



OAKLAND COMMUNITY COLLEGE®

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OAKLAND COMMUNITY COLLEGE*
Excellence *Empowered.**

Board of Trustees Regular Meeting

Oakland Community College

Tuesday, September 17, 2024 at 6:00 PM

The Regular Meeting of the Board of Trustees of Oakland Community College will be held on Tuesday, September 17, 2024 6:00 p.m., at the Auburn Hills Campus, Room G240, 2900 Featherstone Road, Auburn Hills, Michigan.

Agenda

1. Call to Order

2. Attendance

3. Approval of Agenda

4. Approval of Minutes

4.1. June 18, 2024 Regular Meeting Minutes

4.2. August 20, 2024 Special Meeting Minutes

4.3. August 20, 2024 Special 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. State of Michigan Appropriation Local Strategic Value Resolution

6.2. ACCT Leadership Congress Delegate

7. Information Items

7.1. Annual Monitoring Report

7.2. Board Self-Evaluation

8. Board Comments

9. 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, June 18, 2024 at 6:00 PM EDT

@ The Regular Meeting of 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, Room G240, 2900 Featherstone Road, Auburn Hills, Michigan.

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 with an update on OCC Campus properties.

1. Call to Order

Chair Jackson called the meeting to order at 6:01 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. Trustee Callaghan requested two items to be added to the agenda; 7.3 Update on Academic Advisors, and 7.4 Update on Legislation for Free Community College.

Motion:

Move to approve agenda with the addition of 7.3 Update on Academic Advisors and 7.4 Update on Legislation for Free Community College.

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

4. Approval of Minutes

4.1. May 21, 2024 Regular Board Meeting Minutes

 [05.21.2024 Regular Meeting Minutes DRAFT.pdf](#)

Motion:

Move to approve the minutes of the May 21, 2024 Regular Meeting.

Motion moved by Susan Gibson and motion seconded by Shirley Bryant. Motion passed unanimously.

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

Motion:

Move to approve the minutes of the May 21, 2024 Closed Session.

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

Motion passed unanimously.

5. Communications

5.1. Community Comments

Dennis Quist, OCFPA President addressed the Board requesting that union updates be added onto the agenda for Board meetings. In addition, he requested the Board to direct administration to return to having OCCFA leadership and College administration meet regularly.

Counselors Kristine Evans, and Nahrein Atkinson, addressed the Board regarding the Counseling Department and ongoing changes.

Counselor Tony Midea read a support letter from a teaching faculty member that could not attend the meeting.

Beth Garlock, current adjunct counselor and retired full-time counselor read a letter supporting OCC Counselors from Oakland Counseling Association.

Kaitlyn Guzzi, full-time faculty member shared with the Board her observations in relation to the Highland Lakes Campus, and asked the Board to get us back on track to meet our mission.

5.2. Academic Report

5.2.1. Academic Senate Report

John Mitchell, Academic Senate Chairperson offered an update highlighting a range of Academic Senate business during the 2023-2024 academic year, which included:

Senate Work undertaken and completed:

- Regular DEIJ Updates continued to be a component of Senate Meetings.
- Senate held extensive discussion about AI/Chat GPT and its implications for College work; the conversation is continuing in the Professional Learning Committee and in a series of workshops and online resources facilitated by the Teaching and Learning Center. Extensive work and multiple motions on the AI issue has resulted

in a consensus that the existing standing committees need to be the vehicle for the issue; however, we also approved an AI statement guideline to be included in the Syllabus Components Senate-Approved document.

- The Senate had a leadership role in facilitating the first phase of the HL closure: 1) securing faculty office and classroom locations for transferring faculty 2) participating in the closure task force and a Senate ad-hoc committee 3) fostering a much higher level of communication between the College and affected faculty and staff.
- We added an option for students to choose non-degree studies (for students who may be looking to attend for personal enrichment).
- We continued to work on developing better returns on the limitations of Ellucian: 1) better course comments for the schedule of classes was undertaken but will be ongoing next year and 2) We are working on better ways to make hybrid course offerings more visible and more clear to students.
- The discussions and motions about the Staff Parking issue and its relation to shared governance has led to two innovations -- 1) a conversation roundtable with the Chancellor and selected members of senate to take place this summer and 2) the possible formation of an advisory board with cross the college representation to discuss future decisions by the administration.
- A senate motion resulted in a new policy that CIC will be informed of any pending deactivations decided by the College and through that committee senate can be informed in a timely manner.
- The Ad Hoc Committee to research our current enrollment policies and procedures finished their work and this has resulted in changes and updates to our practices, with more set to happen next year.
- The Course Completion Ad Hoc Committee has submitted their report and the support and data for increasing compressed courses and even creating accelerated pathways via these compressions is strong. Next year the committee and Senate will be addressing the practical aspects of this system.
- The Senate worked on areas of concern from the Noel Levitz Satisfaction survey and in particular was focused on providing

students with more timely feedback. The Professional Learning Committee presented best practices and will continue next year to lead senate discussion on ways for faculty to provide more timely feedback in the future.

Senate Work undertaken and still ongoing (to be completed in 2024-2025):

- Continuing Work on the Bookstore problems.
- Senate assistance in the rollout of both the syllabus software and scheduling software packages.
- Continued development of practical and reasonable proctoring options for online courses.
- Continued work on improvements to Ellucian Schedule of Classes issues.
- Continued attention to the Artificial Intelligence issue.
- Professional Development of changes in accommodations via liaising with ACCESS.

Mr. Mitchell noted it has been an honor and pleasure to serve as College Senate Chair for the past six years.

5.2.2. Provost Update

Dr. Jennifer Berne, Provost answered Trustee Callaghan's question about moving from a semester calendar to an annual calendar. She noted that Associate Provost Chapman met with a diverse group of employees to discuss this option and it was opposed to move in that direction. That opposition was for various reasons including pre-requisites, tuition payments and others.

Dr. Berne provided an update on Academic initiatives including:

- 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, and more.
- Thus far, we have 12 faculty engaged in large-scale research projects, 10 online courses undergoing rebuilds to be more engaging for students, 57 faculty have engaged in mini-projects to change small elements of their courses to engage students, and 10

of those have gone on to complete follow-up projects to create larger changes based upon those experiences. Faculty are working with strategies like 1-on-1 conferencing with students, implementing student-developed research projects within the disciplines, gamification of course materials, flipped classroom models, and coaching programs for students in Math and English. We plan to host a poster session event on October 4th, prior to discipline day, featuring projects and findings from gateway faculty participants.

- Each semester, around 10,000 students enroll in these foundational courses. By focusing on their success, course by course, we can have an impact on early momentum attainment and retention for that large subset of our student population. This approach to our students enhances their success and we will work to build on it in the semesters ahead through this work.

5.3. Chancellor's Comments

Chancellor Provenzano's comments included the following:

- Welcoming new employees: Elizabeth Born, Cynthia Chiara, Darrell Parks, Kristine Rouleau, and Michael Willis
- Congratulated and/or recognized
 - Elizabeth Green on her recent election as President of the Michigan Archival Association. Elizabeth works as the College's Records Manager and Archivist at the Auburn Hills campus
 - OCC Faculty member and Detroit artist, Tylonn Sawyer, is remembering Pulse Nightclub Victims during a Pride Month exhibition. Entitled, "Forever Young," Tylonn's tribute used colored pencil to honor the victims in the tragic shooting in Orlando in 2016
 - Michelle Pergeau-Dudgeon, Karyn Holiday, Julie Gunkelman and Brianne Bouska on completing the two-year Galileo Leadership Academy.
 - OCC's Nursing Quality and Safety Committee has been recognized regionally and nationally as "an exemplar for promoting a [just culture](#) in nursing education." The College's Good Catch report and Quality and Safety Reporting Tool identify trends and provide direction for process improvement, with the overall goal of improving the quality and safety of the clinical practice of students

and faculty. It serves as a model for other colleges across the country. Congratulations to OCC Nursing Faculty Nina Barkell, committee chair and all of the members.

- Oakland Early College graduated 46 students this June! That's an 11 fold increase since its first graduating class in 2009. 2636 credits were earned by the students. I want to thank Chair Jackson and Joe Petrosky for attending the ceremony and cheering on the grads. I'd also like to recognize OEC school head, Morrison Borders for his leadership.
- Our Dental Hygiene program's Pinning Ceremony was held on May 23 at the Smith Theatre. You can see 16 of them here in the photo with the "tooth" balloon bridge. Our thanks to Jennifer Shelbourne and our wonderful health sciences faculty for another successful year.
- It was only one month ago that OCC celebrated Commencement, where 611 grads crossed the stage with 4,500 guests cheering them on. It was quite a sight to behold, and it all seemed to go like clockwork. , I want to thank Ken Faulk, Steve Linden, the marketing and communications staff and all OCC employee and student volunteers for organizing a day that allowed each graduate to feel special.
- Starting Fall of 2024, Oakland University will open their residences to OCC students. Oakland University is only five minutes away from OCC's Auburn Hills main campus. This is a great option for students looking for a place to live while attending OCC and get the university feel with affordable community college tuition. Benefits include: free wi-fi, laundry, parking and even toilet paper! (I may just think about moving there, haha.) Our thanks to Vice Chancellor Kim Hurns for turning this dream into a reality.
- Yesterday, Henry Ford College, Macomb Community College and Oakland Community College joined together to teach more about the significance of Juneteenth. We sponsored Mama Jatu, a storyteller and educator at the Charles H. Wright Museum of African American History, who brought history to life. She informed us about Juneteenth, also called Juneteenth Independence Day, Freedom Day and Emancipation Day. Our

thanks to Kristina Marshall for helping us all to learn more about the history and meaning of Juneteenth.

