

OAKLAND COMMUNITY COLLEGE®

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OAKLAND COMMUNITY COLLEGE®

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**BOARD OF TRUSTEES
SPECIAL MEETING/RETREAT AGENDA**

**Oakland Community College
Auburn Hills Campus, Room G-240
2900 Featherstone Road
Auburn Hills, MI 48326
September 24, 2022**

A Special Meeting of the Board of Trustees of Oakland Community College will be held on Saturday, September 24, 2022, 9:00 a.m., at the Auburn Hills Campus, Room G-240, 2900 Featherstone Road, Auburn Hills, Michigan for the purpose to address the following: Board meeting minutes, the State of Michigan Appropriation Local Strategic Value Resolution, appointment of a delegate to the ACCT Leadership Congress, quarterly reports; and to hold a retreat to review the Annual Monitoring Report, Programming, Higher Education Environmental Context Update, Strategic Planning Update, and to discuss the Board’s Self-Evaluation. This meeting will include a closed session, pursuant to MCL 15.268, Sec. 8(c), to receive an update on labor negotiations with the possibility of returning to open session for further discussion.

AGENDA

1. GENERAL FUNCTIONS

- 1.1 Call to Order
- 1.2 Attendance
- 1.3 Public Comments

2. APPROVAL OF MINUTES

CONSENT CALENDAR – BOARD MEETING MINUTES

Items 2.1 to 2.4 listed below on the Consent Calendar – Board Meeting Minutes are considered to be routine by the Board and will be enacted by one motion. There will be no separate discussion of these minutes unless a Board member or the Chancellor so requests, in which event the item will be removed from the general order of business and discussed separately.

- 2.1 June 21, 2022 Regular Board Meeting Minutes **A – ACTION**
- 2.2 June 21, 2022 Closed Session Minutes **B – ACTION**
- 2.3 July 7, 2022 Special Board Meeting Minutes **C – ACTION**
- 2.4 July 7, 2022 Closed Session Minutes **D – ACTION**

END OF CONSENT CALENDAR – BOARD MEETING MINUTES

3. ACTION ITEMS

- 3.1 State of Michigan Appropriation Local Strategic Value Resolution **E – ACTION**
- 3.2 ACCT Leadership Congress Delegate **F – ACTION**

4. INFORMATION ITEMS

CONSENT CALENDAR – INFORMATION ITEMS

Items 4.1 to 4.5 listed below on the Consent Calendar – Information Items are considered to be routine by the Board and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or the Chancellor so requests, in which event the item will be removed from the general order of business and discussed separately.

4.1 Finance Quarterly Report	G – INFORMATION
4.2 College Facilities Quarterly Report	H – INFORMATION
4.3 Information Technology Quarterly Report	I – INFORMATION
4.4 OCC Foundation Quarterly Report	J – INFORMATION
4.5 Strategic Plan Update	K – INFORMATION

END OF CONSENT CALENDAR – BOARD MEETING MINUTES

4.6 Annual Monitoring Report	L – INFORMATION
4.7 Programming	M – INFORMATION
4.8 Higher Education Environmental Context Update	N – INFORMATION
4.9 Strategic Planning Update	O – INFORMATION
4.10 Board Self-Evaluation	P – INFORMATION

MOVE INTO CLOSED SESSION, PURSUANT TO MCL 15.268(c), TO RECEIVE AN UPDATE ON LABOR NEGOTIATIONS.

5. BOARD COMMENTS

6. ADJOURNMENT

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



**BOARD OF TRUSTEES
REGULAR MEETING MINUTES**

June 21, 2022

**Oakland Community College
Auburn Hills Campus G240
2900 Featherstone Road
Auburn Hills, Michigan**

1. CALL TO ORDER

Chair Jackson called the meeting to order at 6:02 p.m.

2. ATTENDANCE

Present:

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

Absent:

Christine M. O'Sullivan, Trustee

3. APPROVAL OF AGENDA

Chair Jackson asked if the trustees had any items to add or remove from the agenda. There being none, Chair Jackson noted she would like to add action item number 7.2 Oakland Community College and International Union of Operating Engineers Local No. 324, AFL-CIO Bargaining Unit Labor Agreement for 2022-2025. She asked for a motion to approve amending the agenda to add this action item, which will be addressed after the Closed Session. Trustee Bertolini MOVED to approve amending the agenda to add this item, and Trustee Gibson seconded.

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

NAYS: None

Motion Carried

4. APPROVAL OF MINUTES

4.1. May 17, 2022 Regular Meeting Minutes

A – ACTION

Trustee Bryant MOVED to approve the May 17, 2022 Regular Board Meeting Minutes. Trustee Gibson seconded.

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

NAYS: None

Motion Carried

4.2 May 17, 2022 Closed Session Meeting Minutes

B – ACTION

Trustee Bertolini MOVED to approve the May 17, 2022 Closed Session Meeting Minutes. Trustee Gibson seconded.

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

NAYS: None

Motion Carried

5. COMMUNICATIONS

5.1. Community Comments – none

5.2. Student Government Report – no report

5.3. Academic Report

5.3.1. Academic Senate Update

Academic Senate Chair John Mitchell provided the Senate update report.

Senate work undertaken and completed this fiscal year:

- Regular DEIJ updates added to Senate Meetings
- Revision of the N Mark Policy
- Revision of the Scientific Literacy General Education Rubric
- Development of Institutional Outcomes for Assessment (highest level of Outcomes)
- Assurance of adequate technical support on campuses
- Better communications between Maintenance/Facilities Departments and Campus and College Senates
- Regular enrollment updates added to Senate meetings
- Curriculum Review Guidelines for incomplete reports
- Distance Learning: Recommended Checklist of Best Practices for Online Courses
- Distance Learning: Online Program Recommendation Form + Instructions
- Development of the New Assessment Mentor Positions (to replace the Student Learning Coordinator/ARTIS data entry positions)
- D2L Course Sites to be automatically created for all sections every semester
- Completion of an Academic Standards Handbook for the generation and revision of academic policies
- Revision of the College Policy for class attendance and religious observance conflicts
- Revision of the Assessment Guidelines to prepare for a new system of learning assessment next year

Senate work undertaken and still ongoing (to be completed in 2022-2023):

- Revision of the Senate Constitution
- Reformation of the College Syllabus system (to include syllabus software and public-accessible syllabi to enhance transferability)
- Development of practical and reasonable proctoring options for online courses to better contain cheating
- Revision of the Academic honesty policy to better reflect current issues in cheating and plagiarism and a more effective means of tracking repeat offenders
- Revision of our Course Modality definitions – Face to Face, Online (synchronous and asynchronous), Hybrid, and Hyflex courses

5.3.2. Provost Update

As Provost Jennifer Berne was unable to attend the Board meeting, Associate Provosts Jolene Chapman and Joe Petrosky presented.

Ms. Chapman reported that we have gone through a large number of program reviews with Institutional Effectiveness, our curriculum team, faculty and deans. In these reviews, we discussed the data analysis done by the faculty and how this will inform course and program improvement for the years to come. Each program/discipline goes through this every five years.

Each dean meets with IE and representatives from academic leadership to review the yearly status of their programs, paying special attention to the action items derived from the above. We collaboratively rank programs based on metrics that include student completion. Five programs were identified as exemplary this year (blue programs), and we are in the process of alerting those faculty and program coordinators and congratulating them. Thank you to Rachel Lathrop, Dawn Perkowski, Janet Peart (from CRC), and the deans and faculty for a useful process of continuous improvement.

We are in the midst of “hiring season,” noting that we are replacing retired faculty in high volume programs. We are also in the midst of two dean searches.

