the College is delivering on its Mission of empowering OCC students to succeed and advance our community?

DELIVERING ON OCC MISSION

- 34%
- 49%
- 17%
- Very well
- Somewhat well
- Not well at all
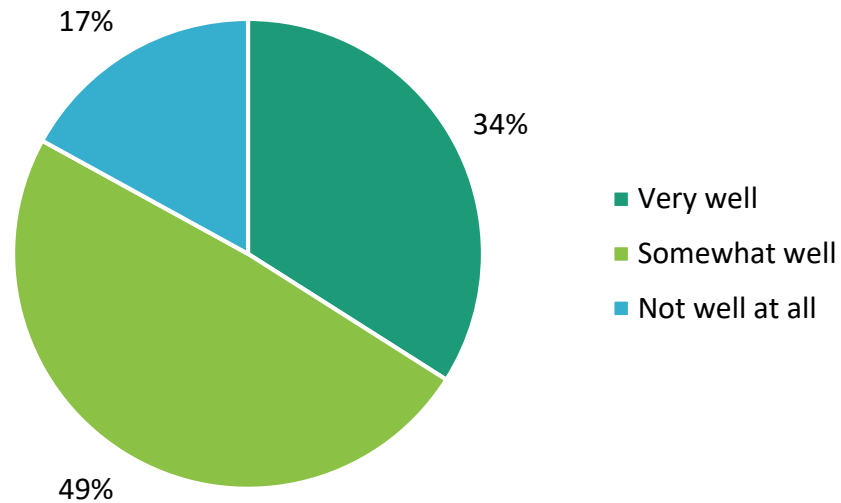
DELIVERING ON OCC MISSION by AUDIENCE

	Alumni	Community	Faculty/ Staff	Students
	n=30	n=45	n=259	n=143
Very well	77%	46%	23%	43%
Somewhat well	12%	43%	56%	43%
Not well at all	12%	11%	20%	15%

All respondents (n=477)

Q. How well do you believe the College is delivering on its Mission of empowering OCC students to succeed and advance our community? Why?

Very well (n=147)	Somewhat well (n=205)	Not well at all (n=74)
49%–Student focused/meeting needs/successful 20%–Dedication of faculty/knowledgeable/it shows 10%–Program options/resources 8%–Good/grad rate is up/enrollment/positive	15%–Student focused/meeting needs/successful 12%–Admin struggles/old-school thinking/declining 12%–No unified purpose/actions not aligned/could improve 11%–Big business/no focus on students/difficult/no support 7%–Online teaching/online services only 7%–More training/instruction	35%–Big business/no focus on students/difficult/no support 26%–Admin struggles/old-school thinking/declining 18%–Lack of tutors/need better teachers/counselors 12%–Better communication/don't even know mission
• *"I serve as a testament to OCC's commitment to its mission. OCC granted me the chance to enhance my prospects in life. How was this achieved? OCC admitted me after high school despite my low GPA of 1.50. I graduated from OCC with a 3.6 GPA, but I didn't stop there. I earned my bachelor's degree from Oakland University, my master's from Walsh College, and ultimately, my doctorate from Walen University."* • *"They have great faculty."* • *"OCC is one of the most highly rated community colleges in the country. The students can only succeed if the school delivers a quality education, and the credits can be transferred to as many other colleges as possible."* • *"The faculty puts time and effort into their teaching."* • *"I can see many programs taking place on campus. Counselors are available, tutors are also available."* • *"I know OCC graduates who have been successful in their careers. I have attended some OCC programs that were very well done."* • *"Because it is evident in how it conducts its business."* • *"The faculty."* • *"I was in the nursing program. I was very well prepared. OCC has an excellent reputation for the quality of nursing education that it provides."*	• *"OCC is limited on its approach to new ideas and limited on acceptance to outside the box thinking. Making decisions on new policies and procedures or direction with only administrative input is counterintuitive to the mission."* • *"With the HL Campus closing, a large portion of residents will have to commute a distance, and with the Nursing School building only 10 years old, it's a waste of funding to close this campus."* • *"As far as the students go, I do think we are serving their needs well. The problem is the inside part of OCC is struggling and that will eventually result in a negative way on these students."* • *"I have had some less than pleasant and/or negative experiences with some professors. I did not feel like they really cared about their students' success."* • *"There is always room for improvement."* • *"There needs to be more information sent to prospective students regarding programs offered at OCC."* • *"OCC is failing to be accessible. Our campuses are built with the assumption that all students drive to class, which excludes people who cannot afford an automobile or who cannot drive for ability-related, health-related, financial, or legal reasons."* • *"I see a lot of students doing a minimal amount of work and passing classes. I have to wonder how much they are learning."* • *"I only take online classes, so I don't really know what goes on on campus."*	• *"Actions do not align."* • *"There is very little guidance for a student interested in technology, instead of a college degree."* • *"Because OCC claims to be student centered but many of the current and future decisions/changes in procedures/policies and personnel will be disadvantageous to the student. The college's morale is the lowest I've seen, and the administration doesn't seem to care one bit."* • *"Course difficulty has been lowered due to lack of placement testing and online courses. The former means students who are not ready for college are taking courses they are not likely to pass. The latter means there is little to no control over cheating."* • *"Need instructors that are more involved in education."* • *"Because we are failing to create connections in the community. We are not building community amongst all employees at the college. We are worried about parking and that is not the problem of the college. We need to build programs and activities to get people on campus and involved. The community will come."* • *"My classes are a joke. I assume others' classes are similar. I went to real schools prior to this, so can't fool me, my dudes."* • *"Well not only are the students important but so are your employees. Us students are seeing what you guys are doing BTW. I'm very disappointed in OCC. It definitely wasn't always like this."*

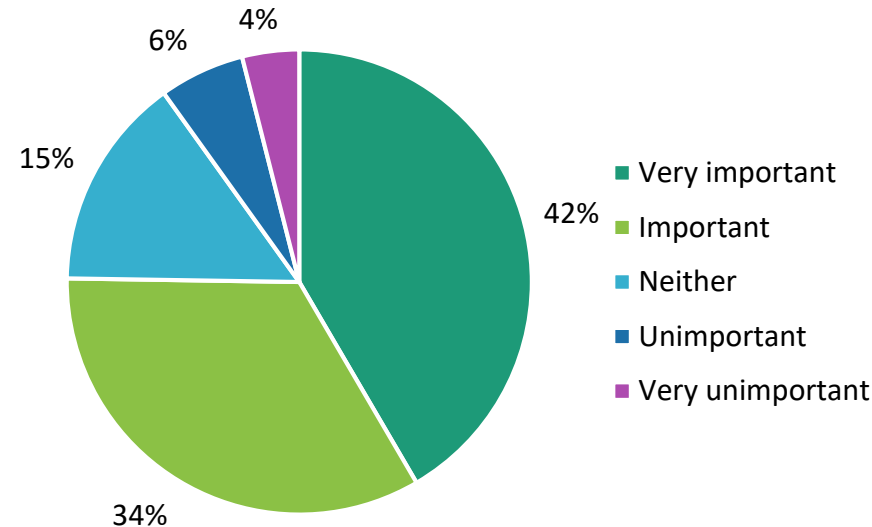# Q. How important are the following OCC Vision statements to you?