- Nine of our full-time counselors attended a D3CS Student Success Cluster meeting at Schoolcraft College to share the work that they have been doing implementing the CRM, establishing caseloads and developing a Standard of Care based on the NISS/Georgia State best practices in advisement. Along with the Dean, the team was able to proudly share our progress and learn from colleagues at other community colleges. The meeting of the eight community colleges was a milestone in the work the colleges have been doing to increase student success as part of the D3C3 Grant.

5.4. Student Engagement Report

No report

6. Action Items

6.1. Board of Trustees MCCA Representative and Alternate

 [6.1 MCCA Representative & Alternate Appointments.pdf](#)

Motion:

Move for the Board of Trustees to appoint Trustee Gibson as representative to the MCCA Board of Directors and that Trustee Bryant be appointed as alternate representative to the MCCA Board of Directors for a term beginning July 15, 2024 and ending July 14, 2025.

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

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

 [6.2 Proposed Amended Board Policy Procedure.pdf](#)

 [1 18 Trustee Vacancy Procedure REDLINED 05.29.2024.docx](#)

Motion:

Move to approve the second reading to adopt the amended Trustee Vacancy Policy Procedure.

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

Trustee Callaghan asked as a housekeeping item, to have a table of contents added for the appendices. B. Rae noted that will be added.

7. Information Items

7.1. Community Review Results Presentation

 [7.1 Community Review Survey Results.pdf](#)

SeyferthPR representatives, Karen Kirchenbauer and Debora Kiekoover provided a PowerPoint presentation of the survey results, that was conducted earlier this spring.

Motion:

Move to receive and file the Community Review Survey results.

Motion moved by Susan Gibson and motion seconded by Shirley Bryant. Motion passed unanimously.

Trustee Callaghan asked the trustees to itemize the takeaways, which can be revisited in the fall to determine how we can move forward utilizing those takeaways.

7.2. Winter 2024 Monitoring Report

 [7.2 Winter 2024 Monitoring Report .pdf](#)

 [Winter 2024 Monitoring Report Presentation - FINAL 6.10.24.pptx](#)

Kristin Carey Li, Director of College Strategy provided an details about the Winter 2024 Monitoring Report. Some of the topics covered were:

- Optimized Strategic Process
- Key Performance Indicators
- Enrollment Trends
- Fall to Winter Retention
- Early Momentum Metrics
- Strategic Action Projects
- Credit for Prior Learning
- Compressed Courses
- Double Graduation Rate
- Completion

Dr. Steven Simpson, Chief Strategy Officer addressed the Board and provided information based on the data. He noted that he heard many passionate speeches tonight and he notes that he has his own views and opinions and will be happy to share those outside of the meeting. Dr. Simpson then highlighting the graduation rate, which is at 15%, the highest in many years. He stressed to the Board, with the changes we have been making and all the items that are noted by many as detrimental to the student experience, our student completion rate has significantly increased.

Motion:

Move to receive and file the Winter 2024 Monitoring Report.

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

Motion passed unanimously.

7.3. Academic Advisor Update

Vice Chancellor for Student Services, Dr. Kimberly Hurns noted that they have drafted a job description, keeping in mind the two jobs academic advisors and counselors, and the difference in their roles. The next item planned, is to talk with OCCFA to move forward with this initiative. Georgia State and Wayne State have used this model successfully, and it helped immensely to increase their graduation rates. Dr. Hurns stated they plan to start off with three advisors total, which would be college-wide. There still is much work to complete, so the potential to start by fall is slim. These advisors will not replace adjuncts and it isn't a one to one comparison. With the addition of advisors, we are able to assign case loads to counselors allowing them to be assigned to students, so they will be with the students throughout their OCC career.

7.4. Legislation for Free Community College Update

Eunice Jeffries, Director of Government and Community Relations reported on the Community College Guarantee. She noted the Governor presented this during her budget presentation. It was an idea offered, but not a free standing bill. The Governor had it in her budget and the Senate had another version in their budget line. Through the MCCA we heard about all the different impacts on the institutions, and there was a decision to have one voice for all 31 colleges. The following is a unanimous and public statement that MCCA provided to legislators on behalf of all Michigan Community Colleges.

“Michigan’s broad and diverse association of community and tribal colleges stands together in our unanimous support of the Michigan Achievement Scholarship Community College Guarantee Compromise. The Michigan Achievement Scholarship (MAS) is a game-changing program for college affordability in our state, and we believe updates to the program will ensure that it benefits all students, whatever their educational goals and personal circumstances.

“The MAS Community College Guarantee Compromise is a tuition-free path for recent high school graduates who enroll full-time at a community college in which they qualify for in-district tuition or a tribal college. Under the plan, students not eligible for in-district tuition may receive a last-dollar award amount capped at the amount of in-district tuition and fees. And, all students eligible for the MAS and who qualify for a federal Pell Grant will qualify for an additional payment of \$2,000 to help cover costs of attendance.

“These key updates to MAS represent a compromise proposal that combines the best aspects of the work done by the Governor’s office, the House and the Senate, and we are confident this approach will grow Michigan’s college-going culture to change lives, help reach Michigan’s Sixty by 30 goal, and create a more prosperous state.

“On behalf of our schools and our students, we ask that you join us in support of the Michigan Achievement Scholarship Community College Guarantee Compromise.”

This statement went to all legislators it took all the nuances of all three branches. Ms. Jeffries noted that we are no where today with this, but there is good in that and some challenges are in that. As the budget finalize, more may come to life.

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.

Motion:

Move into closed session.

Motion moved by Kathleen Bertolini and motion seconded by Susan Gibson. Roll Call Vote: Callaghan - AYE, Bertolini - AYE, Jackson - AYE, Gibson - AYE, Bryant - AYE

Moved into closed session at 8:10 pm

Motion:

Move to return to open session.

Motion moved by Shirley Bryant and motion seconded by Kathleen Bertolini. Roll Call
Vote: Callaghan - AYE, Bertolini - AYE, Jackson - AYE, Gibson - AYE, Bryant - AYE

Returned to open session at 9:28 pm.

The following motion was added as a result from the Closed Session discussion.

Motion:

Move to authorize the Chancellor and/or his designee, to file with the Waterford Township Planning and Zoning Division, an application to rezone the northern portion of the Highland Lakes Campus to R1-C.

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

9. Board Comments

Chair Jackson thanked everyone for their participation and attendance.
Trustee Bryant inquired if the DEIJ training will be rescheduled.

10. Adjournment

Motion:

Move to adjourn the meeting.

Motion Passed Unanimously. Meeting adjourned at 9:32 pm.



Board of Trustees Special Meeting Minutes

Tuesday, August 20, 2024 at 6:00 PM EDT

A Special Meeting of the Board of Trustees of Oakland Community College will be held on Tuesday, August 20, 2024, 6:00 p.m., at the Auburn Hills Campus, MTEC Building, Room 236, 2900 Featherstone Road, Auburn Hills, Michigan.

This meeting will include a request for a closed session under Michigan's Open Meetings Act, pursuant to MCL 15.268(c), to receive an update on labor negotiations.

1. Call to Order

Chair Jackson called the meeting to order at 6:09 pm

2. Attendance

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

3. Public Comments

None

4. CLOSED SESSION (Presenters: Andre' Poplar)

CONSIDER MOVING INTO CLOSED SESSION, PURSUANT TO MCL 15.268(C), TO RECEIVE AN UPDATE ON LABOR NEGOTIATIONS.

Motion:

Move to go into closed session pursuant to MCL 15.268(c), to receive an update on labor negotiations.

Motion moved by Shirley Bryant 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 6:12 pm.

Motion:

Move to return to open session.

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

Returned to open session at 6:54 pm.

4.1. AFSCME Local Bargaining Unit 1999 Labor Agreement 2024-2029



Motion:

Move that the Board of Trustees approve the collective bargaining agreement with the American Federation of State, County and Municipal Employees (AFSCME) Local 1999 Staff covering the period of July 1, 2024 through June 30, 2029.

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

5. Board Comments

P. Jackson noted that MCCA Summer Conference was a very good and enjoyable.

6. Adjournment

Motion:

Move to adjourn the meeting.

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

Meeting adjourned at 6:55 pm.



ACTION

Board Agenda Item 6.1
September 17, 2024

STATE OF MICHIGAN APPROPRIATION LOCAL STRATEGIC VALUE RESOLUTION

PROBLEM/NEEDS STATEMENT

In order for the College to receive its full appropriation from the State of Michigan, the Board of Trustees must adopt a resolution that certifies to the state budget director the College has met at least four of five best practices listed in three categories of local strategic value:

- a. Economic, Business or Industry Partnerships
- b. Educational Partnerships
- c. Community Services

MOTION

Move that the Board of Trustees approve the attached State of Michigan Appropriation Local Strategic Value Resolution.