Ms. Chapman acknowledged that over 30 outstanding students were recognized with a letter that excerpted the faculty nomination and a small gift of our appreciation. Though we regret not having an in-person ceremony, we understand that students were very grateful to hear directly (in writing) from the faculty who recognized them. Thanks to the outstanding student committee!

Mr. Petrosky added in addition to the large OCC commencement, we have recently honored nursing students, dental hygiene students, respiratory therapy students, police officers, and fire fighters in individual, smaller ceremonies.

Since the last Board meeting in May, we have started and/or completed short-term training cohorts in: CNC Machining, Sterile Processing, PLC and Robotics, Pre-Apprenticeship, Logistics Technician and our inaugural CNA cohort program (Certified Nursing Aid aka Certified Nursing Assistant).

We are currently recruiting for the future/next cohorts of all these programs, as well as the planning inaugural pilot cohort for a Computer Security Technician program that will begin in July.

During the week of June 6th, at the invitation of Fanuc America, whose headquarters is near our Auburn Hills Campus, we had an OCC booth (paid for by Fanuc) in the ‘Educational Pavilion’ at the Automate Show in Detroit. This trade conference bills itself as the largest and most inspiring showcase of automation in North America. As a Fanuc educational partner, we joined several other select colleges and universities from across the United States in showcasing our automation-related programs. Kudos to the EMIT and EWD team for putting this together.

5.4. Chancellor’s Comments

Chancellor Provenzano commented on the following:

- Welcomed the following new employees:
 - Barbie Baldwin, Secretary
 - Kelly Thalmann, Marketing and Communications Specialist
- The following retirees were recognized for their years of service:
 - Carol Benson, Librarian - 25 years
 - Nancy Shockley, History Faculty - 13 years
 - Alice “Ann” Walaskay, Librarian - 31 years

- Also acknowledged was Vice Chancellor for Student Services Lori Przymusinski who retired on June 3 with 21 years of service. We hope to congratulate her in person at our next regular Board meeting.
- Employer of Choice – Outstanding People
 - Faculty Librarian Ann Walaskay was recognized for 19 years of service to Michigan Research Help Now Collaborative
 - Computer Information Systems Faculty member Judy Matteson earned a Doctorate in Community College Leadership
 - English Faculty & Academic Literacy Coordinator Sharon Cicilian earned an Educational Specialist in Leadership degree
 - Dr. Lynn Cherry will serve as Interim Dean of Nursing and Health Professions
 - Faculty members Johnna Balk, Shannon Flynn, Julie Seiler, and Dawn Young were honored as OCC’s 2022 Graduates of the Galileo Institute for Teacher Leadership
- College of Choice – Outstanding Programs
 - OCC returned to live Commencement Ceremonies on May 21 and honored nearly 1,600 graduates
 - The 2022 Class of Oakland Early College graduated 38 students
- College of Choice - Student Success
 - Nearly 100 students participated in the Third Annual OCC Libraries Outstanding Research Paper Competition, with competition winners being awarded cash prizes funded by the OCC Foundation
- College of Choice – Events
 - Hats off to the 70 Commencement Ceremony volunteers
(Report on file)

6. MONITORING REPORT

6.1 Winter 2022 Monitoring Report

C - INFORMATION

Chief Strategy Officer Dr. Steve Simpson addressed OCC’s Winter 2022 Monitoring Report. Some of the topics discussed included:

- Optimized Strategic Process - Maximize Resources and Impact - Board Ends
 - Accreditation
 - Career/Technical
 - College Ready
 - Transfer
 - Workforce
 - Continuing Ed
 - Student Services
 - Diversity, Equity, Inclusion
- Optimized Strategic Process – Maximize Resources and Impact
 - Operational Excellence – Student-Ready College, Educational Excellence, Continuous Improvement
 - People First – Data Engagement and Collaborative Culture
 - Better Together – Diversity, Equity and Inclusion
- KPIs and Enrollment
- Course Success
- Fall to Winter Retention
- Corequisite Impact in English and Math
- OCC Online Degrees and Certificates

- Balancing Course Modality
 - Increasing demand for online sections
 - Greatest gain in average enrolled credits among students taking both on-ground and online courses simultaneously
 - Find balance of modalities to meet needs of various student populations and progression toward academic goal

Dr. Simpson concluded that meetings are taking place on a regular basis with faculty, senate, deans, and administration discussing enrollment, scheduling, and course offerings.

Trustee Bryant MOVED to receive and file the report. Trustee Gibson seconded.

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

NAYS: None
(Report on file)

Motion Carried

7. ACTION ITEMS

7.1. Board of Trustees MCCA Representative and Alternate

D – ACTION

Trustee Bertolini MOVED the Board of Trustees re-elect Susan Gibson as representative to the MCCA Board of Directors and that Pamala Davis be elected as alternate representative to the MCCA Board of Directors for a term beginning July 15, 2022 and ending July 14, 2023. Trustee Bryant seconded.

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

NAYS: None

Motion Carried

8. INFORMATION ITEMS - none

Chair Jackson asked for a motion to move into closed session, pursuant to MCL 15.268(c), to receive an update on labor negotiations. Trustee Bertolini so MOVED, and Trustee Gibson seconded.

ROLL CALL VOTE:

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

NAYS: None

Motion Carried

The Board went into closed session at 6:51 p.m.

The Board returned to open session at 7:08 p.m.

7.2 Oakland Community College and International Union of Operating Engineers Local No. 324, AFL-CIO Bargaining Unit Labor Agreement for 2022-2025

E - ACTION

Trustee Davis MOVED the Board of Trustees approve the collective bargaining agreement with the International Union of Operating Engineers Local No. 324 covering the period of July 1, 2022 through June 30, 2025. Trustee Gibson seconded.

A roll call vote was taken:

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

NAYS: None

Motion Carried

9. BOARD COMMENTS

Chair Jackson reminded everyone that there is still time to donate to the Garden Party through June 30. Dr. Jackson also mentioned that she and other MCCA Board Chairs recently met at Kellogg Community College. The discussion focused on president/CEO evaluations, Board evaluations, and policies regarding replacement of Board members.

10. ADJOURNMENT

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

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

NAYS: None

Motion Carried

The meeting adjourned at 7:15 p.m.

Cherie A. Foster

Date

Pamela S. Jackson, Chair

Susan Gibson, Secretary

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



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ACTION
Board Agenda Item 2.2
September 24, 2022

JUNE 21, 2022 CLOSED SESSION MINUTES

These minutes will be distributed at the meeting for approval.



**BOARD OF TRUSTEES
SPECIAL MEETING MINUTES
July 7, 2022
Oakland Community College
2480 Opdyke Road
Bloomfield Hills, Michigan**

1. CALL TO ORDER

Chair Jackson called the special meeting to order at 6:32 p.m., pursuant to MCL 15.268, Sec. 8(c), for the purpose of going into closed session to receive an update on labor negotiations.

2. ATTENDANCE

Present

Pamela S. Jackson, Chair
Kathleen A. Bertolini, Vice Chair
Susan E. Anderson, Treasurer
Susan Gibson, Secretary
Shirley J. Bryant, Trustee
Peter M. Provenzano, Jr., Chancellor
Cherie A. Foster, Executive Administrator

Absent

Pamala M. Davis, Trustee
Christine M. O'Sullivan, Trustee

3. PUBLIC COMMENTS – none

4. CLOSED SESSION MEETING

Chair Jackson asked for a motion to move into closed session, pursuant to MCL 15.268(c), to receive an update on labor negotiations. Trustee Gibson so MOVED, and Trustee Bertolini seconded.

ROLL CALL VOTE:

AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

NAYS: None

Motion Carried

The Board went into closed session at 6:33 p.m.

The Board returned to open session at 7:50 p.m.