BECOME THE COLLEGE OF CHOICE

54%
33%
8%
2% 3%

BECOME THE COMMUNITY PARTNER OF CHOICE

44%
38%
12%
2% 4%

BECOME THE EMPLOYER OF CHOICE

42%
34%
15%
6% 4%
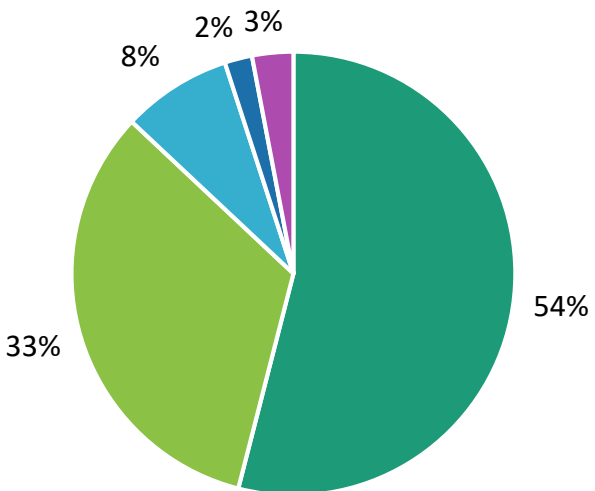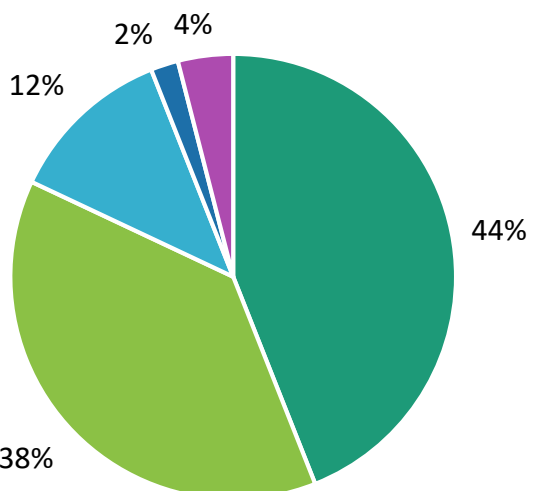
- ■ Very important
- ■ Important
- ■ Neither
- ■ Unimportant
- ■ Very unimportant

All respondents (n=477)

Q. What is your level of agreement that the College is delivering on its Vision?

LEVEL OF AGREEMENT THAT OCC IS DELIVERING ON ITS VISION

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
Become the employer of choice	16%	30%	26%	13%	15%
Become the community partner of choice	17%	41%	26%	7%	7%
Become the college of choice	21%	42%	19%	11%	7%
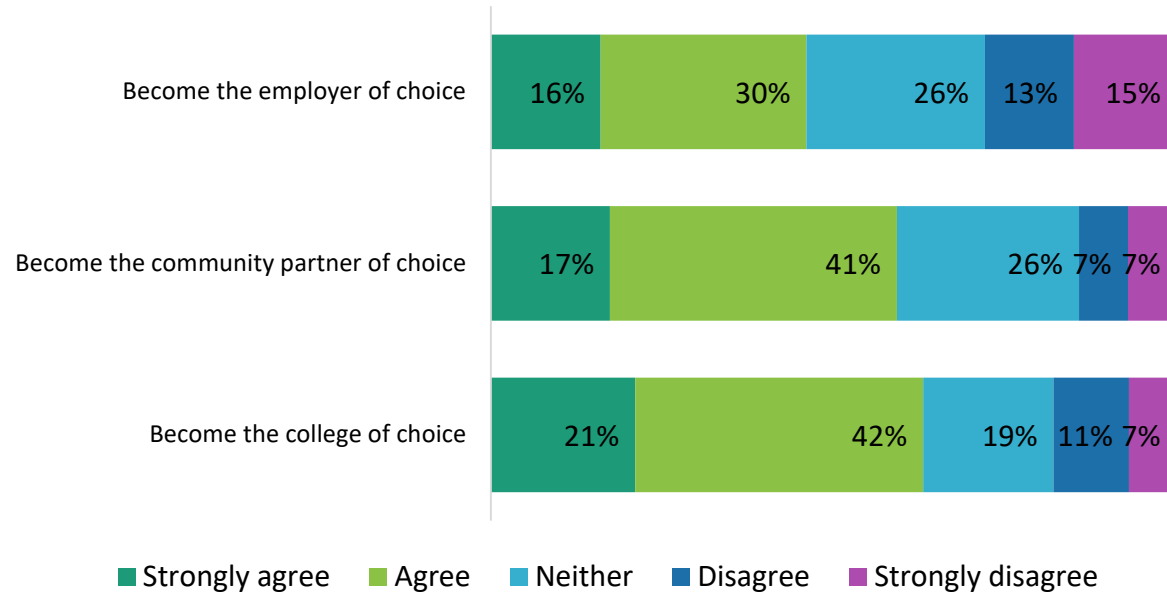
LEVEL OF AGREEMENT THAT OCC IS DELIVERING ON ITS VISION By AUDIENCE

	Alumni	Community	Faculty/ Staff	Students
Top two box (Strongly agree/agree)	n=30	n=45	n=259	n=143
Become the employer of choice.	59%	64%	36%	57%
Become the community partner of choice.	71%	61%	56%	60%
Become the college of choice.	78%	65%	58%	69%

Q. How important are these Values to you?

IMPORTANCE OF OCC's VALUES

ACCESSIBLE - We welcome people of diverse backgrounds and abilities. 78% 17%

EXCELLENT - We offer high-quality and relevant educational experiences and celebrate the accomplishments of our people. 80% 17%

ETHICAL - We act with respect, integrity, and kindness, and carefully steward the resources entrusted to us. 85% 13%

■ Very imp. ■ Important ■ Neither ■ Unimportant ■ Very unimp.

(Note: n=477)

IMPORTANCE OF OCC's VALUES by AUDIENCE

	Alumni	Community	Faculty/Staff	Students
Top two box (Very important and important)	n=30	n=45	n=259	n=143
ACCESSIBLE - We welcome people of diverse backgrounds and abilities.	90%	100%	96%	93%
EXCELLENT - We offer high-quality and relevant educational experiences and celebrate the accomplishments of our people.	97%	98%	98%	97%
ETHICAL - We act with respect, integrity, and kindness, and carefully steward the resources entrusted to us.	97%	98%	98%	96%

Q. What is your level of agreement that the College is delivering on its Values?

DELIVERING ON OCC's VALUES

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |

ACCESSIBLE - We welcome people of diverse backgrounds and abilities: 47% | 35% | 10% | 4%

EXCELLENT - We offer high-quality and relevant educational experiences and celebrate the accomplishments of our people: 34% | 42% | 12% | 6%

ETHICAL - We act with respect, integrity, and kindness, and carefully steward the resources entrusted to us: 37% | 36% | 13% | 7%

DELIVERING ON OCC's VALUES by AUDIENCE

	Alumni	Community	Faculty/ Staff	Students
Top two box (Strongly agree/agree)	n=30	n=45	n=259	n=143
ACCESSIBLE - We welcome people of diverse backgrounds and abilities.	89%	93%	79%	82%
EXCELLENT - We offer high-quality and relevant educational experiences and celebrate the accomplishments of our people.	81%	82%	71%	81%
ETHICAL - We act with respect, integrity, and kindness, and carefully steward the resources entrusted to us.	82%	80%	66%	82%

Note: n=477

Q. Overall, what is your level of agreement with the following statements?

LEVEL OF AGREEMENT WITH STATEMENTS REGARDING BOT AND CHANCELLOR

I am aware of the Board of Trustees (n=426): Strongly agree 37%, Agree 35%, Neither 13%, Disagree 9%, Strongly disagree 7%

I am aware of the Chancellor (n=435): Strongly agree 49%, Agree 30%, Neither 11%, Disagree 6%, Strongly disagree 5%

I believe the Chancellor is an effective leader (n=387): Strongly agree 31%, Agree 28%, Neither 23%, Disagree 8%, Strongly disagree 9%

I believe the Board of Trustees and the Chancellor collaborate effectively to achieve goals (n=351): Strongly agree 24%, Agree 31%, Neither 29%, Disagree 8%, Strongly disagree 9%

Legend: ■ Strongly agree ■ Agree ■ Neither ■ Disagree ■ Strongly disagree

LEVEL OF AGREEMENT WITH STATEMENTS REGARDING BOT AND CHANCELLOR by AUDIENCE

	Alumni	Community	Faculty/ Staff	Students
Top two box (Strongly agree/agree)				
I am aware of the Board of Trustees (n=426)	65%	93%	79%	48%
I am aware of the Chancellor (n=435)	75%	84%	91%	48%
I believe the Chancellor is an effective leader (n=387)	59%	68%	62%	51%
I believe the Board of Trustees and the Chancellor collaborate effectively to achieve goals (n=351)	59%	63%	54%	51%

Q. Is there anything else you would like to share with the College administration?

No/nothing/NA	38%
Good work/thank you/wonderful	13%
Listen/support/empower/consistency	8%
Too many admins/lead not govern/overpaid/politics	6%
Parking/elevators/accessibility/closing campus	6%
Partners/need collaboration/engage	6%
Upgrade facilities/technology/slow processes	6%
Better communications/back door deals/lack of transparency	5%
Hire smarter/develop teams/get rid of negative employees	5%
Culture is important/low morale/show appreciation	4%
Negative comment/hostile work environment	3%
Magnet is an insult/don't waste money/do better	2%
Diversity/international/ASL/different learners	2%
Mental health/tutors/counselors	2%
Tell the OCC story/marketing/awareness	2%
Less remote work/in-person	2%