OAKLAND COMMUNITY COLLEGE

At a regular meeting of the Board of Trustees of Oakland Community College, State of Michigan, held on the 17th day of September 2024, at 6:00 p.m. Eastern Daylight Savings time, at the Auburn Hills Campus Room G240 in Auburn Hills, Michigan, there were:

PRESENT: ENTER NAMES

ABSENT: ENTER NAMES

The following preambles and resolution were offered by Trustee ENTER NAME and seconded by Trustee ENTER NAME

WHEREAS, Oakland Community College, State of Michigan (the "College") is a community college district organized and operating under Act 331, Public Acts of Michigan, 1966, as amended ("Act 331"); and

WHEREAS, under the provisions of Public Act 201 of 2012 the College receives State of Michigan appropriations; and

WHEREAS, the appropriation in PA 201 section 201(2)(cc) for local strategic value, as developed in cooperation with the Michigan Community College Association, shall be allocated to each community college; and

WHEREAS, one-third of funding available under the strategic value component shall be allocated to each category described in PA 201 Section 230 subsection (4); and

WHEREAS, the following categories of best practices reflect functional activities of community colleges that have strategic value to the local communities and regional economies: Category A, economic development and business or industry partnerships; Category B, educational partnerships; and Category C, community services.

NOW, THEREFORE, BE IT RESOLVED by the Oakland Community College Board of Trustees, State of Michigan, the Board certifies to the state budget director the College meets or exceeds at least four out of five best practices listed in each category described in PA 201(230)(4) in the following specific ways:

Best Practices by Category	Examples of Adherence
Category A: Economic Development and Business or Industry Partnerships (must meet 4 of 5)	
<p>(i) The community college has active partnerships with local employers including hospitals and health care providers.</p>	<p>The College partners with local health systems and hospitals, including Ascension Providence, Corewell Health, the Detroit Medical Center, McLaren Health and St. Joseph Mercy Hospital, for such programs as Health Care Administration, Nursing and Surgical Technology.</p> <p>OCC partners with Henry Ford Health to provide “Grow Your Career” events two times per year; which aims to showcase the Nursing and Health Programs to internal Henry Ford employees. This program offers Henry Ford Health employees the opportunity to use tuition reimbursement dollars in combination with State of Michigan funding opportunities to return to college to advance their careers. In 2024, the event expanded to feature not only Nursing and Health Programs, but other careers employed by Henry Ford Health, such as Public Safety Officers, Computer Technicians, and Electrical Technologies.</p> <p>Additional partnerships with employers centered on training in the skilled trades include Stellantis, HURCO and FANUC among others.</p> <p>OCC is a partner in the Strengthening Community College Grant with Grand Rapids, Lansing, Muskegon and Alpena Community Colleges. Through this grant the college is developing and delivering training programs in Sterile Processing, Certified Nurse Assistant (CNA), Patient Care Technician and Mammography Technician. These partners provide clinical sites and placement opportunities for participants.</p>
<p>(ii) The community college provides customized on-site training for area companies, employees, or both.</p>	<p>The College has 20 current Michigan New Jobs Training (MNJT) Program contracts with area companies totaling nearly \$5 million. New or amended contracts this past year include Magna International, Williams International, Webasto Roof Systems, Electrical Components International and dSPACE.</p>

Best Practices by Category	Examples of Adherence
	<p>In addition, OCC offers a variety of contract training services to business and industry, including Leadership Series, Project Management (PMP) Certification; Prep, Microsoft Office, Apprenticeship Programs, Robotics, Programmable Logic Controls (PLC), Diversity Equity and Inclusion and Teambuilding Courses.</p> <p>Through the delivery of a grant with Oakland County MichiganWorks! OCC provides professional development training programs for MichiganWorks! staff in specialized training areas such as <i>Leadership Perspectives: Handling Angry and Hostile Customers, Cultural Awareness and Response to Active Shooter Situations.</i></p>
<p>(iii) The community college supports entrepreneurship through a small business assistance center or other training or consulting activities targeted toward small businesses.</p>	<p>OCC is a partner in the Goldman Sachs 10,000 Small Business (10KSB) Program. This program is designed to support eligible small business owners as they help drive economic growth in their local communities. The program focuses on immediately applicable, practical skills in topics such as negotiation, marketing and employee management. The 10KSB Program allows small business owners the opportunity to learn from other like-minded business owners, receive expert advice from business professionals and get one-on-one business advising. OCC provides faculty members to coordinate, consult and facilitate the program. Other staff members participate in candidate selection, module training as well as connect small businesses with a variety of resources offered around the state.</p>
<p>(iv) The community college supports technological advancement through industry partnerships, incubation activities, or operation of a Michigan technical education center or other advanced technology center.</p>	<p>The College operates a Michigan Technical Education Center (MTEC) at the Auburn Hills campus, specializing in the delivery of skilled training for Advanced Manufacturing and other areas. This MTEC provides skills training for companies and individuals in manufacturing, Information Technologies, and other areas with a focus on current and future skills in-demand by employers.</p>
<p>(v) The community college has active partnerships with local or regional workforce and economic development agencies.</p>	<p>The College is an active partner with workforce development agencies such as the Workforce Intelligence Network for Southeast Michigan (WIN), Michigan New Jobs Training (MNJT)</p>

Best Practices by Category	Examples of Adherence
	<p>Program and Oakland County Michigan Works! OCC is the lead institution in \$4 million Closing the Skills Gap grant from the U.S. Department of Labor to expand apprenticeships. We have partnered with WIN and 13 other institutions in this grant.</p> <p>OCC continues to work closely with Oakland County to present the Annual Oakland County Economic Outlook luncheon. This event is a regional favorite in large part due to the presentations from economists that discuss the economic climate in Oakland County with key insights for planning and budget implications for employers.</p> <p>OCC is also partnering with WIN on major grants including: 1) H1-B One Workforce/Industry Infinity Grant. This \$10 million grant focuses on training programs in Advanced Manufacturing, Logistics, Transportation and Cybersecurity. 2) EV Jobs Academy grant. A \$5 million grant to develop and scale electrified vehicles and mobility training for new automotive industry jobs. 3) Apprenticeship Building America grant. A \$6 million grant expanding apprenticeships and pre-apprenticeships in traditional and non-traditional areas. Several other major collaborative/regional grant proposals are pending.</p> <p>OCC is a member of the Detroit Drives Degrees Community College Collaborative (D3C3), a cross-sector collaboration between community colleges, local industry experts, and workforce development agencies supported by funder investment. The three focus areas of the collaborative span student success, K-12 alignment, and sector-based employer pathways (mobility). The collaborative is conducting regional work to improve college access, equity, and completion leading to economic mobility and growth. Several other major collaborative/regional grant proposals are pending.</p>

Best Practices by Category	Examples of Adherence
	<p>Economic development partnerships include organizations and agencies such as Automation Alley, Oakland County Economic Development & Community Affairs and Southeast Michigan Council of Governments (SEMCOG).</p> <p>OCC holds a seat on the boards of the Rochester Hills LDFA, Automation Alley and WIN.</p>
Category B: Educational Partnerships (must meet 4 of 5)	
<p>(i) The community college has active partnerships with regional high schools, intermediate school districts, and career-tech centers to provide instruction through dual enrollment, concurrent enrollment, direct credit, middle college, or academy programs.</p>	<p>OCC has statewide articulation agreements through the Michigan Department of Education for several CTE programs.</p> <p>OCC offers dual enrollment for high school students, and has three early middle college programs:</p> <ul style="list-style-type: none"> • Oakland Early College, a school of choice program through the West Bloomfield School District (est. 2008); • Oakland Accelerated College Experience (ACE, est. 2013), an early college program through Oakland Schools for students in participating Oakland County districts; and • Oakland Technical Early College (est. 2016) with Oakland Schools ISD. <p>During 2023-2024, 17 virtual dual enrollment information sessions were hosted for students, parents and high school counselors. A total of 355 RSVP's was received for these sessions with actual attendance estimated at 130.</p>
<p>(ii) The community college hosts, sponsors, or participates in enrichment programs for area K-12 students, such as college days, summer or after-school programming, or science Olympiad.</p>	<p>OCC partners with the Michigan College Access Network (MCAN) to increase college readiness, participation and completion, particularly among low-income students, first-generation college-going students and students of color.</p> <p>OCC also participates in the Home School Connections Partnership (HSC, mihomeschoolconnections.com) with a liaison from the Counseling Department assisting the organization and parents with higher education options and resources as they educate their children at home.</p> <p>OCC partners with the Pontiac Collective Impact Partnership and the Pontiac School District to</p>