5. ADJOURNMENT

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

AYES: Anderson, Bertolini, Bryant, Gibson, Jackson

NAYS: None

Motion Carried

Chair Jackson adjourned the meeting at 7:51 p.m.

Cherie A. Foster

Date

Pamela S. Jackson, Chair

Susan Gibson, Secretary



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ACTION
Board Agenda Item 2.4
September 24, 2022

JULY 7, 2022 CLOSED SESSION MINUTES

These minutes will be distributed at the meeting for approval.



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ACTION

Board Agenda Item 3.1
September 24, 2022

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 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 24th day of September 2022, at 9:00 a.m. Eastern Daylight Savings time, at the Auburn Hills Campus Room G240 in Auburn Hills, Michigan, there were:

PRESENT:

ABSENT:

The following preambles and resolution were offered by **Trustee** and seconded by **Trustee**.

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:

Community Colleges Local Strategic Value Template

Please use this table as a method to **briefly** detail what your community college is doing to meet the best practices in each category. Each category is worth one-third of the total amount available for your institution. Your institution must meet 4 out of 5 best practices in a category to receive funding associated with that category.

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, Beaumont 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>Additional partnerships with employers centered on training in the skilled trades include Stellantis, HURCO and AutoDesk, 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), Vascular Technician and Mammography Technician.</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.</p> <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>Bridges Out of Poverty</i> and <i>Returning to the Workplace</i>.</p>
<p>(iii) The community college supports entrepreneurship through a small business assistance</p>	<p>The College hosted Business 365 conference in the fall of 2021 at the Highland Lakes campus. This</p>

Best Practices by Category	Examples of Adherence
<p>center or other training or consulting activities targeted toward small businesses.</p>	<p>conference was presented by area chambers of commerce for business professionals. The conference offered a variety of experts and entrepreneurs providing education and motivation. Companies of all sizes were included to exhibit, network, sponsor and promote products or services.</p> <p>Also the College participated in and provided one of our employees as a speaker for the Troy Chamber Diversity Summit on May 26, 2022. The summit involved small business owners and focused on how to create a more equitable workplace. Specifically, the summit addressed core questions such as: What steps do you think can and should be taken in the workplace to make professional opportunities more equitable regardless of race? The half day event discussed how to build a strategic approach to building a diverse and equitable workplace, how to foster an inclusive environment for employees, and steps one should take in building a business community free of racism and discrimination.</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 in workforce development agencies such as the Workforce Intelligence Network for Southeast Michigan (WIN), Michigan New Jobs Training (MNJT) Program and Oakland County MichiganWorks! 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 worked 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</p>

Best Practices by Category	Examples of Adherence
	<p>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>Economic development partnerships include organizations and agencies such as Automation Alley, Oakland County Economic Development & Community Affairs, the OU-Pontiac Initiative and Southeast Michigan Council of Governments (SEMCOG).</p> <p>OCC holds a seat on the boards of 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 19 active school district agreements covering 50 OCC courses for a total of 21 career cluster pathways. These agreements continue through August 2022 and are in the process of renewal.</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.

Best Practices by Category	Examples of Adherence
	<p>During the 2020-2021 school year (Fall 2020, Winter 2021, Summer 2021), a total of 999 students participated in OCC’s high school dual enrollment and early middle college opportunities.</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 increase the dual enrollment participation and college readiness in Oakland County. OCC provided a College Success Skills Course (ASC 1070) to 19 students at Pontiac High School.</p> <p>On May 3, OCC hosted a Youth Excellence Summit (OCCYES) at the Southfield Campus. Nearly 30 ninth and tenth grade students from both the Southfield and Pontiac school districts participated in the summit. Led by OCC’s office of Diversity, Equity, Inclusion & Justice (DEIJ), the summit featured breakout presenters, a campus scavenger hunt and a keynote address. The premise of the summit was to provide early college exposure and opportunities to youth in Oakland County.</p> <p>OCC Admissions 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.</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 PZ coaches; and OCC support services guide these students through the transition to college.</p> <p>OCC, in conjunction with the Detroit Economic Club (DEC), offered a Career Readiness event for 91 high school students. An all-day event held on OCC campuses provided exposure to various programs offered at OCC and the outlooks for those programs relating to employability, income, and education/skills required.</p> <p>Between 8/31/21 and 9/01/22, Admissions hosted 104 live sessions that walked students through the process of how to complete the steps to successfully enroll at OCC. Most of these sessions were offered virtually, but a few did take place onsite at high schools.</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>The College partners with Oakland County Continuing & Adult Education (OCCA) to assist new and reentering adult students who are not college ready. OCC refers these students to OCCA to prepare them for post-secondary education and/or workforce training.</p> <p>OCC provides GED testing at its Testing Center, housed in MTEC on the Auburn Hills campus.</p> <p>Through a grant from Oakland County Workforce Development Division, OCC provides Employability Skills Training for MichiganWorks! program participants. These services are incorporated in a modular style for technical training programs such as the PLC and Robotics Technician Program and CNC</p>

Best Practices by Category	Examples of Adherence
	<p>Operator Program along with various other cohort programs.</p> <p>The college collaborates with Oakland County and the State of Michigan through the MI Reconnect Program. The college provides office space at the Auburn Hills campus for Oakland80 Career and Education Navigators to help individuals understand their skills, interests, and aptitudes, then develop education and career plans to gain access to high quality, in demand jobs.</p> <p>Between 8/31/21 and 9/01/22, the Admissions office hosted 50 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.</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>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 and statewide with 4-year colleges and universities to enhance awareness, create opportunities and promote successful transfer through articulation agreements, reverse transfer agreements, transfer events, transfer resource webpages and more.</p> <p>The Michigan Four Year Colleges and Universities webpage provides a list and links to the regionally accredited public and private institutions and indicates those offering online programs.</p> <p>During the fall 2021 semester, there were 81 scheduled campus transfer table visits by 21 different colleges, schools and universities. For the spring/winter 2022 semester, there were 127 scheduled campus transfer table visits by 21 different colleges, schools and universities. For the 2021 – 2022 academic year, 27 different colleges, schools</p>

Best Practices by Category	Examples of Adherence
	<p>and universities scheduled more than 200 campus transfer table visits.</p> <p>Executed Articulation Agreements – Columbia College Chicago – American Sign Language - English Interpretation (available online) Lake Superior State University – RN/BSN (available online) Lawrence Technological University – Graphic Design Computer Engineering Electrical Engineering Embedded Software Engineering Industrial Engineering Mechanical Engineering Robotics Engineering Oakland University – Graphic Design Wayne State University – Mental Health/Social Work</p>
Category C: Community Services (must meet 4 of 5)	
<p>(i) The community college provides continuing education programming for leisure, wellness, personal enrichment, or professional development.</p>	<p>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. Many of these courses provide Continuing Education Credits (CEUs), such as required SCECHs for teachers and other educators.</p> <p>OCC also offers workshops for pre-employment skills including resume writing, job search techniques and interview skills which are open to students, alumni and Oakland County residents. With the online job board, students, alumni and community members can seek jobs, receive notifications of local career fairs, request assistance with resumes, view a variety of videos and listen to podcasts related to pre-employment skills.</p> <p>OCC partnered with Oakland K-12 Counselors to offer a 2-hour Implicit Bias Training where they were also able to receive SCECHs. The objectives of the seminar included:</p>