- *"Peter is a transformational leader. You are fortunate to have him leading the institution."*
- *"The college is ridiculously top heavy, especially considering the plummet in enrollment. Already there are more administrators than faculty. What does that tell you? Doesn't it suggest something about administrative priorities, relative to teaching students? Make administration responsible for little more than parking and keys, and we'll go back to having a successful college. Administrators should work to help faculty, not the opposite."*
- *"Diversity and inclusion should remain paramount in OCC's dedication to offering a personalized, high-quality education at a fair price, considering the current overall cost to obtain a comprehensive collegiate experience. This will have an advantage on graduates throughout their professional lives, and beyond. Thank you, OCC, for everything you have done for me! I am eternally appreciative of your faith in me and my potential to excel. Keep up the good work as you continue to help create and shape tomorrow's leaders."*
- *"We as students pay tuition to attend this college, but must go to another college to get our basic needs met, in order to reach educational goals. This used to be a great school teeming with life and educational opportunities."*
- *"The BOT needs to swing back to center. While they cannot get mired in the minutiae of the day-to-day workings of the institution, maintaining they have only one employee (i.e., the Chancellor) and getting their information almost exclusively through that one person is limiting their understanding of the institution and its needs. They are effectively wearing blinders. As for the Chancellor, he seems to be a very nice and an overall well-meaning individual, but his need for everyone to be happy is blinding him."*
- *"You have the resources to make improvements in the College as a whole. Make smart choices with those resources. For example, changing the mascot is a waste of money and will have no effect on the quality of the educational programming at the College. OCC is a fine community college, and it needs to continue to offer the best classes that are relevant to employers and other colleges."*
- *"Partner with local community groups like the Chamber of Commerce or Optimist Club to do Service Learning. Hire a Service Learning Coordinator to manage the program."*
- *"Not right now, thank you. I do know that if I needed to, I could be heard."*
- *"I'm pretty aware of OCC and its people because I used to work there. But in my current role as a community member, I think it would be helpful to see more information about it. For example, could a brief annual report be mailed to Oakland County homes or sent out digitally?"*
- *"The board seems to be more of a rubber stamp than an oversight body. They need to question more in all areas… is money spent wisely, why aren't graduation rates higher, why is enrollment down?"*
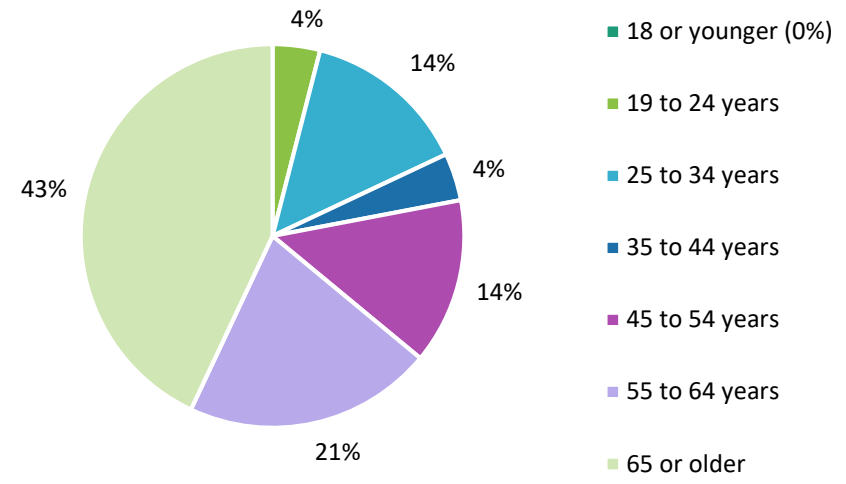
APPENDIX

ALUMNI RESPONDENT DEMOGRAPHICS

GENDER

- Female
- Male
- Other (0%)

39%
61%

AGE

- 18 or younger (0%)
- 19 to 24 years
- 25 to 34 years
- 35 to 44 years
- 45 to 54 years
- 55 to 64 years
- 65 or older

4%
14%
4%
14%
21%
43%

ALUMNI ACTIVITIES

- I am actively involved
- I am not involved
- Other

7%
13%
80%

PAST ATTENDANCE

- Less than one year ago
- 1 to 5 years ago
- 6 to 10 years ago
- 11 to 15 years ago
- 16 or more years ago

4%
25%
43%
14%
14%
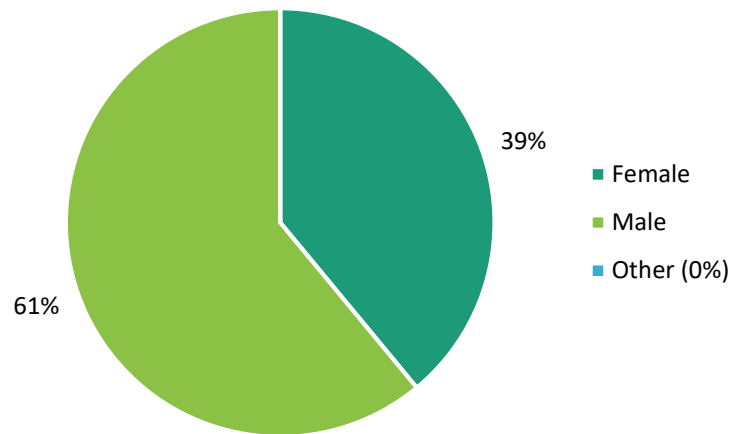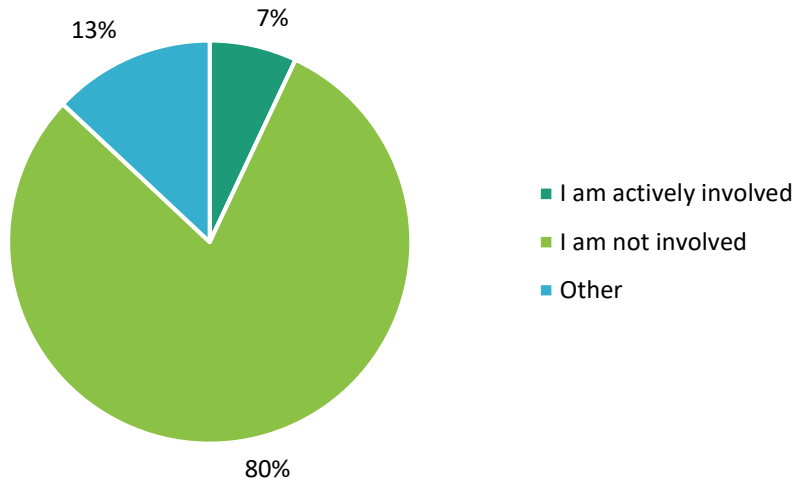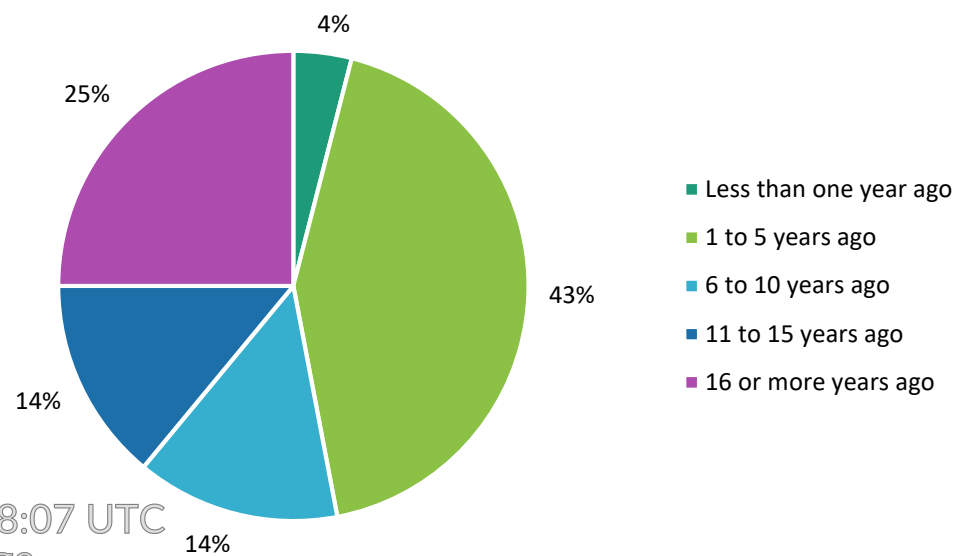
COMMUNITY MEMBER RESPONDENT DEMOGRAPHICS