Best Practices by Category	Examples of Adherence
	<p>increase the dual enrollment participation, FAFSA Completion and college readiness in Oakland County. OCC provided a College Success Skills Course (ASC 1070) to 9 students Summer 2023 and 27 Summer 2024 to students from Pontiac, Southfield, Hazel Park, Madison Heights and Oak Park.</p> <p>The Office of Diversity, Equity, Inclusion and Justice hosted the second annual Youth Excellence Summit on May 2, 2024 from 8:30 AM – 1 PM. The summit focuses on 9th and 10th grade high school students to explore college options, learn about other cultures, work collaboratively and network with career professionals. Students were able to listen to different speakers and engage in various activities throughout the day that enhanced their learning and shaped their perspective on higher education. This year on March 7, 2024 we included an additional day to focus on 11th and 12th graders. OF the 67 attendees 20 applied for OCC.</p> <p>The Office of Diversity, Equity, Inclusion and Justice and Dual Enrollment and K-12 Partnerships hosted a College Exploration Day on November 10, 2023 from 8 am – 1:30 pm at our Auburn Hills campus. Students had the opportunity to participate in hands-on stations that explored different careers and industries in addition to learning about our dual enrollment possibilities.</p> <p>Oakland Community College’s (OCC) Office of Diversity, Equity, Inclusion, and Justice (DEIJ), Engineering, Manufacturing, and Industrial Technology (EMIT) program, Offices of Dual Enrollment and K-12 Partnerships, Admissions, and Career Services hosted on April 2, 2024 “OCC’s Skilled Trades Through a Diverse Lens.” This event provided high school seniors with a unique opportunity to delve into the world of skilled trades, with a specific focus on understanding the significance of diversity within this sector. Students also had the opportunity to</p>

Best Practices by Category	Examples of Adherence
	<p>tour OCC's Auburn Hill Campus and EMIT facilities extensively.</p> <p>OCC Office of Dual Enrollment and K-12 Partnerships serves on the Pontiac High School Career Pathways Advisory Board, assisting Pontiac High School in promoting career options in Business, IT, Manufacturing, Engineering and Healthcare to their students.</p> <p>OCC Admissions regularly hosts campus tours at each of OCC's five campus locations. During these tours, students get to discover available programs and the careers they can lead to, meet faculty, and also learn about the steps to becoming a student at OCC. Admissions hosted 138 campus tours during the 2023-2024 academic year. Over 700 students RSVP'd for these tours.</p> <p>Admissions and Financial Aid worked with local schools on FAFSA Completion and extended our outreach and partnership with Pontiac, Hazel Park and Detroit to make sure Promise Zone students completed the new FAFSA. OCC supports three Promise Zones with active cohorts of students: Pontiac, Hazel Park and Detroit.</p> <p>The Career Services Department at OCC has two dedicated Career Connectedness Coordinators under D3C3 grant initiatives tied to the mobility sector. Both Coordinators collaborate with faculty and engage students with business and industry opportunities for work-based learning, micro internships, guest classroom presentations, tours and on-campus recruiting.</p> <p>Through these positions the Coordinators provide career exploration and preparation for youth summer camps, external job and career fairs and other on-campus events. Such events include: CREF, NC3 Signing Ceremony, Jump Start Program, DEI Summer Camps, Farmington STEAM Program, Youth Leadership Oakland, Camp Oakland and more.</p>

Best Practices by Category	Examples of Adherence
<p>(iii) The community college provides, supports, or participates in programming to promote successful transitions to college for traditional age students, including grant programs such as talent search, upward bound, or other activities to promote college readiness in area high schools and community centers.</p>	<p>The OCC Counseling Department partners with Oakland Literacy Council (OLC) and students who place below ENG 1055 for referrals. OLC focuses on referrals from OCC to assist students who are not college ready and need support with building English language skills. OLC provides literacy services, such as assessments, literacy instruction, ESL conversation, field trips and events.</p> <p>OCC partners with all three regional Promise Zones (PZ) – Detroit, Hazel Park, and Pontiac. The College provides office space for Promise Zone and Oakland80 Navigators (employed by Oakland County) coaches; and OCC support services guide these students through the transition to college.</p> <p>OCC Admissions service area includes 106 area high schools with four Admissions Coordinators assigned geographically to support and encourage students to consider college after high school. During 2023-2024, OCC Admissions participated in 247 outreach events that were geared towards traditional-aged students at area high schools.</p> <p>OCC partners with several different organizations that serve high school students such as Gear Up, Micah 6, TRIO, and the local promise zones, to foster student interest and confidence in post-secondary opportunities. On March 7, 2024 OCC partnered with the Detroit Economic Club (DEC) to offer a Career Readiness event for over 100 students from 12 area high schools at the Auburn Hills Campus. The event provided exposure to various programs offered at OCC, with the primary focus on skilled trades programs and public safety. The outlooks relating to employability, income, and the education/skills required for these programs were covered.</p> <p>Between 7/1/23 and 6/30/24, Admissions hosted 82 live, virtual <i>Getting Started</i> sessions that walked students through the process of how to complete the steps to successfully enroll at OCC. The OCC Admissions team also conducted several of these visits at area high schools during</p>

Best Practices by Category	Examples of Adherence
	<p>the year.</p> <p>Under Career Services, the Department manages the Skilled Trades Pre-Apprenticeship Program, in which 167 students have been trained from March 2021 to present. Provided 16 Employer Interview Days, over 30 industry tours and provided up to 8 academic college credits.</p>
<p>(iv) The community college provides, supports, or participates in programming to promote successful transitions to college for new or reentering adult students, such as adult basic education, GED preparation and testing, or recruiting, advising, or orientation activities specific to adults.</p>	<p>Between 7/1/23 and 8/1/24, the Admissions office hosted 90 virtual information sessions on Michigan Reconnect, with a goal of informing prospective adult students of requirements, benefits and steps to utilize the program to further their education. A total of 1,039 students registered for these sessions with estimated total attendance of 250 cumulatively.</p> <p>In July 2024, OCC hosted <i>Reconnect on Campus</i> events at the Auburn Hills and Orchard Ridge Campuses aimed at growing interest and confidence in prospective adult students considering college. Prospective students were invited to campus to hear from current/former adult students about the benefits and challenges of attending college as an adult. Representatives from Counseling, Financial Aid and Oakland80 were also present to provide tips for success. In total, 340 RSVPs were received for the events with actual attendance of around 100.</p> <p>OCC Career Services Department offers a free online Job Board Handshake platform. We have 32,200 students on Handshake and 9,700 employers and 2,300 jobs posted. Career Services provides both services and resources in resume building, mock interview preparation, elevator speech, job search techniques and how to search for a job.</p> <p>Career Services has provided resources at numerous secondary events such as: Oak Park HS, Troy Athens, Holly HS Construction Program, Planet Blue Water Job Fair, and Oakland ISD.</p>
<p>(v) The community college has active partnerships with regional 4-year colleges and universities to promote successful transfer, such as articulation, 2+2, or reverse transfer agreements or operation of a university center.</p>	<p>OCC has launched a unique partnership with Oakland University for OCC students to live in housing on Oakland’s campus. This partnership will strengthen transfer pathways for OCC students attending the college’s largest transfer</p>

Best Practices by Category	Examples of Adherence
	<p>partners. Additionally, 11 virtual transfer information sessions were set up with regional universities that are most popular for OCC students. These sessions were hosted during the evening so they would be accessible to both current and prospective OCC students as well as parents.</p> <p>OCC Career Services Office of Apprenticeship provides sponsored students, Department of Labor Apprenticeship Certificate and Journey person Card Holders up to 32 credits towards IND.AAS.</p> <p>We also have an articulation agreement with Iron Workers Local 25 Ironworkers in which OCC awards up to 32 credits towards degree and the union provides up to one-year off of instruction towards Iron Worker apprenticeship.</p> <p>The Academic Partnerships department proactively supports all areas of post-secondary transferring from OCC initiatives and is dedicated to reducing, simplifying and streamlining transfer process in a dynamic, creative and constantly evolving environment through internal and external collaboration.</p> <p>The College has active and collaborative partnerships regionally, statewide and nationally with 4-year colleges and universities and a Michigan public community college to enhance awareness, create opportunities and promote successful transfer through institutional partnership agreements, master articulation agreements, articulation agreements, program agreements, pathways agreements, reverse transfer agreements, Michigan Transfer Agreement, MiTransfer Pathways and MiWorkforce Pathways participation, MiTransfer Network, transfer events, transfer resource webpages and more.</p> <p>Currently, OCC has approximately 70 transfer-oriented agreements with 40 partnering institutions covering 90 OCC academic programs.</p>

Best Practices by Category	Examples of Adherence
	<p>Executed Articulation Agreements – Concordia University – Ann Arbor – Bachelor of Science – Diagnostic Medical Sonography – Completion Bachelor of Science – Radiologic Technology – Completion</p> <p>Eastern Michigan University – Bachelor of Business Administration - Any Business Program Bachelor of Science – Health Administration Bachelor of Science – Technology Management</p> <p>Oakland University – Bachelor of Interdisciplinary Studies Bachelor of Social Work Bachelor of Science in Engineering - Computer Engineering - Electrical Engineering - Industrial and Systems Engineering - Mechanical Engineering Bachelor of Science in Nursing Bachelor of Science – Public Health</p> <p>Saginaw Valley State University – Bachelor of Science in Nursing</p> <p>University of Detroit Mercy – Bachelor of Science in Nursing</p> <p>Other Agreements –</p> <p>Michigan State University – College of Health Medicine - Early Assurance Opportunity Program</p> <p>Annually email to all public and independent four-year institutions in the state with information containing the OCC catalog changes in curricula, courses and policies.</p> <p>Annually compare OCC course offerings to the Michigan Transfer Network (MTN) to identify OCC courses in need of evaluations for all 15 public and those private colleges and universities located in the greater southeastern region of the state. Email evaluation requests and are</p>