Best Practices by Category	Examples of Adherence
	<ul style="list-style-type: none"> • Encourage participants to acknowledge and evaluative their identities • Understand implicit biases and how they shape our behavior and perceptions • Discuss strategies and the impacts on client experiences • Discuss research related to psychotherapy services
<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 • Estate Planning Mistakes You Don’t Want to Make and What is the Deal with Life Insurance at the Auburn Hills Campus • OCC & JcPenney Suit Up Event • “12 Angry Jurors” production at the Orchard Ridge Campus • Student Art Exhibition at the Auburn Hills Campus • Other events across the county <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>OCC offered a broad variety of virtual events to community members including:</p> <ul style="list-style-type: none"> • Veteran Career Resources Workshop • Series of Mental Health & Wellness Seminars • Student Life Leadership Seminars

Best Practices by Category	Examples of Adherence
	<ul style="list-style-type: none"> • Delight-pho! The history and diversity of Vietnamese cuisine • Aanii! We are still here! U.S. policies behind Native American boarding ‘schools’ • Celebrating Hispanic Heritage Month: One language, many voices! • Magic, Murder, Cannibals and Children, Easter already, or Not?” A Gastronomy Tour into the future of the food cultures of Singapore • National African American Read-In, Anishinaabe Mindimooyenh: Weaving the Past, Present, and Future Together • Holocaust Survivor – Irene Miller • Managing Emotions through Thinking: An Introduction to Cognitive Behavioral Therapy • NAMI – In Our Own Voice • Let’s Talk PTSD. <p>OCC Athletics hosted camps throughout the year that allowed 3rd – 12th grade students to work on skills that would help them improve within their individual sports. Additionally, we offered senior Pickleball leagues at our Highland Lakes gym.</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> <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>(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>(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</p>

Best Practices by Category	Examples of Adherence
	<p>events offered free teeth cleaning, dental exams, and limited x-rays to any child in the community.</p> <p>Semester based workshops for pre-employment skills – resume writing, job search techniques and interview skills are open to students, alumni and Oakland County residents, as is the online job board – Handshake. Here students, alumni and community members can seek jobs, receive notifications of local career fairs, request assistance with resumes, view a variety of videos and listen to podcasts related to pre-employment skills.</p> <p>Constitution week activities were open to the community for learning and enrichment in Fall 2021.</p>

A ROLL CALL VOTE WAS TAKEN AS FOLLOWS:

YES:

NO: None

THE RESOLUTION WAS DECLARED ADOPTED.

Pamela S. Jackson, PhD, 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 special retreat meeting held on the 24th day of September, 2022, 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, PhD, Chairperson
Board of Trustees, Oakland Community College



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ACTION

**Board Agenda Item 3.2
September 24, 2022**

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 New York City on October 26-29, 2022. Board members attending the Congress are Susan Anderson and Pamela Jackson.

MOTION

Move that _____ serve as Oakland Community College's voting delegate at the ACCT Leadership Congress in New York City on October 26-29, 2022.



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INFORMATION

Board Agenda Item 4.1
September 24, 2022

FINANCE QUARTERLY REPORT
For the Quarter Ended June 30, 2022



INTRODUCTION

Oakland Community College is a public, non-profit educational institution operating five academic campuses. The academic services of the College are provided during semesters and the majority of the expenditures follow the semesters– not calendar months. In the General Fund, the College has three major revenue sources following different receipt schedules. Tuition revenues are received on a semester schedule. State appropriations are received on a monthly schedule, October through August. Property taxes are received primarily from August through October.

The Operating Funds of the College are included in the quarterly report – General Fund, Designated Funds, and Auxiliary Funds.

COMMENTS

For the Quarter Ended June 30, 2022

This report includes year-to-date information as of the 4th quarter of the fiscal year and reflects financial activity from July 1, 2021 to June 30, 2022. Please note these are preliminary numbers for fiscal year ended June 30, 2022 as the year-end close and audit have not concluded.

FINANCIAL HIGHLIGHTS

Revenues:

In the General Fund, the College recorded total revenues of \$140,436,643 (column 3) compared to \$159,418,469 (column 4) as of the end of the same quarter last year. In Designated Funds, the College recorded total revenues of \$2,827,503 (column 3) compared to \$2,026,944 (column 4) at the end of the same quarter last year. In Auxiliary Funds, the College recorded total revenues of \$2,075,104 (column 3) compared to \$3,254,894 (column 4) at the end of the same quarter last year.

Property Taxes: The total amount is \$95,803,050 (column 3) compared to \$92,782,896 (column 4) at the end of the same quarter last year in the General Fund. Property taxes are primarily received from August through October. Property tax revenues are higher than fiscal year 2021 at quarter end as taxable values have increased. For fiscal year 2022 and beyond, the College will continue to closely monitor property tax values and tax revenues.

Tuition and Fees: The total amount is \$37,843,300 (column 3) compared to \$40,370,090 (column 4) in the General Fund as of the end of the same quarter last year. Enrollment for fall 2021, winter 2022 and summer 2022 was down compared to budgeted headcount and credit hours. In the Designated Funds, tuition and fees have been impacted by COVID-19 and campus closures but have increased with more offerings and a return to campus for all students starting in the fall 2021. Tuition and fees for economic and workforce development programs in the Designated Funds are \$2,590,519 (column 3) at the end of the 4th quarter compared to \$1,838,004 (column 4) at the end of the same quarter last year.

Auxiliary Activities: The total amount is \$2,075,104 (column 3) compared to \$3,254,894 (column 4) in the Auxiliary Fund as of the end of the same quarter last year. The impact of campus closures due to COVID-19 had been the greatest impact on sales revenues for fiscal year 2020 and in the first half of 2021. With the transition to Follett for bookstore operations in November 2021, revenues are less compared to last fiscal year for the same quarter. We have completed the transfer of inventory to Follett, held sales to liquidate the remaining merchandise and written off the remaining inventory. The Auxiliary figures include a transfer from the HEERF grant to lost revenues due to COVID and the write off of obsolete and unsaleable merchandise from the store closures of eighteen months. The Auxiliary Fund will be closed and will no longer be reported in the quarterly reports in fiscal year 2023.

Expenditures:

The College recorded total expenditures in the General Fund of \$117,758,002 (column 3) compared to \$107,849,468 (column 4) as of the end of the same quarter last year. In the Designated Funds, the College recorded total expenditures of \$5,016,184 (column 3) compared to \$4,104,330 (column 4) as of the end of the same quarter last year. In the Auxiliary Funds, the College recorded total expenditures of \$2,179,755 (column 3) compared to \$3,745,474 (column 4) as of the end of the same quarter last year.

Employee Salaries and Wages: The amount is \$66,776,564 (column 3) compared to \$62,594,212 (column 4) as of the end of the same quarter last year in the General Fund. This increase in fiscal year 2022 would have been higher if there was not a shift in some general fund salary expenses over to the restricted CARES/HEERF grants. In the Designated Fund, the amount is \$2,297,670 (column 3) compared to \$2,041,392 as of the end of the same quarter. This increase is due to an increase in program offerings with a return to campus starting in fall 2021.

Benefits: The amount is \$29,863,157 (column 3) compared to \$27,772,626 (column 4) as of the end of the same quarter last year in the General Fund.

Other Operating Expenses: In the General Fund, other operating expenses \$15,838,599 (column 3) are higher than year to date as of the same quarter last year \$12,446,284 (column 4). The fiscal year 2022 total would have been higher if there was not a shift in some general fund expenses over to the restricted CARES/HEERF grants, mainly for technology.

SUMMARY:

OCC, along with educational institutions across the nation, is challenged by declining enrollment related to demographic shifts, less high school graduates, low unemployment which is driving potential students to the workforce and with students wanting more on-line classes and services. The hard work and collaboration that allowed the College to successfully operate throughout the global pandemic is needed again as we face new challenges and opportunities. Overall, revenue streams are higher in 2022 than 2021, however a large unrealized loss on investments of \$26.8 million was recorded at 6/30/22 as a market value adjustment due to increased interest rates. Nearly 90 percent of the investments held by the College are in fixed income bonds, i.e. government treasuries, agencies and sponsored enterprise securities. The market value of a bond is directly impacted by changing interest rates. As the College intends to hold these investments to maturity, it is unlikely that the unrealized losses will be realized and as the investments mature or interest rates stabilize, the unrealized losses will decline. The College will continue to closely monitor the impact of the pandemic, the economy, changing interest rates and enrollment declines throughout the upcoming fiscal year, monitoring both revenues and expenditures and taking measures as appropriate to maintain a balanced budget.