GENDER

- Female — 49%
- Male — 51%
- Other (0%)

AGE

- 18 or younger
- 19 to 24 years
- 25 to 34 years
- 35 to 44 years
- 45 to 54 years — 11%
- 55 to 64 years — 14%
- 65 or older — 75%

0%
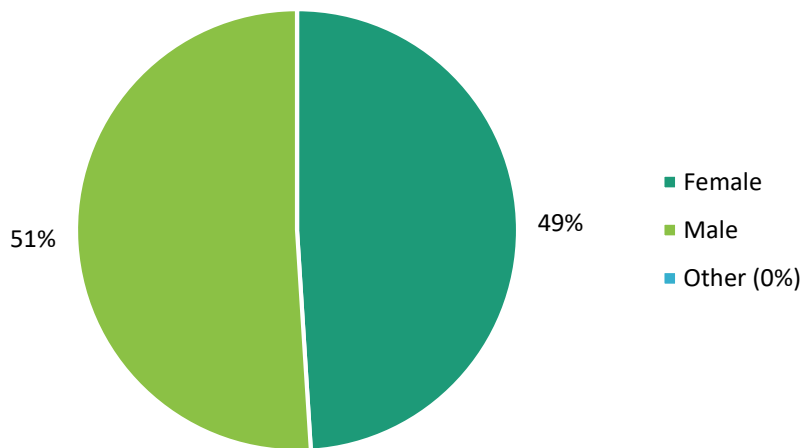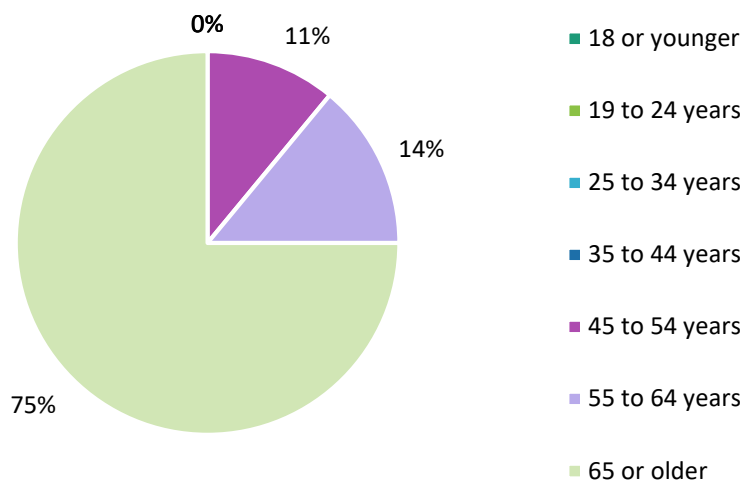
LENGTH OF TIME IN COMMUNITY

- 1 to 5 years — 5%
- 11 to 15 years — 2%
- 16 or more years — 93%
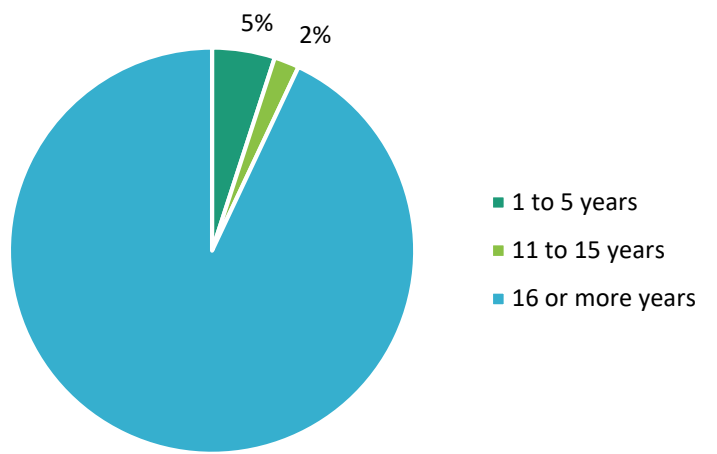
FACULTY/STAFF RESPONDENT DEMOGRAPHICS

GENDER

- Female
- Male
- Other (0%)

73% — 27%

AGE

- 24 or younger (2%)
- 25 to 34 years
- 35 to 44 years
- 45 to 54 years
- 55 to 64 years
- 65 or older

13% — 8% — 14% — 32% — 31%

LEADERSHIP POSITION

- Yes
- No

2% — 98%

ROLE AT OCC

- Faculty
- Staff
- Admin.
- Other

15% — 37% — 9% — 40%
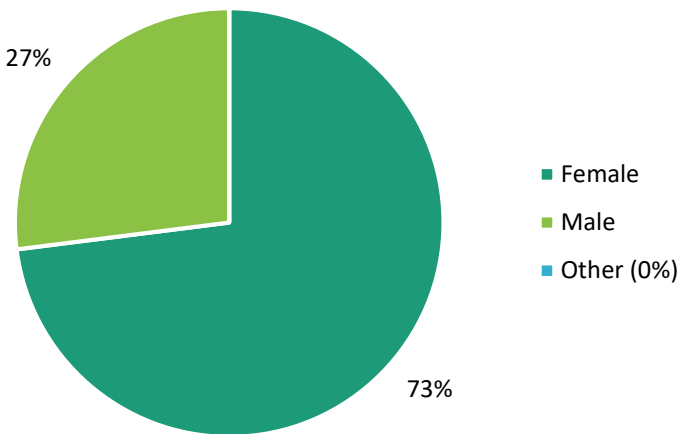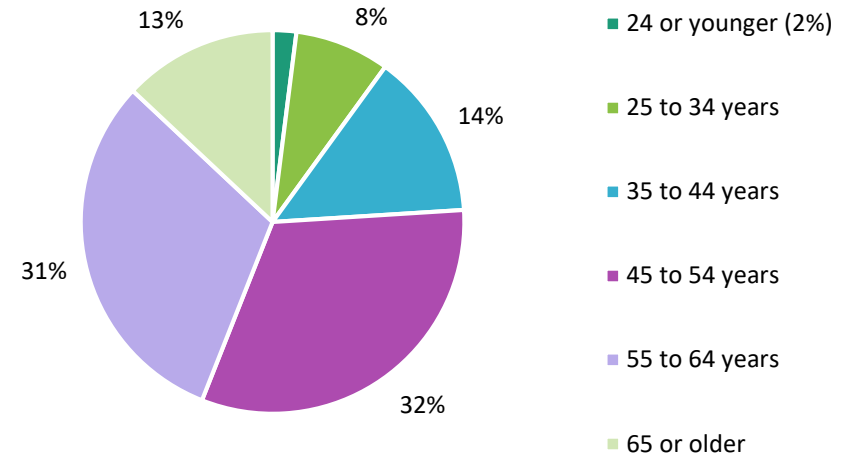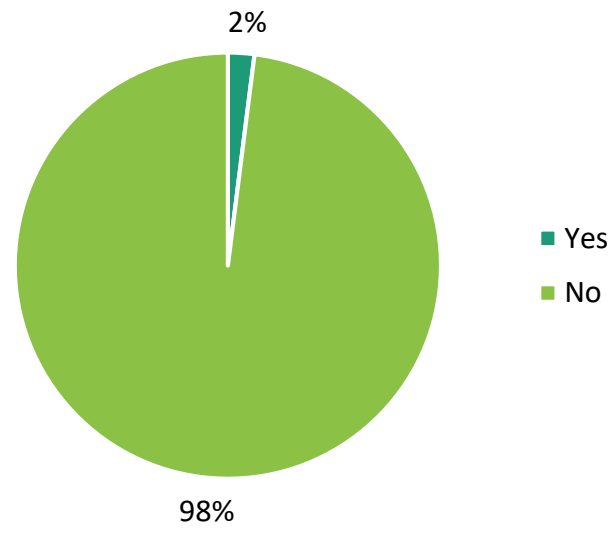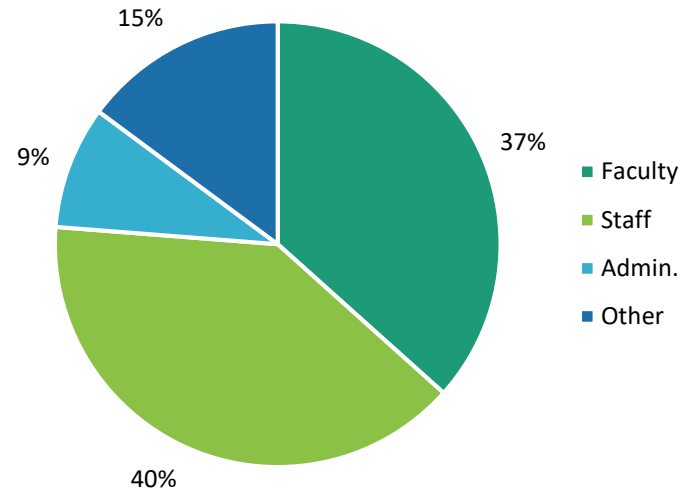
LENGTH OF TIME TEACHING/WORKING AT OCC