Best Practices by Category	Examples of Adherence
	<p>accompanied by syllabi are sent. With an additional request of having the evaluation outcomes be posted on the MTN.</p> <p>Entered more than 900 syllabi and OCC catalog changes into the MTN repository to assist with transfer course evaluations and transfer guides, agreements and other resources updates.</p> <p>Transfer Table Visits – Nearly 300 campus visits by 33 public and independent four-year colleges/universities, schools/colleges/departments (September 1st, 2023 – August 31st, 2024, Academic Year)</p> <p>Additional Resources Employed to Enhance Transfer Opportunity Awareness -</p> <ul style="list-style-type: none"> • An OCC internal Academic Partnerships webpage provides transfer initiative updates and resources for staff, faculty and administration • Transfer Talks – Semi-annually email all ENG 1510 Composition I faculty regarding class visits to provide a quick transfer presentation opportunity. 24 visits for the 2023-2024 academic year • Transfer Workshops – Provides students with an opportunity to virtually learn and discuss a variety of transfer resources and opportunities. 9 events were scheduled for the 2023-2024 academic year • Transfer Time – Provides students with an opportunity to virtually stop by and ask transfer questions. 5 events were scheduled for the 2023-2024 academic year • Transfer Tuesdays – Provides student with an opportunity to virtually stop in and ask transfer questions. 3 events were scheduled for the 2023-2024 academic year

Best Practices by Category	Examples of Adherence
	<ul style="list-style-type: none"> ● Transfer 101 Workshop – Provides students with an opportunity to virtually gain knowledge and ask questions regarding the exploring, learning, selecting and applying phases of transfer. 1 event was scheduled for the 2023-2024 academic year ● Webpages – Developed and maintain 11 of the fourteen pages providing a plethora of transfer information. <ul style="list-style-type: none"> 🔗 College Transfer Success Center 🔗 Maritime Engineering 🔗 Michigan Transfer Agreement 🔗 Michigan Transfer Network 🔗 Michigan Transfer Pathways 🔗 Michigan Workforce Pathways 🔗 Reverse Transfer Agreement 🔗 Transfer Credit Agreement 🔗 Transfer Credit Agreement <ul style="list-style-type: none"> Guides by Institution 🔗 Transfer Credit Agreement Guides by Degree Program 🔗 Transfer Events 🔗 Transfer Guides 🔗 Transfer Student FAQs 🔗 Questions to Ask ● Brochure – Developed a College Transfer Success Center featuring a Transfer Timeline and contact information. <p>Utilize the OCC Events Calendar, InsideOCC e-newsletter, InsideOCC Student version e-newsletter, SharePoint Online and Campus monitors to promote and enhance awareness of transfer opportunities</p>

Category C: Community Services (must meet 4 of 5)

(i) The community college provides continuing education programming for leisure, wellness, personal enrichment, or professional development.

The College offers continuing and community education courses in culinary, personal finance, and motorcycle safety. OCC delivers continuing education virtual offerings, launching more than 80 courses and 12 training programs in online and webinar formats.

October 27, 2024 OCC hosted Education professionals from throughout the Midwest for a

Best Practices by Category	Examples of Adherence
	<p>conference on Bridging Equity: Creating Innovative Spaces for K-12 and Higher Education. The conference offered a transdisciplinary meeting of teachers, administrators and faculty members, spanning educational settings from grades K-12, two-year community colleges and four-year colleges and universities. This regional event was held to improve dialogue and share best practices in the delivery of student services and share cutting-edge teaching and learning strategies to meet student needs.</p>
<p>(ii) The community college operates or sponsors opportunities for community members to engage in activities that promote leisure, wellness, cultural or personal enrichment such as community sports teams, theater or musical ensembles, or artist guilds.</p>	<p>The College hosts and/or sponsors many opportunities for community engagement, including:</p> <ul style="list-style-type: none"> • Milford Memories where we were successful in recruiting for the upcoming pre-apprentice cohort • Arts, Beats & Eats adjacent to the Royal Oak campus • The Farmington Farmer’s Market where our Culinary Institute provided a cooking demonstration supporting local farmers and promoted healthy cooking tips • Open Door’s Julie Run to End Hunger at the Highland Lakes campus, the OCC 5k Run/Walk for Charity at the Orchard Ridge Campus • Music Student Showcase at Orchard Ridge <p>OCC’s Jazz and Concert Bands give community members the opportunity to join current students in these ensembles as they prepare and present concerts to the public throughout the year.</p>
<p>(iii) The community college operates public facilities to promote cultural, educational, or personal enrichment for community members, such as libraries, computer labs, performing arts centers, museums, art galleries, or television or radio stations.</p>	<p>The College operates public facilities including libraries, computer labs, theaters, and art exhibits. Civic and community organizations utilize OCC’s two theaters for concerts, plays and other events.</p> <p>The OCC Culinary Studies Institute hosts buffet lunches and formal dinners during the fall and winter semesters, and operates a restaurant and bakery, all open to the public.</p>

Best Practices by Category	Examples of Adherence
	<p>The College hosts the largest installation of the Detroit Institute of Arts (DIA) Inside Out program, with reproductions of 18 masterpieces publicly displayed across five campuses.</p> <p>The college partnered with Waterford Township to host a community forum at the Highland Lakes campus for residents to discuss the needs of the Parks and Recreation Department in the future.</p>
<p>(iv) The community college operates public facilities to promote leisure or wellness activities for community members, including gymnasiums, athletic fields, tennis courts, fitness centers, hiking or biking trails, or natural areas.</p>	<p>The College operates public facilities to promote leisure and wellness including gymnasiums, as well as, wide use of hiking/biking trails in natural areas.</p> <p>Additionally, we offer senior Pickleball leagues at our Highland Lakes gym.</p>
<p>(v) The community college promotes, sponsors, or hosts community service activities for students, staff, or community members.</p>	<p>OCC’s Dental Hygiene Clinic offered numerous Kids Night! events during the winter semester. These events offered free teeth cleaning, dental exams, and limited x-rays to any child in the community.</p> <p>The college is a sponsor and participant of the Chaldean Community Foundation’s semi-annual employment fair which is open to the community at large. Human Resources and Admissions attend and represent the college.</p> <p>OCC partners with the City of Royal for the annual Juneteenth city celebration by leading the registration process for the event. OCC employees handle the registration for the event which allows Royal Oak employees to focus on the residents and activities.</p> <p>Our Public Safety Department is a longtime partner with the City of Auburn Hills for the annual National Night Out event held in August every year, which focuses on crime prevention, strengthening neighborhood spirit and police-community partnerships.</p> <p>OCC is a sponsor for the Pontiac area Holiday Extravaganza where OCC athletes lead the holiday parade carrying the parade banner in holiday reindeer attire. The event is free to the public and includes the cities of Pontiac, Auburn Hills, Waterford and White Lake.</p>

A ROLL CALL VOTE WAS TAKEN AS FOLLOWS:

YES: ENTER Names

NO: ENTER Names

THE RESOLUTION WAS DECLARED ADOPTED.

Pamela S. Jackson, Ph.D., Chairperson
Board of Trustees, Oakland Community College

STATE OF MICHIGAN)

ss.

COUNTY OF OAKLAND)

CERTIFICATION

The undersigned, being the duly qualified and acting Secretary of the Board of Trustees of the Oakland Community College, hereby certifies that the foregoing is a true and complete copy of a resolution duly adopted by the Oakland Community College Board of Trustees at its regular meeting held on the 17th day of September, 2024, at which meeting a quorum was present and remained throughout and that an original thereof is on file in the records of the College. I further certify that the meeting was conducted, and public notice thereof was given, pursuant to and in full compliance with Act No. 267, Public Acts of Michigan, 1976, as amended, and that minutes of such meeting were kept and will be or have been made available as required thereby.

Pamela S. Jackson, Ph.D., Chairperson
Board of Trustees, Oakland Community College



OAKLAND COMMUNITY COLLEGE®
Excellence *Empowered.*®

ACTION

Board Agenda Item 6.2
September 17, 2024

ACCT LEADERSHIP CONGRESS DELEGATE

PROBLEM/NEEDS STATEMENT

The ACCT designated Oakland Community College is entitled to one vote during the upcoming ACCT Leadership Congress to take place in Seattle on October 23-26, 2024. Board members attending the Congress are Susan Gibson and Pamela Jackson.

MOTION

Move that _____ serve as Oakland Community College's voting delegate at the ACCT Leadership Congress in Seattle on October 23-26, 2024.



OAKLAND COMMUNITY COLLEGE®
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INFORMATION

Board Agenda Item 7.1
September 17, 2024

ANNUAL 2023-2024
MONITORING REPORT

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Executive Summary

In every semester of 2023-24, OCC experienced growth in both headcount enrollment and average credit enrollment, exceeding our strategic goals for continuous improvement. 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. The Fall-to-Fall persistence rate also increased by 4% this year, showing an upward trajectory toward successful student completion. While any increase in these rates shows a positive impact on student outcomes, these key 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. This growth continues into Fall 2024, in which OCC is on track to realize a 10% increase in student headcount enrollment, further building momentum toward increasing postsecondary attainment rates for the communities we serve.