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**GENERAL FUND BUDGET STATUS REPORT
For Year End June 30, 2022**

(1)	(2) TOTAL REVENUES BUDGET	(3) REVENUES YTD	(4) PRIOR YTD REVENUES	(5) YTD PERCENT OF REVENUES RECOGNIZED
REVENUES:				
Property Taxes	\$ 93,600,000	\$ 95,803,050	\$ 92,782,896	102.35%
State Appropriations	25,860,000	27,499,475	26,152,183	106.34%
Tuition & Fees	41,018,897	37,843,300	40,369,919	92.26%
Investment Income	6,800,000	5,350,996	7,353,925	78.69%
Miscellaneous Revenue	893,760	781,998	552,112	87.50%
Unrealized Gain/(Loss) on Investments	-	(26,842,176)	(7,792,565)	
TOTAL REVENUES	\$ 168,172,657	\$ 140,436,643	\$ 159,418,470	83.51%
EXPENDITURES:				
Employee Salaries and Wages	\$ 70,990,766	\$ 66,776,564	\$ 62,594,212	94.06%
Fringe Benefits	34,950,256	29,863,157	27,772,626	85.44%
Contracted Temporary Personnel	2,621,501	1,878,551	1,970,457	71.66%
Utilities	4,191,871	3,401,131	3,065,889	81.14%
Other Operating Expenses	23,790,341	15,838,599	12,446,284	66.58%
TOTAL EXPENDITURES	\$ 136,544,735	\$ 117,758,002	\$ 107,849,468	86.24%
TRANSFERS:				
Transfer (to) from General Fund	\$ -		\$ -	0.00%
Transfer (to) from Loan Fund	-		-	0.00%
Transfer (to) from Auxiliary Fund	-	6,208,316	-	0.00%
Transfer (to) from Endowment/Restricted	(400,000)	2,238,510	3,461,447	-559.63%
Transfer (to) from Plant Fund	(25,000,000)	(25,000,000)	(48,000,000)	100.00%
All Other Transfers	(3,536,321)	(2,089,775)	(1,377,470)	59.09%
TOTAL TRANSFERS	\$ (28,936,321)	\$ (18,642,949)	\$ (45,916,023)	64.43%

*Numbers are preliminary figures as year-end close has not been finalized.



OAKLAND COMMUNITY COLLEGE.

**DESIGNATED FUND BUDGET STATUS REPORT
For Year End June 30, 2022**

(1)	(2) TOTAL REVENUES BUDGET	(3) REVENUES YTD	(4) PRIOR YTD REVENUES	(5) YTD PERCENT OF REVENUES RECOGNIZED
REVENUES:				
Property Taxes	\$ -	\$ -	\$ -	0.00%
State Appropriations	-	-	-	0.00%
Tuition & Fees	3,072,253	2,590,519	1,838,004	84.32%
Investment Income	-	-	-	0.00%
Miscellaneous Revenue	257,669	236,984	188,940	91.97%
Unrealized Gain/(Loss) on Investments	-	-	-	0.00%
TOTAL REVENUES	\$ 3,329,922	\$ 2,827,503	\$ 2,026,944	84.91%
EXPENDITURES:				
Employee Salaries and Wages	\$ 2,649,446	\$ 2,297,670	\$ 2,041,392	86.72%
Fringe Benefits	1,303,968	997,171	833,471	76.47%
Contracted Temporary Personnel	1,744,256	972,283	679,856	55.74%
Utilities	-	-	-	0.00%
Other Operating Expenses	1,286,573	749,060	549,611	58.22%
TOTAL EXPENDITURES	\$ 6,984,243	\$ 5,016,184	\$ 4,104,330	71.82%
TRANSFERS:				
Transfer (to) from General Fund	\$ 3,536,321	\$ 2,089,775	\$ 1,377,471	-59.09%
Transfer (to) from Loan Fund	-	-	-	0.00%
Transfer (to) from Auxiliary Fund	-	-	-	0.00%
Transfer (to) from Endowment/Restricted	-	-	1,068,442	0.00%
Transfer (to) from Plant Fund	-	-	-	0.00%
All Other Transfers	-	-	-	0.00%
TOTAL TRANSFERS	\$ 3,536,321	\$ 2,089,775	\$ 2,445,913	-59.09%

*Numbers are preliminary figures as year-end close has not been finalized.



OAKLAND COMMUNITY COLLEGE

**AUXILIARY FUND BUDGET STATUS REPORT
For Year End June 30, 2022**

(1)	(2) TOTAL REVENUES BUDGET	(3) REVENUES YTD	(4) PRIOR YTD REVENUES	(5) YTD PERCENT OF REVENUES RECOGNIZED
REVENUES:				
Property Taxes	\$ -	\$ -	\$ -	0.00%
State Appropriations	-	-	-	0.00%
Tuition & Fees	-	-	-	0.00%
Auxiliary Activities	4,176,015	2,075,104	3,237,681	49.69%
Investment Income	-	-	-	0.00%
Miscellaneous Revenue	7,400	-	17,213	0.00%
Unrealized Gain/(Loss) on Investments	-	-	-	0.00%
TOTAL REVENUES	\$ 4,183,415	\$ 2,075,104	\$ 3,254,894	49.60%
EXPENDITURES:				
Employee Salaries and Wages	\$ 957,800	\$ 248,582	\$ 664,907	25.95%
Fringe Benefits	528,675	123,243	356,092	23.31%
Contracted Temporary Personnel	50,470	41,559	45,385	82.34%
Utilities	-	-	-	0.00%
Other Operating Expenses	3,374,609	1,766,371	2,679,090	52.34%
TOTAL EXPENDITURES	\$ 4,911,554	\$ 2,179,755	\$ 3,745,474	44.38%
TRANSFERS:				
Transfer (to) from General Fund	\$ -	\$ (6,208,316)	\$ -	0.00%
Transfer (to) from Loan Fund	-	-	-	0.00%
Transfer (to) from Auxiliary Fund	-	-	-	0.00%
Transfer (to) from Endowment/Restricted	-	565,723	1,214,460	0.00%
Transfer (to) from Plant Fund	-	-	-	0.00%
All Other Transfers	-	-	-	0.00%
TOTAL TRANSFERS	\$ -	\$ (5,642,593)	\$ 1,214,460	0.00%

*Numbers are preliminary figures as year-end close has not been finalized.