- Less than one year
- 1 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 or more years

7% — 28% — 38% — 15% — 13%

Oakland Community College
Research Report
June 18, 2024, Final Report

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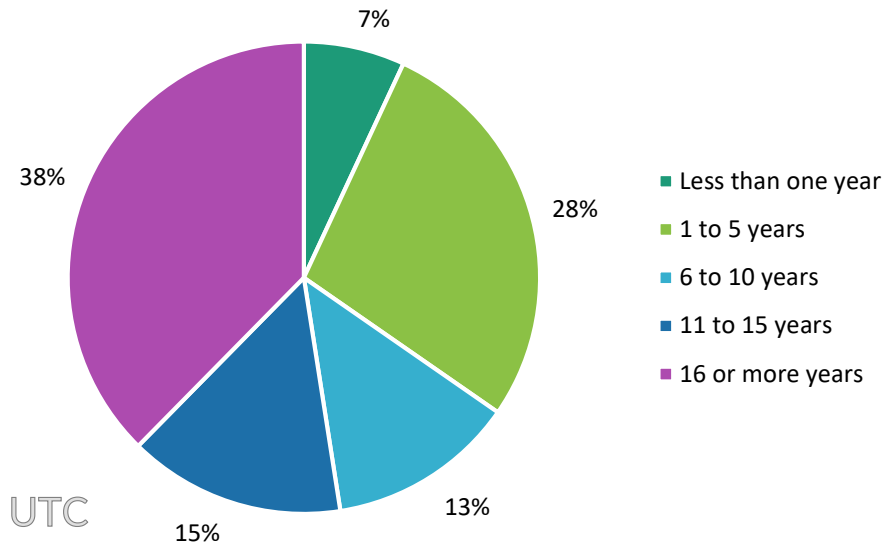
STUDENT RESPONDENT DEMOGRAPHICS

GENDER

- Female — 66%
- Male — 27%
- Other — 7%

AGE

- 18 or younger — 11%
- 19 to 24 years — 29%
- 25 to 34 years — 20%
- 35 to 44 years — 15%
- 45 to 54 years — 15%
- 55 to 64 years — 6%
- 65 or older — 5%

LENGTH OF ATTENDANCE

- Less than one year — 36%
- One to two years — 29%
- More than two years — 35%

STUDENT TYPE

- Full-time — 46%
- Part-time — 47%
- Other — 6%
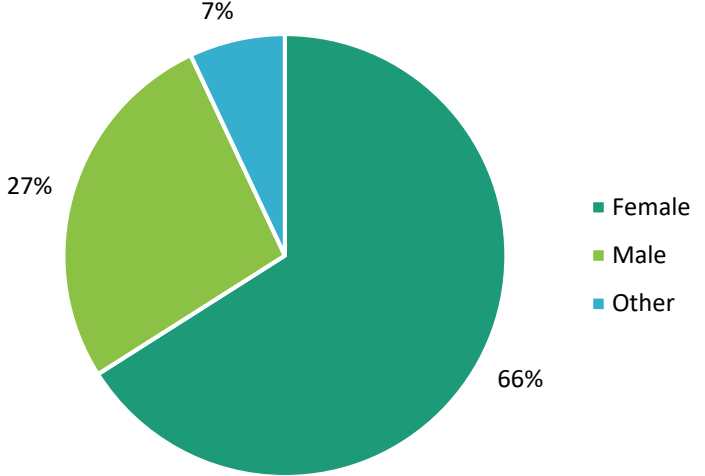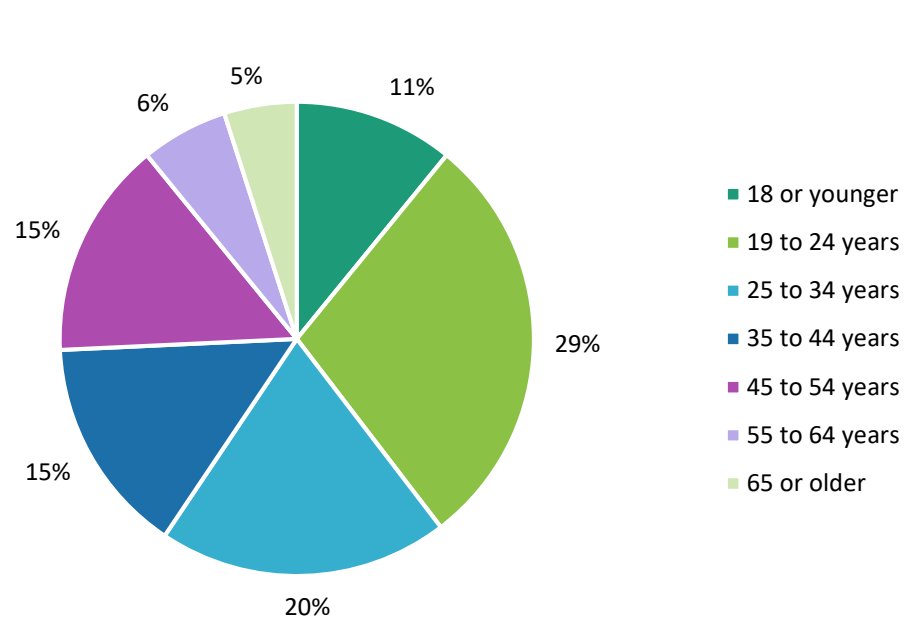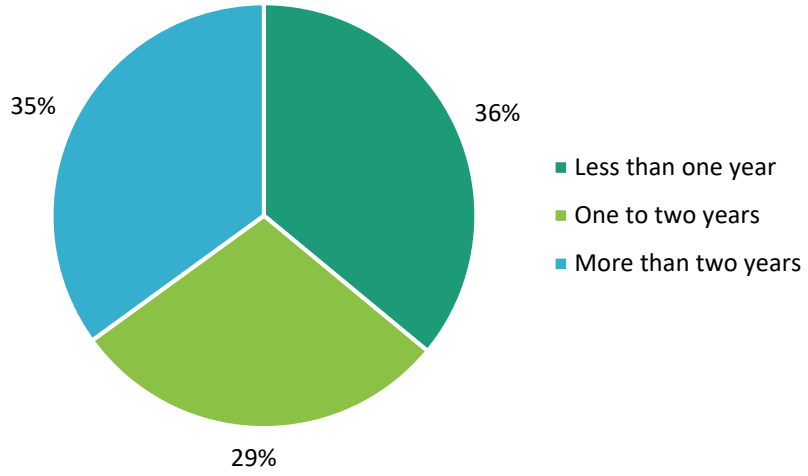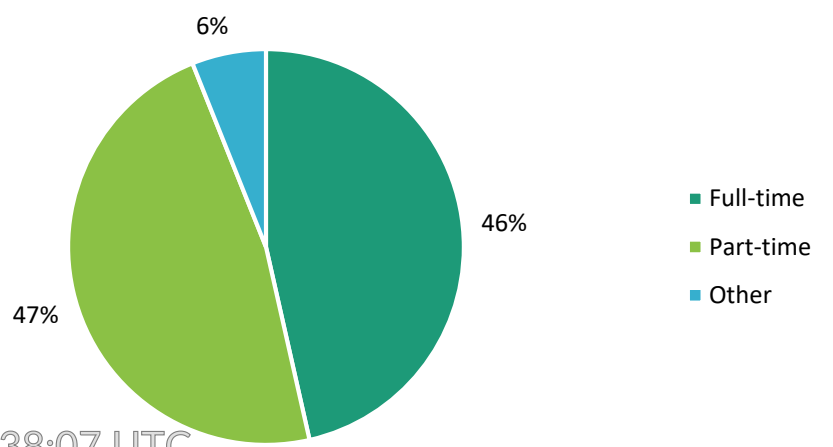
PROJECT TEAM

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INFORMATION

Board Agenda Item 7.2
June 18, 2024

WINTER 2024 MONITORING REPORT

Table of Contents

Executive Summary

In Winter 2024, OCC continued growth in headcount enrollment and average credit enrollment. When students can enroll in and complete more credits early on in their academic journey, then sustain that enrollment, their likelihood of degree or credential attainment and/or four-year transfer increases. While any increase in these rates shows a positive impact on student outcomes, both indicators need to increase further and student equity gaps throughout the college journey need to be addressed, so that all students have the best possible chance to succeed and achieve their postsecondary goals.