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](#)

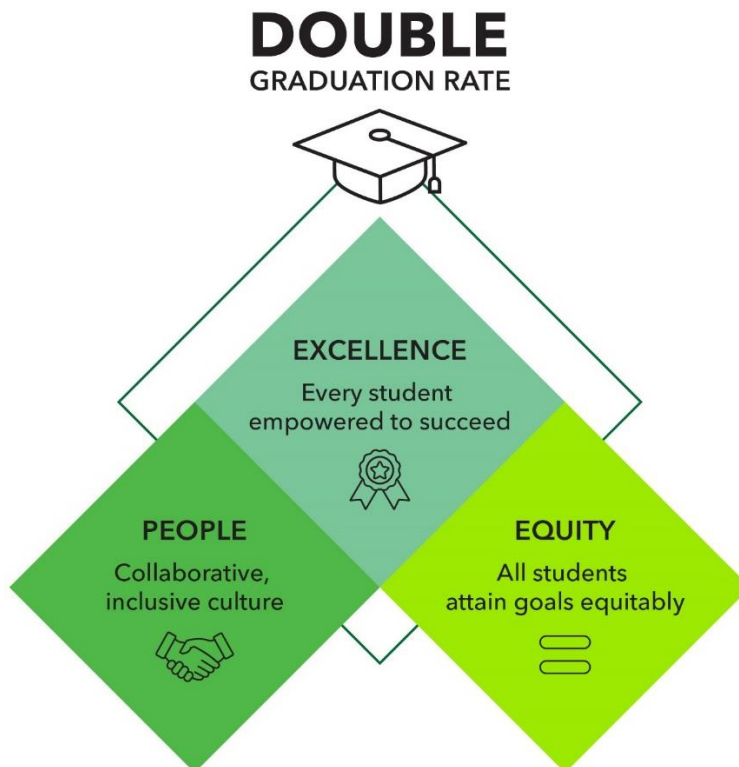
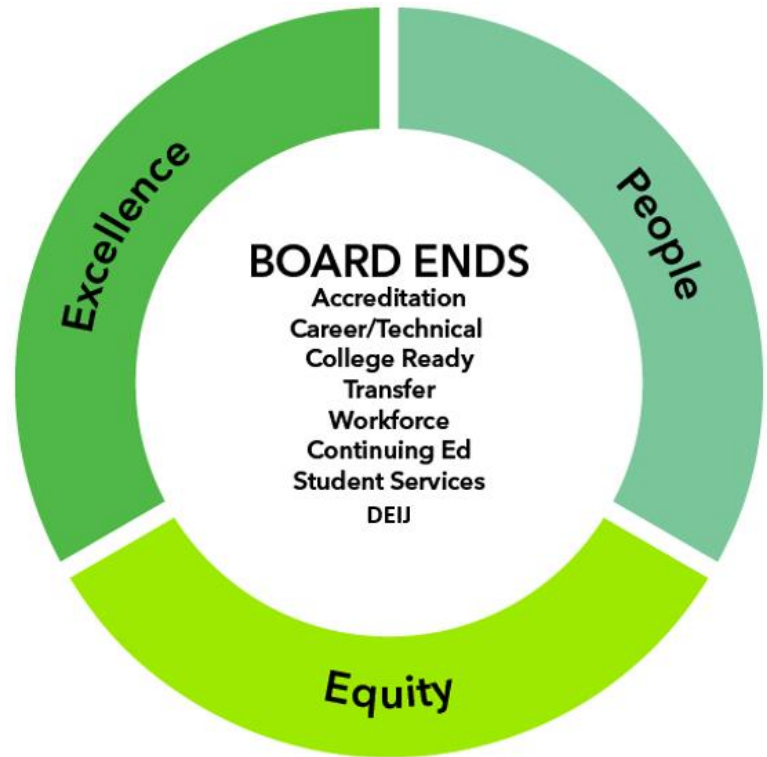
Strategic Direction 3: Advance Diversity, Equity, Inclusion, and Justice Policy and Practice

- 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.



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.

#	2022-23 Core KPIs	Semester	2021-22	2022-23	2023-24	Past Year % Change	2023-24 Target	Target to Actual	2024-25 Target
1	Conversion rate	Summer	36.2%	36.9%	36.6%	-0.8%	33.0%	+3.6	33.0%
		Fall	32.5%	33.8%	32.7%	-3.3%		-0.3	
		Winter	30.2%	32.3%	32.6%	+0.9%		-0.4	
2	Headcount enrollment	Summer	10,183	9,266	9,898	+6.8%	9,403	+495	10,233
		Fall	14,174	13,677	14,102	+3.1%	13,518	+584	14,562
		Winter	13,776	13,574	14,122	+4.0%	14,135	+13	14,351
3	Average enrolled credits	Summer	6.10	5.87	6.03	+2.7%	5.64	+0.39	6.20
		Fall	8.19	8.37	8.45	+1.0%	8.41	+0.04	8.56
		Winter	8.06	8.24	8.36	+1.5%	8.16	+0.20	8.56
4	Fall to Fall persistence	Fall	54.1%	56.2%	TBD	+3.9%	54.5%	+1.7	56.7%
5	Six-year completion	Annual	39%	43%	43%	+0%	44%	-1.0	44%

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.

In 2023-24, OCC implemented multiple youth programming opportunities, giving students knowledge and experiences about college and career options and pathways. These programs included summer courses through [OCC Jumpstart](#) and Bridges to Success. By engaging with our K-12 partner districts, staff, students, and families starting in junior high and throughout high school, we increase their community college awareness, aspirations, matriculation, and success. This work will continue to grow and build in the year ahead.

Also this past year, OCC has enhanced the way that the student self-service system operates through MyOCC. The updated MyOCC features a personalized dashboard of tiles that prioritize student information, guidance, and customization. New tools added this year include student engagement, student account, and degree progress functions.

The screenshot displays the MyOCC student dashboard with three main sections:

- Student Engagement:** Features the OCC owl logo and a list of links: [Student Engagement](#) | Connect, Engage, Belong; [Latest Student Essentials Newsletter](#); [Student Organizations](#) | Get Involved; and [Upcoming College Events](#).
- Student Account:** Shows a table for Fall 2023 with the following data:

Charges	\$3148.67
Payments	\$3148.67
Financial Aid	\$0.00
Sponsorships	\$0.00
Deposits	\$0.00
Refunds	\$0.00

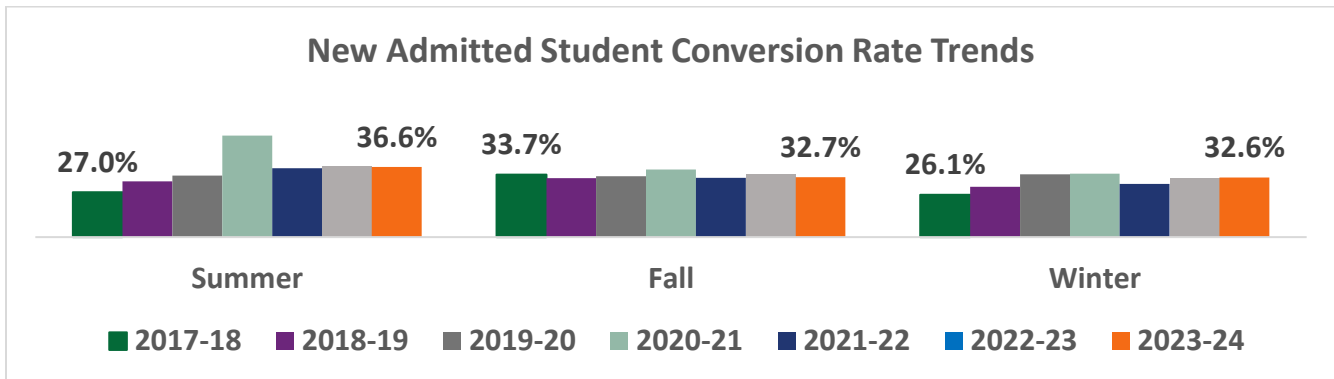
Below the table are buttons for [View Activity](#), [Make A Payment](#), [View 1098-T](#), [Payment Options](#), and [Request Refund](#).
- Degree Progress:** Shows progress for a Nursing Applicant. It includes two progress indicators: [80%](#) for Program Requirements Completed and [100%](#) for Credits Required for Program. Below these is the Overall GPA of 3.30 and a [View Audit](#) link.

Enrollment Data Trends



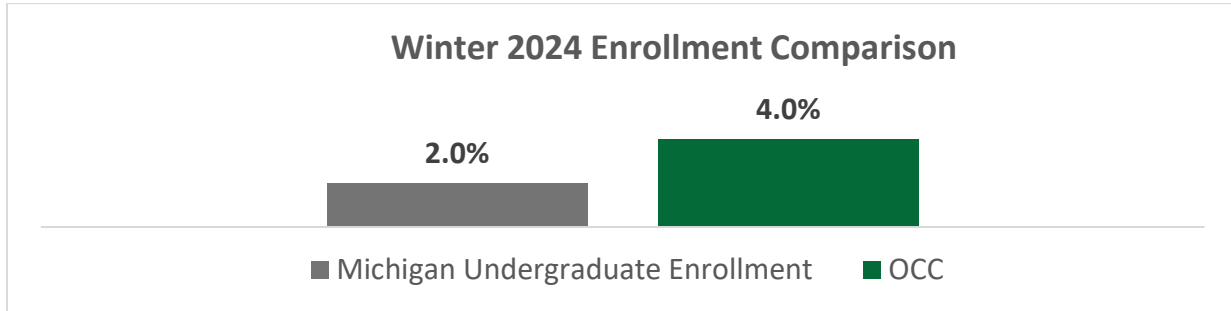
Several external and internal factors impact enrollment, including economic changes, public health, demographics, marketing and outreach, competition from other higher education institutions, admissions and onboarding, awareness and timely completion of the financial aid process, course scheduling and 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 2023-24, the average conversion rate (yield) at four-year public colleges reporting data in Michigan fell to [20.0%](#). (Note: Community colleges rates are not collected.)