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INFORMATION

Board Agenda Item 4.2
September 24, 2022

COLLEGE FACILITIES QUARTERLY REPORT
For the Quarter Ending June 30, 2022

2022 RENOVATION / MAJOR MAINTENANCE PROGRAM

Quarter End Date: June 30, 2022

Project ID	Project Name	Initial Budget	Adjustments + / -	Adjusted Budget	Status	Committed Cost	Balance
AH21-002	G-240 Conference Room Update	\$200,000.00	\$0.00	\$200,000.00	1		\$200,000.00
AH22-002	Building F Rooftop Unit Replacement	\$300,000.00	\$0.00	\$300,000.00	1		\$300,000.00
AH22-009	MTEC HVAC Upgrade	\$0.00	\$30,000.00	\$30,000.00	1		\$30,000.00
CW19-006	CCTV Enhancements	\$435,000.00	\$0.00	\$435,000.00	1		\$435,000.00
RO22-003	Parking Structure Evaluation	\$50,000.00	\$0.00	\$50,000.00	1		\$50,000.00
SF22-003	Master Planning	\$50,000.00	\$0.00	\$50,000.00	1	\$10,755.00	\$39,245.00
AH21-004	Exterior Signage Upgrade Project	\$1,284,801.00	\$0.00	\$1,284,801.00	2	\$693.30	\$1,284,107.70
AH22-004	Bldgs. A & T Programming	\$0.00	\$283,950.00	\$283,950.00	2	\$98,000.00	\$185,950.00
HL22-003	Master Planning	\$80,000.00	\$25,000.00	\$105,000.00	2	\$13,120.00	\$91,880.00
OR20-011	Building M Remodel	\$99,389.00	\$750,000.00	\$849,389.00	2	\$9,095.00	\$840,294.00
OR21-002	L Building Renovation	\$4,990,000.00	\$0.00	\$4,990,000.00	2	\$21,934.00	\$4,968,066.00
AH22-006	CW Paving & Sidewalk Restoration	\$0.00	\$800,000.00	\$800,000.00	3		\$800,000.00
OR22-002	Interior Hardware Renovation	\$1,000,000.00	\$0.00	\$1,000,000.00	3	\$20,085.00	\$979,915.00
RO20-002	RO Building & Power Plant	\$10,416,789.00	\$0.00	\$10,416,789.00	3	\$41,449.96	\$10,375,339.04
RO22-004	Building E	\$50,000,000.00	\$0.00	\$50,000,000.00	3	\$1,756,509.36	\$48,243,490.64
AH22-007	CREST Site Drainage Remediation	\$0.00	\$20,000.00	\$20,000.00	4		\$20,000.00
CW22-005	Infrastructure Evaluation	\$400,000.00	\$0.00	\$400,000.00	4		\$400,000.00
SF19-004	Chiller Study	\$56,564.14	\$0.00	\$56,564.14	4	\$56,564.14	\$0.00
AH-CW17-003	Interior Door Hardware Renovation	\$718,305.00	\$0.00	\$718,305.00	5	\$428,523.27	\$289,781.73
AH18-009	Building C	\$16,590,217.00	\$0.00	\$16,590,217.00	5	\$9,394,079.05	\$7,196,137.95
AH22-008	Bldg. D Elevator Upgrade	\$0.00	\$70,000.00	\$70,000.00	5	\$60,831.35	\$9,168.65
AH22-010	CREST Canopy Repair	\$0.00	\$15,000.00	\$15,000.00	5		\$15,000.00
CW22-011	Digital Signage Infrastructure	\$0.00	\$400,000.00	\$400,000.00	5	\$44,932.43	\$355,067.57
HL19-003	Burner Assembly Replacement	\$517,000.00	\$0.00	\$517,000.00	5	\$344,029.23	\$172,970.77
OR20-012	Door Replacements	\$319,545.00	\$250,000.00	\$569,545.00	5	\$76,247.20	\$493,297.80
OR21-003	Parking Lot 1,2,3 Replacement & Reconfiguration	\$4,424,570.00	\$0.00	\$4,424,570.00	5	\$3,208,969.12	\$1,215,600.88
OR21-005	Building E Compressor Installation	\$78,044.00	\$20,000.00	\$98,044.00	5	\$58,910.01	\$39,133.99
OR22-004	Bldg. J Video Studio Construction	\$0.00	\$730,000.00	\$730,000.00	5	\$616,749.51	\$113,250.49
OR22-008	Room J409 & D212 Remodels	\$0.00	\$80,000.00	\$80,000.00	5		\$80,000.00
RO22-005	Bldg. D Selected Carpet Replacement	\$0.00	\$60,000.00	\$60,000.00	5	\$50,850.00	\$9,150.00
SF21-003	Parking Lot Fixture Upgrades	\$200,000.00	\$230,000.00	\$430,000.00	5	\$23,511.02	\$406,488.98
SF22-004	Chiller Plant Upgrade	\$1,304,025.86	\$0.00	\$1,304,025.86	5	\$2,598.53	\$1,301,427.33
AH21-003	Building C Roof Replacement	\$750,000.00	\$0.00	\$750,000.00	6	\$324,109.92	\$425,890.08
AH21-005	Building B Foundation Restoration	\$80,000.00	\$110,000.00	\$190,000.00	6	\$155,388.22	\$34,611.78
AH21-006	Building G Furniture Evaluation	\$93,500.00	\$0.00	\$93,500.00	6		\$93,500.00
AH21-009	Campus IT Upgrades	\$25,000.00	\$0.00	\$25,000.00	6		\$25,000.00
AH21-011	Building G Elevator Restoration	\$30,045.60	\$0.00	\$30,045.60	6	\$19,969.60	\$10,076.00
AH22-003	Bldg. B 2nd Floor Commons Carpet Replacement	\$0.00	\$25,000.00	\$25,000.00	6	\$21,567.00	\$3,433.00
AH22-005	Bldg. D Stairway Flooring Replacement	\$0.00	\$20,000.00	\$20,000.00	6	\$15,273.00	\$4,727.00
PF-AH22-006	Insurance - MTEC Water Damage	\$0.00	\$10,288.28	\$10,288.28	6	\$10,288.28	\$0.00
CW22-010	Roof Repairs & Preventive Maintenance	\$0.00	\$105,000.00	\$105,000.00	6	\$73,732.80	\$31,267.20
HL21-003	Parking Lot Improvements	\$200,000.00	\$40,000.00	\$240,000.00	6	\$210,181.54	\$29,818.46
OR17-001	Boiler Replacement	\$200,000.00	\$0.00	\$200,000.00	6	\$1,673.00	\$198,327.00
OR19-003	Signage Upgrade, Site Wide	\$505,045.00	\$0.00	\$505,045.00	6	\$137,994.30	\$367,050.70
OR19-006	Smith Theatre Lighting Upgrade	\$91,230.46	\$0.00	\$91,230.46	6	\$32,731.50	\$58,498.96
OR20-002	Elevator Restoration - J Building	\$1,249,476.00	\$0.00	\$1,249,476.00	6	\$423,068.46	\$826,407.54