National reports show that in Winter 2024, undergraduate enrollment was up 2.5%, which is the second consecutive semester of increase since the beginning of the pandemic and several years of enrollment decline. In Michigan, undergraduate enrollment increased by 2.0%, while OCC increased by 4.0%. It is important in the current landscape to maintain and increase access to community college, while continuing to innovate toward a primary goal to double the graduation rate.

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. Community college completion remains a complex and mission-focused goal, to help fit higher education advancement and earned credentials into the lives of students who are working, caring for families, and facing economic challenges throughout their college pursuits. OCC strives to research and adopt the best national models of how to increase student success and equity, then evolve as an institution to continuously improve in service to our students and community. 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
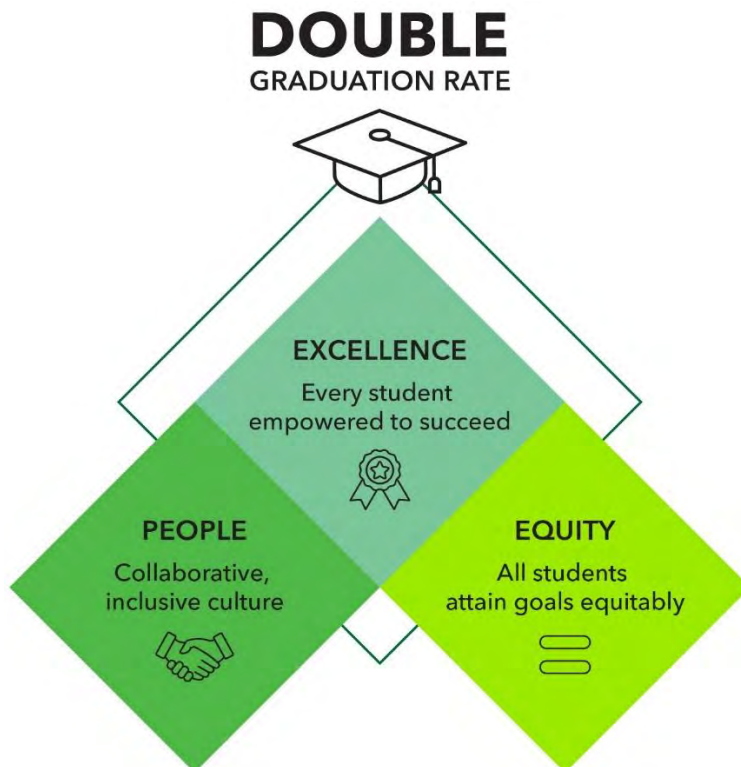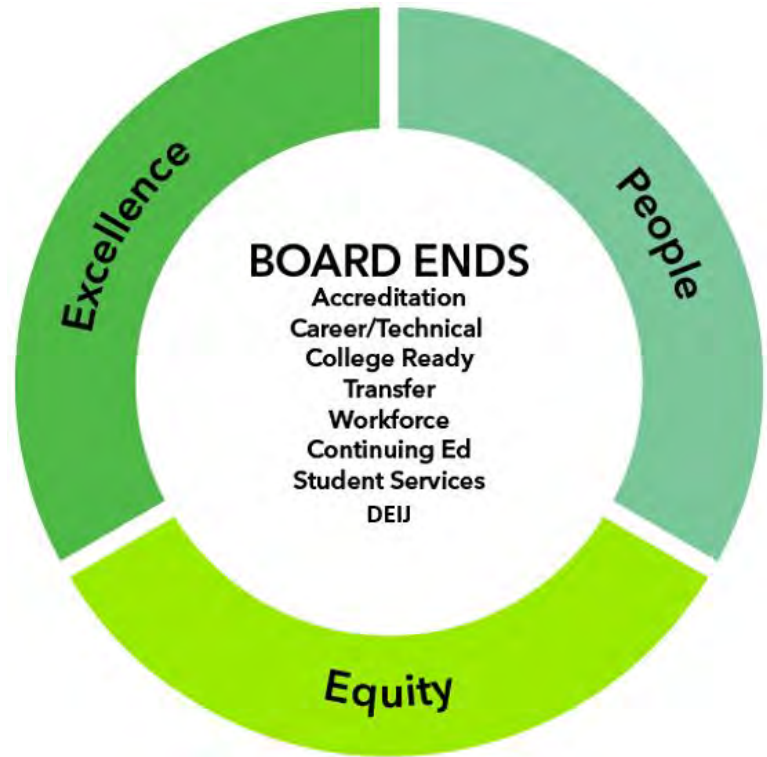
Strategic Direction 3: Advance Diversity, Equity, Inclusion, and Justice Policy and Practice

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.

BOARD ENDS
Accreditation
Career/Technical
College Ready
Transfer
Workforce
Continuing Ed
Student Services
DEIJ

Excellence · People · Equity

DOUBLE
GRADUATION RATE

EXCELLENCE
Every student empowered to succeed

PEOPLE
Collaborative, inclusive culture

EQUITY
All students attain goals equitably

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	2021	2022	2023	2022-23 % Change	2023 Target	Target to Actual
Conversion rate	32.5%	33.8%	32.7%	-3.3%	33.0%	-0.3
Headcount enrollment	14,174	13,677	14,102	+3.1%	13,518	+584
Average enrolled credits	8.19	8.37	8.45	+1.0%	8.41	+0.04
Fall to Fall persistence	52.6%	54.1%	56.2%	+3.9%	54.5%	+1.7

Winter Semester Core KPIs	2022	2023	2024	2023-24 % Change	2024 Target	Target to Actual
Conversion rate	30.2%	32.3%	32.6%	+0.9%	33.0%	-0.4
Headcount enrollment	13,776	13,574	14,122	+4.0%	14,135	+13
Average enrolled credits	8.06	8.24	8.36	+1.5%	8.16	+0.20
Fall to Winter retention	73.7%	73.7%	73.0%	-0.9%	73.1%	-0.1

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
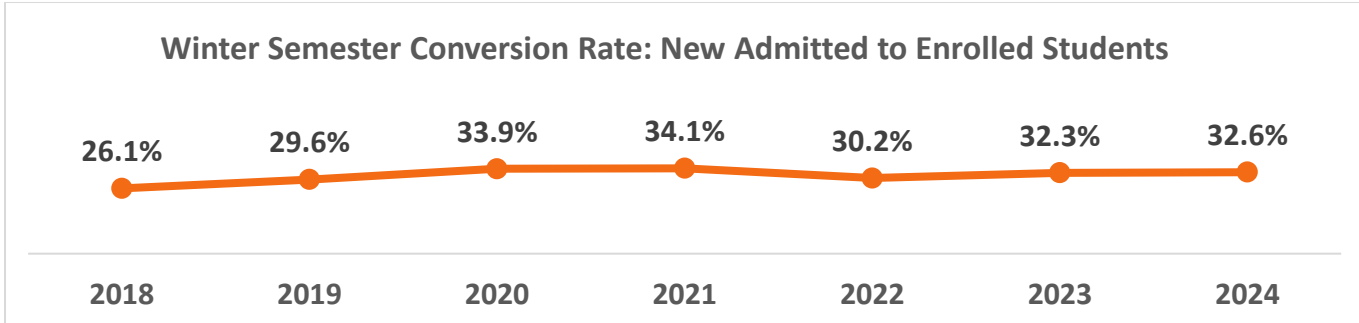- D3C3 + NISS: Proactive Systematic Student Success Structure

From 2023 to 2025, OCC is implementing 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.

The conversion rate is the percentage of new admitted students that register and stay enrolled in the semester past the drop/add deadline. In recent years, the summer conversion rate has shown significant improvement and consistently exceeds the college goal of 33% . Marketing and Admissions outreach efforts, community partnerships to attract students to programs that provide skills for high-demand careers, an increase in online program and course options, and opportunities for guest student enrollment are all factors that help to maintain and improve the conversion rate for future semesters. In 2022-23, the average conversion rate (yield) at four-year public colleges reporting data in Michigan fell to 21.1%. (Note: Community colleges rates are not collected.)