Source: Institutional Effectiveness

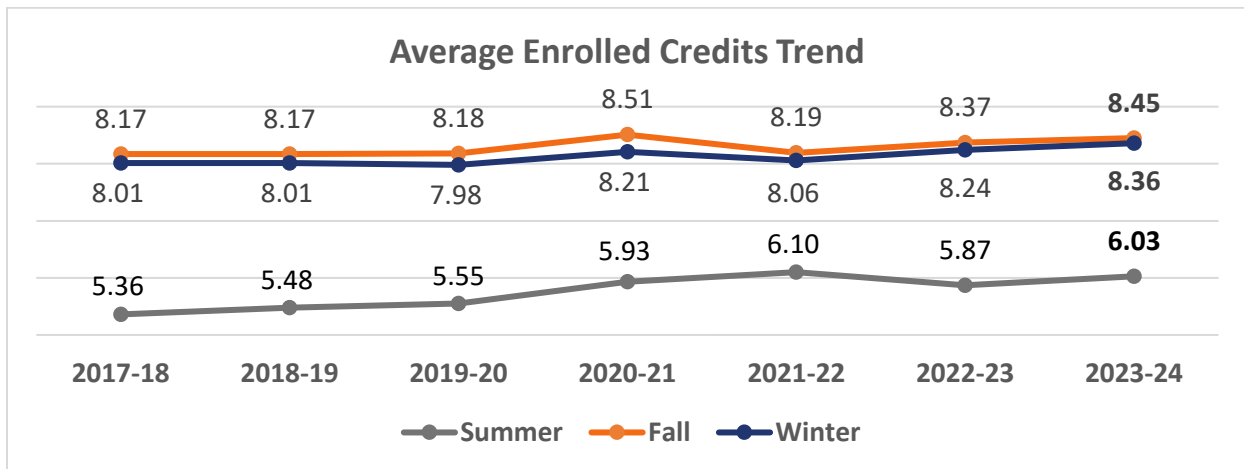
Nationwide, undergraduate enrollment increased 2.5% from Winter/Spring 2023 to Winter/Spring 2024, but in Michigan, overall undergraduate enrollment increased by 2.0%.



Comparison Data Source: [Current Term Enrollment Estimates | National Student Clearinghouse Research Center \(ncesresearchcenter.org\)](https://ncesresearchcenter.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.



Source: Institutional Effectiveness

This increase in average credits is particularly impacted by students taking both on-ground and online classes. This growing group of students shows not only an ability to enroll in more credits, but an ability to increase the credits they successfully earn in a semester 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.

Over this past year, more than 4,000 students at OCC benefitted from Michigan Reconnect programs to encourage returning adult learners and those who have not yet attended college or completed college. Our focus remains on helping these students persist and succeed by expanding the holistic, sustained wraparound support they can receive.

Starting in Fall 2023, [Michigan Reconnect](#) funding became available to students [age 21 and over](#). This expansion of eligibility originally required enrollment by Fall 2024, but on August 27 the [Michigan Department of Lifelong Education, Advancement, and Potential](#) (MiLEAP) announced in a [press release at OCC's Auburn Hills campus](#) that students now have until December 31, 2024, to apply with the State and can enroll to begin their award by Winter or Summer 2025.

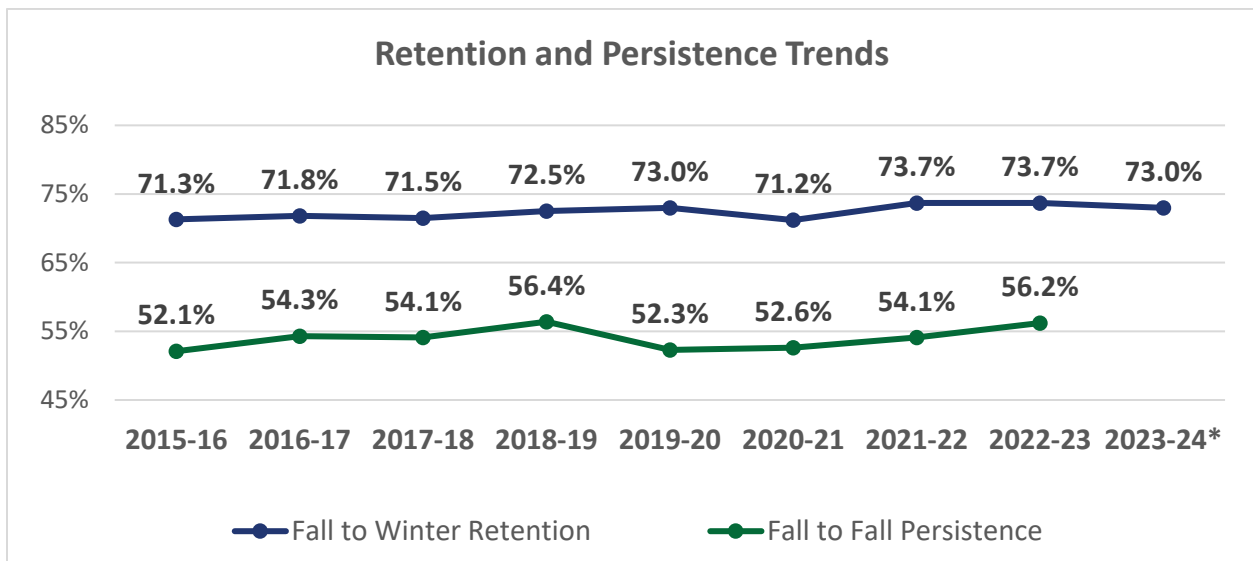


Tied to this expansion, OCC is partnering with MiLEAP and two external organizations that are focused on increasing the number of 21-24 year olds participating in Michigan Reconnect.

1. [Student Connections](#) is conducting outreach to **prospective students** that were admitted to OCC but have not enrolled.
2. [ReUp](#) is conducting outreach to **stop out students** who have attended OCC in the past but have not reenrolled. Following this initial effort, ReUp will continue to work with OCC to increase the overall rate of returning students through September 2026.

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.



Data Source: Institutional Effectiveness, End of Session Data

*Note: Fall to Fall Persistence for 2023-24 is calculated once all Fall 2024 courses have begun, including those that start later in the term, to capture all returning students in the count.

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.

Serving Our Community



OCC offers a wide range of programming to help grow professional training, skills, and personal enrichment throughout the communities we serve. Our [CREST programs](#) in particular provide multiple services and development opportunities, including comprehensive advanced training opportunities for [911 Dispatch](#), [Emergency Services \(EMS\)](#), [Fire](#), and [Police](#). These trainings focus on specific technical skills and growth, but also on overall abilities and a holistic understanding of the communities we serve, as highlighted here.

- [Medical First Responder National Registry Emergency Medical Responder Curriculum](#)
- [American Heart Association CPR BLS Provider Course](#)
- [Understanding Domestic Violence](#)
- [Maximizing Interactions w/the Special Needs Population for Police/Fire/Dispatch](#)
- [The Five Concurrent Themes for Success](#)
- [Developmental Pathways To Leadership](#)
- [Microsoft Excel - Levels 1 & 2](#)
- [Advanced Report Writing](#)

EMS Highlights

- OCC's two cohorts for EMT courses are at capacity (30 students)
- An additional paramedic cohort was added to meet student demand
- Our community-based CPR/BLS (Cardiopulmonary Resuscitation/Basic Life Support) courses consistently fill and we added more offerings

Fire Highlights

- The current fall academy has an enrollment of 52 students, the largest class in OCC history. Our newer Part-Time Fire Academy is already full at 35 students.
- Dual enrollment, which began in Fall 2023 for the part-time academy, continues to grow. Students are entering the program from Hazel Park, Pontiac, and Holly high schools.
- Advanced live fire programs trained 754 students throughout the state.

Police Highlights

- To meet the needs of the area municipalities, OCC has added police academies (full-time and part-time), including a third full-time academy that started this summer
- We have consistently had the largest academy classes in the history of the academy
- With these additions, we are putting through 165 police cadets this year – the largest number of recruits to ever come through the academy in a single year
- We have added weekends, evenings and midnight trainings to meet the needs of our partners in the community
- The Patrol K-9 Academies have grown in size, consistently filling with 8 to 10 K-9 Officers
- We are working to establish dual enrollment for the Police Academy with our K-12 partners
- OCC's driving simulators are being taken to municipalities to bring advanced emergency vehicle operations to agencies throughout the state
- We are helping agencies meet the [Michigan Commission on Law Enforcement Standards](#) and State of Michigan requirements on mandated active assailant training – we are offering various training options for agencies of this training.
- We are conducting basic CPL courses in addition to the advanced courses. We are also offering Active Assailant Response for Civilians to our community partners.