OR21-004	Building F/G Elevator Restoration	\$601,552.00	\$0.00	\$601,552.00	6		\$601,552.00
OR21-011	Elevator Restorations	\$29,804.64	\$0.00	\$29,804.64	6	\$20,130.24	\$9,674.40
OR22-005	Bldg. L/M Elevator Restoration	\$0.00	\$75,000.00	\$75,000.00	6	\$1,000.00	\$74,000.00
OR22-006	Bldg. J Partial Roof Replacement	\$0.00	\$100,000.00	\$100,000.00	6	\$61,183.32	\$38,816.68
OR22-007	CW Sidewalk Replacements	\$0.00	\$100,000.00	\$100,000.00	6	\$74,141.65	\$25,858.35
RO20-004	Market Place & Bookstore Renovation	\$125,549.91	\$32,000.00	\$157,549.91	6	\$32,161.79	\$125,388.12
RO21-002	Parking Deck Fire Protection System Evaluation	\$50,000.00	\$0.00	\$50,000.00	6	\$36,425.65	\$13,574.35
RO21-003	Elevator Restorations	\$38,983.68	\$0.00	\$38,983.68	6	\$34,010.88	\$4,972.80
HL22-002	Interior Hardware Renovation	\$150,000.00	\$0.00	\$150,000.00	7		\$150,000.00
HL22-005	Levinson Hall Restroom Upgrades	\$0.00	\$250,000.00	\$250,000.00	7	\$12,573.75	\$237,426.25
RO22-002	Interior Hardware Renovation	\$150,000.00	\$0.00	\$150,000.00	7		\$150,000.00
SF22-002	Interior Hardware Renovation	\$150,000.00	\$0.00	\$150,000.00	7		\$150,000.00
AH22-001	Site Work & Small Projects	\$250,000.00	-\$105,288.28	\$144,711.72	8	\$21,035.23	\$123,676.49
CW21-003	Paving, Catch Basins & Sidewalks	\$400,000.00	\$0.00	\$400,000.00	8		\$400,000.00
CW22-001	Construction Management Core Staff	\$400,000.00	\$4,841.42	\$404,841.42	8	\$404,841.42	\$0.00
CW22-002	Restroom Upgrades	\$500,000.00	-\$250,000.00	\$250,000.00	8		\$250,000.00
CW22-004	Elevator Restoration Program	\$500,000.00	-\$145,000.00	\$355,000.00	8		\$355,000.00
CW22-006	Carpet/Flooring Replacement	\$200,000.00	-\$105,000.00	\$95,000.00	8	\$5,332.00	\$89,668.00
CW22-007	Roof Upgrades	\$1,000,000.00	-\$205,000.00	\$795,000.00	8		\$795,000.00
CW22-008	Paving, Catch Basins & Sidewalk Restorations	\$1,000,000.00	-\$900,000.00	\$100,000.00	8		\$100,000.00
CW22-998	Academic/Campus Enhancements	\$1,000,000.00	-\$865,000.00	\$135,000.00	8		\$135,000.00
CW22-999	Emerging Needs / Contingency / Emergency Repair	\$1,000,000.00	-\$614,841.42	\$385,158.58	8		\$385,158.58
DO22-001	Site Work & Small Projects	\$100,000.00	\$0.00	\$100,000.00	8	\$3,652.00	\$96,348.00
HL22-001	Site Work & Small Projects	\$150,000.00	-\$40,000.00	\$110,000.00	8	\$4,773.50	\$105,226.50
OR21-012	Parking Lot Improvements	\$50,000.00	\$0.00	\$50,000.00	8		\$50,000.00
OR22-001	Site Work & Small Projects	\$500,000.00	-\$240,000.00	\$260,000.00	8	\$30,784.74	\$229,215.26
RO22-001	Site Work & Small Projects	\$150,000.00	-\$32,000.00	\$118,000.00	8	\$111,264.91	\$6,735.09
SF22-001	Site Work & Small Projects	\$100,000.00	\$0.00	\$100,000.00	8	\$22,031.00	\$77,969.00
AH17-001	Building A Study	\$283,950.00	-\$283,950.00	\$0.00			\$0.00
CW22-003	Parking Lot Fixture Upgrades	\$100,000.00	-\$100,000.00	\$0.00			\$0.00
OR22-003	M Building Second Floor Renovation	\$750,000.00	-\$750,000.00	\$0.00			\$0.00
	Grand Total	\$106,468,387.29	\$0.00	\$106,468,387.29		\$18,639,756.18	\$87,828,631.11

1 = Planning 2 = Programming 3 = Design 4 = Bid 5 = Construction 6 = Completed 7 = Postponed 8 = Annual Project



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INFORMATION













Board Agenda Item 4.3
September 24, 2022

INFORMATION TECHNOLOGY QUARTERLY REPORT
April 1, 2022 to June 30, 2022

Quarterly Status Report as of June 30, 2022

Select a Quarter End Date to view the Report:

June 30, 2022 ▼

Description	Location	Status	Progress	2021-22 Budget \$	2021-22 Committed Costs	2021-22 Balance	Multi-year Project
Communication and Collaboration tools	CW	Complete		\$150,000	\$150,000	\$0	1
COVID-19 Screening App	CW	Complete		\$0	\$0	\$0	1
Ellucian Ethos	CW	Complete		\$0	\$0	\$0	1
Ellucian Experience	CW	Implementation		\$112,000	\$112,000	\$0	1
Hyflex Classroom Upgrade	CW	Implementation		\$350,000	\$301,810	\$48,190	1
Network Edge Replacement	CW	Complete		\$1,550,000	\$1,550,000	\$0	1
Recruit Backup	CW	Complete		\$50,000	\$45,600	\$4,400	1
SimpleFlex Classroom Upgrade	CW	Implementation		\$750,000	\$0	\$750,000	1
VDI	CW	Complete		\$1,000,000	\$1,000,000	\$0	5
Wayfinding	CW	Implementation		\$367,855	\$367,865	(\$10)	1
Web Advisor to Self-Service Migration	CW	Complete		\$100,000	\$29,500	\$70,500	1
Wireless Network Upgrade	CW	Implementation		\$851,799	\$851,799	\$0	1
Totals				\$5,281,654	\$4,408,574	\$873,080	

IT Capital Project Descriptions

Communication and Collaboration tools

This is a project to implement the Microsoft Office 365 suite for use by employees to improve college-wide efficiency, effectiveness, and collaboration. In addition, this same software suite will be used to replace our aging Infomart intranet.

COVID-19 Screening App

This refers to a self-service electronic form hosted on the MyOCC website (for students) and Infomart (for employees) to record answers to COVID screening questions before students or employees arrive on campus. The Screening App provides information for contact tracing and communication compliance for Environmental Health and Safety.

Ellucian Ethos

Ethos is a standardized data model with published Application Programming Interfaces (APIs) that enables easier integrations between our Colleague Student Information System and other OCC systems and 3rd party applications.

Ellucian Experience

This new user interface offers each student a personalized dashboard to check classes, grades and schedules, and stay up to date on financial aid, for example. Integrating with both Ellucian and non-Ellucian solutions, Ellucian Experience provides instant access to content and real-time data using individual configurable "cards". Experience will also support real time wayfinding for our students to navigate our campuses.

HyFlex Classroom upgrade

A Hybrid-Flexible ('HyFlex') course is a student-centered model of class delivery that can integrate face-to-face instruction, online synchronous video sessions, or asynchronous content delivery. The upgrade involves installing camera-, display-, audio- equipment as well as control hardware, software, and capture technology.

Network Edge Replacement

This refers to the networking switches installed on campus that connect student, employee computers and other devices to the OCC network.

Recruit Backup

This project captures prospective student data from our online admissions system, CRM-Recruit, passing it to our Institutional Effectiveness platform making it available for analysis and follow up with students who apply but do not enroll.

SimpleFlex Classroom upgrade

A simpler design and configuration of the HyFlex installation. This simplified classroom technology configuration includes a camera and video display to enable the instructor to deliver academic content via video (Zoom) to students attending class remotely.

VDI (Virtual Desktop Infrastructure)

VDI is a virtualization technology that hosts a desktop (PC) operating system and/or software on a centralized server in a data center. VDI provides easier access to academic software for students by publishing the software to the device where they log in while allowing better asset utilization for the college by reducing the need for discipline-specific classrooms and labs.

Wayfinding

The convergence of our wireless network upgrade, Ellucian Ethos, Ellucian Experience, and a 3rd party Ellucian partner will enable students and community patrons to be guided through our campuses using turn by turn navigation provided on their mobile devices.

Web Advisor to Self-Service Migration

This is a long term, extensive project to transition many Colleague functions for both students and employees from Web Advisor (a platform that is scheduled to be shut down in 2021) to the new Colleague 'Self-Service' platform.

Wireless Network Upgrade

This project involves replacing and upgrading our campus wireless network (Wi-Fi) components improving coverage, speed, capacity, and security while enabling new services including Wayfinding.