Winter Semester Conversion Rate: New Admitted to Enrolled Students

2018	2019	2020	2021	2022	2023	2024
26.1%	29.6%	33.9%	34.1%	30.2%	32.3%	32.6%

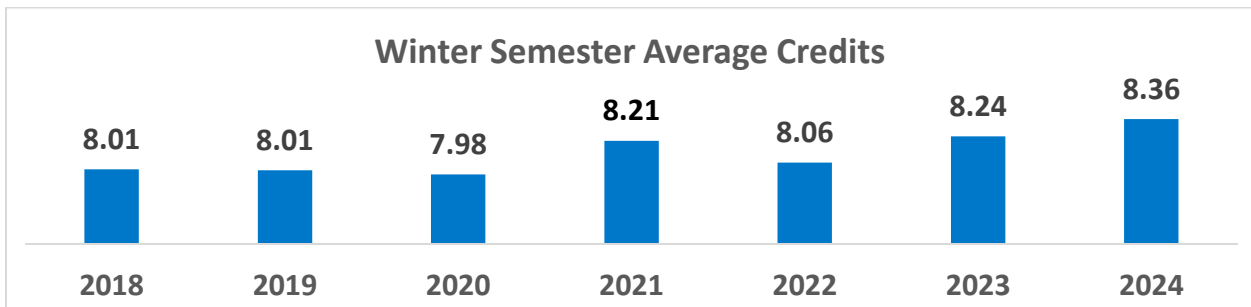Data Source: Institutional Effectiveness, End of Session Data

Nationwide, undergraduate enrollment increased 2.5% from Winter/Spring 2023 to Winter/Spring 2024, but in Michigan, overall undergraduate enrollment increased by 2.0%.

Winter 2024 Enrollment Comparison

- Michigan Undergraduate Enrollment: 2.0%
- OCC: 4.0%
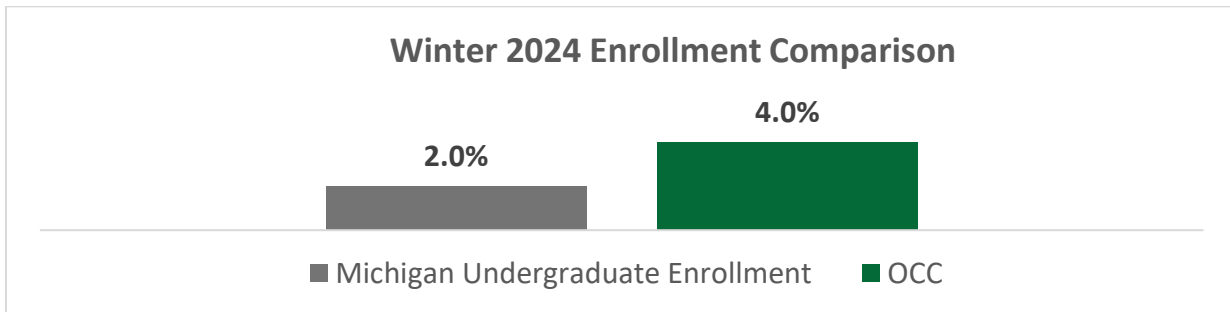
Comparison Data Source: Current Term Enrollment Estimates | National Student Clearinghouse Research Center (nscresearchcenter.org)

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.

Winter Semester Average Credits

2018	2019	2020	2021	2022	2023	2024
8.01	8.01	7.98	8.21	8.06	8.24	8.36

Data Source: Institutional Effectiveness, End of Session Data

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 and even achieve a higher retention rate. These effects have sustained every semester since Fall 2021 and represent a proven strategy for growing student credit attainment and progress. An increase in students taking both online and on-ground classes at once has resulted in increased credit enrollment and credit attainment. This success builds momentum toward completion and can reduce the time to goal attainment.

Fall 2023 Student Type (based on course taking behavior)	# of Student	% of Students	Average Credits Enrolled	Average Credits Earned	Fall to Winter Retention Rate
Exclusively On-Ground Classes	4,759	33.7%	7.8	6.3	75.7%
Exclusively Online Classes	4,779	33.9%	7.2	4.8	63.9%
Both Online and On-Ground Classes	**4,563**	**32.4%**	**10.4**	**7.8**	**79.4%**
Total	14,101	100.0%	8.5	6.3	73.0%

Winter 2024 Student Type (based on course taking behavior)	# of Student	% of Students	Average Credits Enrolled	Average Credits Earned
Exclusively On-Ground Classes	4,443	31.5%	7.7	5.6
Exclusively Online Classes	5,155	36.5%	7.1	4.8
Both Online and On-Ground Classes	**4,525**	**32.0%**	**10.4**	**7.8**
Total	14,123	100.0%	8.4	6.0

The Michigan Reconnect Grant Act provides funding for adult learners who have not yet earned a college credential. It also includes several 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
- Data on the increased income of graduates
- A significant annual increase in student completion to maintain Reconnect eligibility

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

Starting in Fall 2023, Michigan Reconnect funding became available to students age 21 and over. These students have up until November 15, 2024 to apply for Reconnect funding eligibility through the State. So far in 2023-24, 732 OCC students joined this Reconnect expansion

program for age 21+, adding to 3,386 OCC students attending OCC this year through the Reconnect program for age 25+. Combined, this past year over 4,000 students at OCC benefitted from this program to encourage returning adult learners and those who have not yet attended college or completed college.

Fall to Winter Retention

Fall to Winter retention at OCC has been a more stable and equitable metric overall than Fall to Fall persistence, though there remains room for growth and improvement. Year-round enrollment is a key way that students can maintain steady progress toward their academic goals. By enrolling in Fall, Winter, and Summer semesters, increasing average credit enrollment, and focusing on course success, the first semester and first year of enrollment can set a foundation for overall student success and completion.

Fall to Winter Retention

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
71.5%	72.5%	73.0%	71.2%	73.7%	73.7%	73.0%
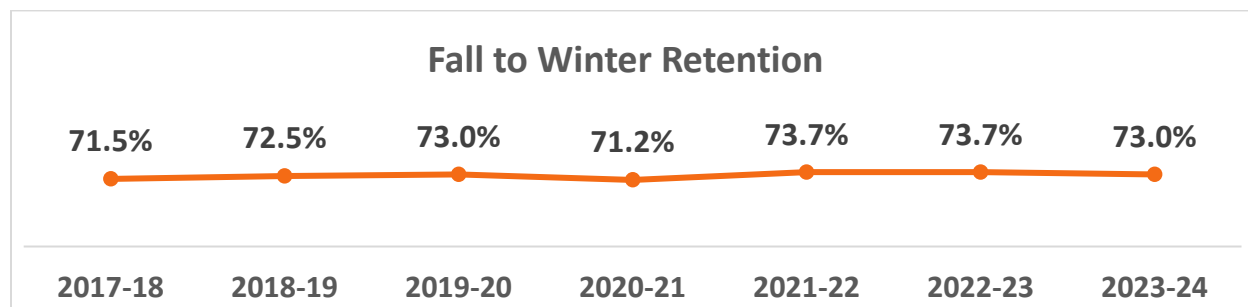
Data Source: Institutional Effectiveness, End of Session Data

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.

1.2: 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 Enhancement
- D3C3 Employer-Based Mobility Pathways and Integrated Career Development

TLC Mission: Effective professional learning is coordinated through the Teaching and Learning Center (TLC), 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 were deployed from Winter 2022 through Summer 2023 and were assessed again via the second administration of the survey in Fall 2023, to measure and evaluate progress toward specific goals for the student experience at OCC. In Winter 2024, Institutional Effectiveness conducted data sessions with several groups collegewide, to review the results and help formulate actions for continuous improvement.

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. Highlighted accomplishments in 2023-24 include the validation and addition of 32 credential to course equivalencies added to the Michigan Transfer Network (MTN) in fields such as Automotive Technology, Computer Information Systems, Criminal Justice, Machine Tool Technology, and more. In Winter 2024, eleven OCC faculty from a

wide variety of disciplines created and expanded CPL tools that can help recruit students and support their early credit momentum. These projects included the development of portfolio-based CPL for the first time at OCC in Early Childhood Education and in Mental Health / Social Work. In Winter 2024, OCC also achieved a policy change for Credit by Exam fees, shifting from charging students full tuition to a $25 flat nonrefundable fee and waiving that fee for non-credit to credit students. This policy change helps to make credit by exam more accessible and affordable for students. As a result, OCC went from least competitive to most competitive among regional peer institutions for the cost of credit by exam. In total, nearly 3,500 CPL credits were awarded to 274 students in Academic Year 2023-24 and that work will continue to grow as a core strategy for early momentum, equity, and completion outcomes.