OCC's [Economic and Workforce Development](#) also helps community residents upskill through short-term [training programs](#), to further their career or to pursue a new one. The impact of OCC's work in this area was recently highlighted by the [Workforce Intelligence Network \(WIN\)](#). Through trainings of 14 weeks or fewer, community members can gain new skills, career development support, and a clear path to an in-demand field. Alongside OCC's [Apprenticeship](#) and [Pre-Apprenticeship](#) opportunities, these community-focused programs connect students with employers and a chance to train for success in their life and work goals, often using funding through [Michigan Works](#) and both State and [Federal](#) grant opportunities, such as the [Industry Infinity](#) grant from the U.S. Department of Labor.



Allied Health

The pandemic significantly impacted the field of healthcare, which was already working to adapt from other recent socioeconomic trends, including the aging of the Baby Boomer generation.

- [Certified Nursing Aide](#)
- [Certified Nursing Aide/Patient Care Technician](#)
- [Mammography Technologist](#)
- [Sterile Processing Technician](#)

Logistics/Supply Chain

We live in an era of complicated logistics, with supply chain issues and other challenges affecting many businesses. Yet, supply chains and fulfillment companies are still delivering goods across the world in record volumes.

- [Logistics Technician](#)

Manufacturing/Industrial

The manufacturing industry is continuously evolving and has created new opportunities for the workforce.

- [Apprenticeship](#)
- [CNC Machine Operator](#)
- [Electric Vehicle Technician](#)
- [PLC and Robotic Technician](#)
- [Pre-Apprenticeship](#)

Technology

The industry is rapidly growing and evolving. Technology jobs are in high-demand and entry level helpdesk jobs are attainable with CompTIA certifications.

- [Computer Support Technician](#)

The College works with [employers and their employees](#) to foster continuous growth and development, both professionally and personally, across a wide range of industries and skills.

- [Business Analysis, Design & Agile](#)
- [CAD/CAM/Product Life Cycle Management \(PLM\)](#)
- [Communication & Business Effectiveness](#)
- [Computer & Information Technology](#)
- [Courseware Development, Technical & Business Writing](#)
- [Environmental Safety](#)
- [Facilitators & Training Personnel](#)
- [Healthcare](#)
- [Human Resources](#)
- [ISO/Lean/Quality/Six Sigma](#)
- [Interpersonal & Personal Development](#)
- [Leadership, Supervisory & Technical Skills](#)
- [Logistics & Supply Chain Management](#)
- [Manufacturing Technology & Processes](#)
- [Non-Profit Management](#)
- [Project & Program Management](#)
- [Sales & Customer Service](#)
- [Workplace Skills](#)

Further, OCC provides non-credit, continuing education courses for adult learners at all stages of their lives, for personal enrichment or professional development. These offerings have served nearly a thousand community members from January 2023 to June 2024. During this time, Continuing Education (CE) has focused on growing new programs and building upon the strong collaboration with OCC's Culinary Institute, offering an array of classes for all ages. CE has

also cultivated new partnerships leading to an expanded footprint in the K-12 sector, with an informed focus on STEM learning and careers in the skilled trades via two [Youth Career Discovery Camps](#).

- [Culinary](#)
- [ESL Bridge Class](#)
- [Motorcycle Safety](#)
- [Retirement and Finance Workshops](#)
- [Concealed Pistol License \(CPL\)](#)
- [Advanced Concealed Pistol License Level 1](#)
- Additional courses are [offered online with Ed2Go](#)

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. Thus far, we have 12 faculty engaged in large-scale research projects, 10 online courses undergoing rebuilds to be more engaging for students, 57 faculty have engaged in mini-projects to change small elements of their courses to engage students, and 10 of those have gone on to complete follow-up projects to create larger changes based upon those experiences. Faculty are working with strategies like 1-on-1 conferencing with students, implementing student-developed research projects within the disciplines, gamification of course materials, flipped classroom models, and coaching programs for students in Math and English. We plan to host a poster session this Fall, featuring projects and findings from gateway faculty participants for professional learning and the sharing of best practices across all faculty attendees.

We survey students and faculty in Gateway courses each semester to help measure the impact of this work and areas for improvement, alongside an analysis of grade outcomes. Here is one quote from our survey of students this past year.

"I felt she really cared if we passed or failed. She really wanted us to pass her class and not have to repeat it. If we had any questions, she was always able to answer them but if she could

not, she always found the answer even if it meant she had to email someone. I truly thought this was a teacher who cared about her students and went above and beyond to make sure we passed.”

This is the student experience we hope to build upon and replicate in upcoming semesters of this work across multiple courses and disciplines.

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 dashboards](#) include 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 have been created, 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 implementing 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.

In 2024, OCC joined the [Postsecondary Data Partnership \(PDP\)](#) through the National Student Clearinghouse (NSC). The PDP is a nationwide effort to help colleges and universities gain a fuller picture of student progress and outcomes, meet various reporting requirements, benchmark their outcomes against peer institutions, and identify where to focus their resources.



National Student Clearinghouse®

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, OCC's efforts toward this strategic objective included the creation of cultural standards for the College, which underwent review with cross functional strategic teams and focus groups. Using their input, OCC will work to operationalize these standards throughout departments in 2024-25. This work focuses on further evolving institutional culture, to grow norms and accountability measures for respect, civility, and support collegewide and in 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. In 2024, the Office of DEIJ was moved to the Office of Institutional Effectiveness, to further align equity and inclusion goals within the strategic work of the College. That collaboration will help expand OCC's strategic focus on meeting student basic needs through holistic support, beginning with the creation of a partnership in 2024-25 with the [Michigan Department of Health and Human Services \(MDHHS\)](#).

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





D3C3 REGIONAL COLLABORATIVE


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

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](#)

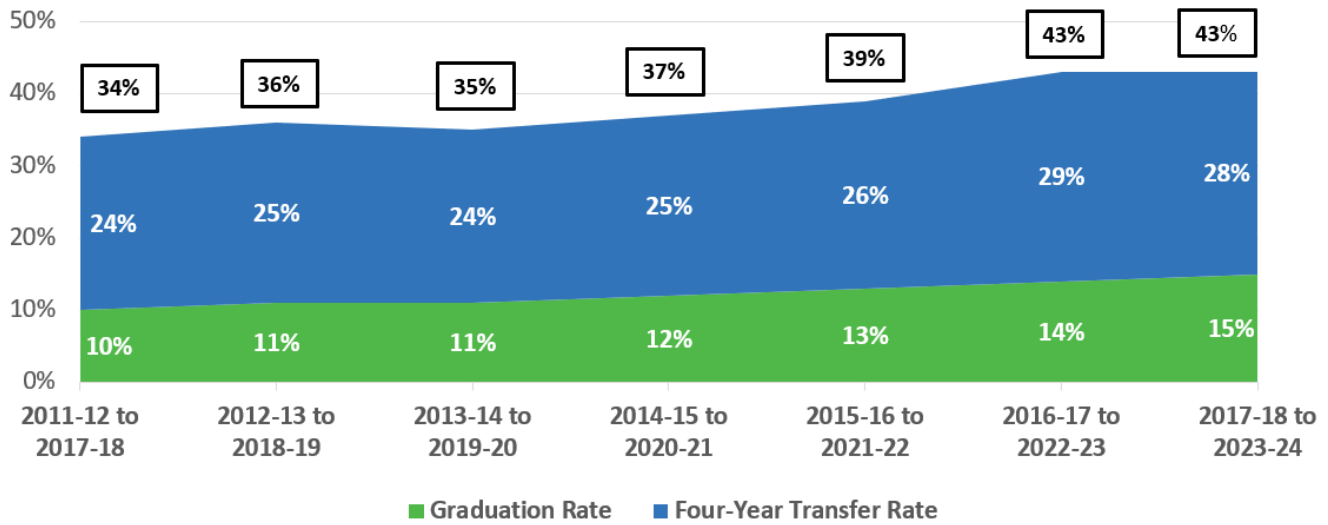
1. Credit and non-credit mobility pathways
 - a. Create, adapt, and incorporate emerging mobility technologies for pathway programs in EMIT, IT, and Workforce Development.
2. Ongoing career development
 - a. Develop career connectedness at every employment level and build ongoing career development opportunities 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. Already, we see year over year increases for initial cohorts of students that started at OCC in the past few years. We will continue to monitor their progress and leading indicators for successful completion. Further, our participation in the [Postsecondary Data Partnership \(PDP\)](#) through the National Student Clearinghouse (NSC) starting in 2024-25 will allow us to see not only that our students successfully transfer to a four-year institution, but whether or not they obtain a baccalaureate degree after transferring their OCC credits, benchmarked against peer institutions. In addition to our own degree and certificate programs, we play a central role in making a four-year degree more accessible and attainable. We want to measure not only whether a student transfers, but account for the bigger picture of successful credential attainment, toward our internal strategic goals and those of [Oakland80](#) and [Michigan Sixty by 30](#).

Six-Year Completion Rates for New Entering Students



Conclusion

OCC has shown sustained early momentum toward achieving our strategic goals. Through a dedication to our 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. This work will continue to deepen and scale in the years to come, to increase the economic mobility and quality of life throughout Oakland County and the metro Detroit region.

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.



OAKLAND COMMUNITY COLLEGE®
Excellence *Empowered.*®

INFORMATION

Board Agenda Item 7.2
September 17, 2024

BOARD SELF-EVALUATION
To be received at meeting