In 2023-24, through the D3C3 grant, OCC implemented a strategy for Gateway Course Enhancement. This work introduces pedagogical and curricular innovations into courses with high rates of D/F grades or withdrawal (DFW) that act as barriers to student progress in key disciplines such as Math, Biology, Accounting, Computer Information Sciences, English, Business, etc. Evaluation of this work includes course outcome comparison, student and faculty surveys, and focused student outreach efforts.

All three active strategies within this objective: Optimized Modalities, Credit for Prior Learning (CPL), and Gateway Course Enhancement are intentional, data-focused ways to advance student credit attainment toward achieving academic goals. Further, through D3C3, 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

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. In 2023-24, this work continued to inform college strategy and the creation of departmental KPIs.

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.

This strategic objective team is now focused on supporting the creation of departmental KPIs in the context of peer data through the National Community College Benchmarking Project (NCCBP) and the investigation of data literacy training opportunities to help grow professional learning around the understanding and use of data at OCC.

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.

In 2024, efforts toward this strategic objective will include leadership and committee work focused on further evolving institutional culture, to grow norms and accountability measures for 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) first launched in 2021-22, redeployed in 2023-24, and will continue to be offered every other year. 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 survey cycles inform continuous improvement and help 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. During OCC's 2024 MLK Convocation on January 8, the College had the unique honor to welcome speaker Dr. Bernice A. King, the daughter of Dr. Martin Luther King, Jr. This event focused on a meaningful discussion of the steps we all can take to get involved and be an active part of creating a more just world.

2023-24 Strategic Directions

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.

Thanks to the generous investment of the Ralph C. Wilson, Jr. Foundation and the Ballmer Group, OCC's grant-funded strategies launched in 2023 and implementation will continue through 2025. Highlights of these systems change efforts include:

Student Success strategies in partnership with the National Institute for Student Success (NISS)

1. Proactive, systematic student success analytics
   a. CRM Advise for data-based proactive counseling and real-time student support at scale.
   b. The New MyOCC (through Ellucian Experience) will provide a user-friendly, dynamic portal for students and employees to access personalized dashboards and dynamic information/communications.

2. Gateway course enhanced instruction includes curricular and pedagogical innovation alongside embedded support to help increase the success rate of foundational courses that can act as barriers to student persistence and completion.

3. Operational efficiency & impact
   a. Student information system (SIS) optimization involves collaboration with technical consultants to streamline Colleague processes and allow better integration across programs by de-customizing screens and increasing the consistency and effectiveness of how the SIS is used. OCC will also use this opportunity to migrate Colleague to a cloud-based Software as a Service (SaaS) infrastructure.
   b. E-forms and workflow project includes a partnership with Softdocs to prioritize and digitize current paperwork requirements, to reduce bureaucracy and increase efficiency for students and staff.

K-12 Alignment strategies in partnership with Oakland Schools and Achieving the Dream

1. Advance K-12 partnerships
   a. Help develop a K-14 system of education in Oakland County.
      Beginning with junior high and throughout high school, grow knowledge and

       abilities related to academic skills, college and career pathways, awareness of OCC opportunities, and financial literacy.

2. Grow dual enrollment
   a. Expand dual enrollment through connections with high school families, students, and staff. Package and promote dual enrollment/early college opportunities to give students college experience and learning.

3. Bridges to Success
   a. Grow equity of college awareness and preparation, dual enrollment participation, and OCC matriculation through holistic programming for cohorts of students in under-resourced high school districts (i.e. Madison, Pontiac, Oak Park, Southfield, Hazel Park).

4. Expanded staffing capacity
   a. K-12 and Youth Partnerships Coordinator
   b. Dual Enrollment Navigator

5. Strategic guidance
   a. Connect with Achieving the Dream on sector-level strategy and national expertise on building equitable systems of postsecondary access and success.

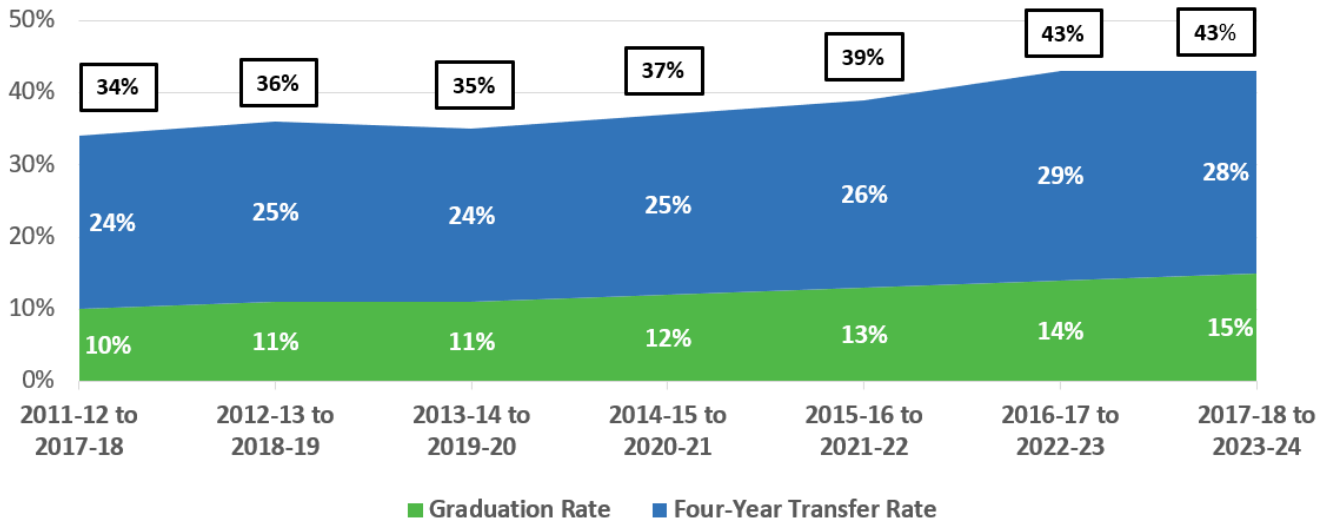**Mobility Career Pathways** in partnership with MICHauto

1. Credit and non-credit mobility pathways
   a. Create, adapt, and incorporate emerging mobility technologies for pathway programs in EMIT, IT, and Workforce Development.

2. Ongoing career development
   a. Develop career connectedness at every employment level and build ongoing career development opportunities for students. Build connections between industry leaders, faculty, and students to support students' ability to secure internships, pre-apprenticeships, apprenticeships, and jobs. Use workforce ties to inform curriculum development, advisory committees, and industry connectedness.

3. Expanded staffing capacity
   a. Career Connectedness Coordinator (EMIT)
   b. Career Connectedness Coordinator (Business/IT)

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.

Some of OCC's strategies implemented in 2021-24 will still take time to fully impact the six-year graduation cohorts. That said, initial data shows that the graduation rate continues to

increase over the past several years. Through ongoing formative evaluation, the College will build upon this upward trajectory with a focus on greater completion and equity of student outcomes.

Six-Year Completion Rates for New Entering Students

	2011-12 to 2017-18	2012-13 to 2018-19	2013-14 to 2019-20	2014-15 to 2020-21	2015-16 to 2021-22	2016-17 to 2022-23	2017-18 to 2023-24
Total	34%	36%	35%	37%	39%	43%	43%
Four-Year Transfer Rate	24%	25%	24%	25%	26%	29%	28%
Graduation Rate	10%	11%	11%	12%	13%	14%	15%

■ Graduation Rate ■ Four-Year Transfer Rate

Conclusion

OCC 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 to this report. 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 new admitted students that register and stay enrolled in the semester past the drop/add deadline.

D3C3: 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. Through the generous investment of the Ralph C. Wilson, Jr. Foundation and the Ballmer Group, OCC is able to advance significant strategies for student success, K-12 alignment, and mobility pathways with career connectedness.

DEIJ: [Diversity, Equity, Inclusion & Justice (DEIJ)](#) represents OCC's commitment and investment to grow understanding, respect, and inclusion of all through programming, professional development, college strategy and initiatives, and policy and practices.

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: Within this report, an "enrolled" student registers for a course or courses, then stays enrolled past the drop/add deadline, which includes submitting payment for the course(s).

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.