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Board Agenda Item 4.4
September 24, 2022

OCC FOUNDATION REPORT
QUARTERLY PROGRESS TOWARD CALENDAR-YEAR GOALS
January 1 to June 30, 2022

The mission of the OCC Foundation is to obtain and allocate financial support to advance the mission and goals of Oakland Community College. The Foundation sets and tracks its goals on a *calendar-year basis* to correspond to the thinking and behavior of the typical donor.

Highlights

Through the second quarter of the 2022 calendar year, the Foundation raised \$344,334.03 from 277 donors toward its goal of \$600,000 from 509 donors. Donor acquisition has been particularly strong thanks to peer-to-peer fundraising efforts such as Trustee Bryant's new endowed scholarship in memory of her son and Trustee Gibson's "Go the Distance" appeal.

The Foundation celebrated 30 years of scholarship recognition with the publication of a special booklet. November 1992 marked the first formal recognition of our scholarship benefactors and their beneficiaries with a luncheon in the Ridgeway Café prepared by OCC's Culinary Studies Institute. That first program included 22 scholarships and 71 recipients. This year's commemorative Scholarship Recognition Booklet honored 180 scholarship sponsors and 766 recipients, and is available on the Foundation's website.

In April the Foundation launched The Garden Party Matching Gift Challenge in lieu of the annual June event, with a \$100,000 dollar-for-dollar match from our benefactor The Garden Party Foundation. Through June 30, donors and sponsors committed \$112,470 toward scholarships for students in career and technical programs, with additional gifts expected. As projected, this is a decline from 2021, as fewer companies are willing to sponsor a "non-event" for a second year.

In the second quarter, donors established six new scholarships and funds: the Dennis Fiems & Denise Harris Fiems Endowed Emergency Fund, the Margaret A. Hinkle & Joan M. Hinkle College Aid Fund, the Jonathan "Scott" Bryant Memorial Endowed Scholarship for Mental Health, the Michigan Hot Rod Association Scholarship, the EMS Program Scholarship and the 2020 Social Justice & Civic Engagement Endowed Scholarship. These generous donors included an OCC trustee, employees and retirees, and members of the community.



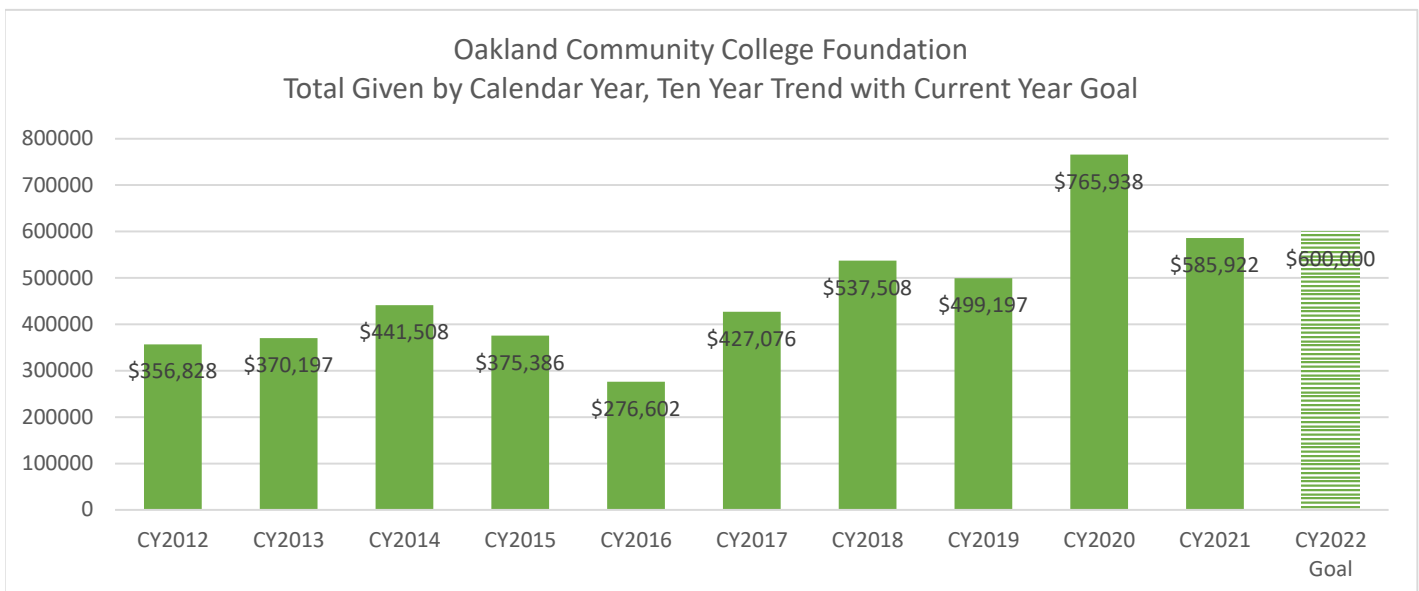
INFORMATION

Board Agenda Item 4.4
September 24, 2022

OCC FOUNDATION REPORT
QUARTERLY PROGRESS TOWARD CALENDAR-YEAR GOALS
January 1 to June 30, 2022

The mission of the OCC Foundation is to obtain and allocate financial support to advance the mission and goals of Oakland Community College. The Foundation sets and tracks its goals on a *calendar-year basis* to correspond to the thinking and behavior of the typical donor. Fiscal year results are provided here as well.

	CY2021 Actual		CY2022 Goals		CY2022 Actual td		% of Goal	
	Count	Amount	Count	Amount	Count	Amount	Count	Amount
Total	483	\$585,922	509	\$600,000	277	\$344,334	54.4%	57.4%
<u>Giving Level</u>								
\$100,000 and up	1	\$100,000	1	\$100,000	0	\$0	0.0%	0.0%
\$10,000 and up	12	145,206	11	132,000	9	165,209	81.8%	125.2%
\$1,000 to \$9,999	129	271,067	146	299,000	59	140,764	40.4%	47.1%
Under \$1,000	341	69,649	351	69,000	209	38,361	59.5%	55.6%
<u>Retention Status</u>								
Acquired	143	\$122,475	116	\$98,000	93	\$133,865	80.2%	136.6%
Recovered	94	75,088	103	55,000	32	16,831	31.1%	30.6%
Retained	246	388,359	290	447,000	152	193,638	52.4%	43.3%
Retained from Prior Year	59.7%	50.7%	60.0%	76.3%	31.5%	33.0%	52.4%	43.3%





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Board Agenda Item 4.5
September 24, 2022

STRATEGIC PLAN UPDATE

The Office of the Chief Strategy Officer is in the process of preparing to deploy the planning for the FY24-26 Strategic Plan. Current initiatives continue to advance on the College's strategic priorities. Great advances have been made in online programs, the co-requisite model of developmental education, and transparent data infrastructure. With the current strategic planning process now fully implemented, the College can begin its own continuous quality improvement journey for strategic planning itself.

For the FY24-27 plan, Oakland Community College is refining and making simple its efforts. The College plans for make doubling its graduation rate an important focus that will drive all college strategy. Additionally, the College will work to simply the strategic planning language and make it more accessible to all college stakeholders while simultaneously narrowing the scope of the institution's key performance indicator. This level of focus and measurement will allow the college community as a whole to rally its effort around a single shared goal and promote a high level of accountability. The Office of the Chief Strategy Officer is excited about this process and exploring the scope and nature of the associated work with the Board in the coming months and years.



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INFORMATION

Board Agenda Item 4.6
September 24, 2022

ANNUAL 2021-22
MONITORING REPORT

Table of Contents

Executive Summary	3
Mission, Values, Vision & Strategic Plan	4
Board Ends and Strategic Objectives.....	5
OCC Goals and Key Performance Indicators (KPIs)	6
1.1: Become a student-ready college, promoting agency, access, and success for all students	7
Enrollment Data Trends	7
Early Summer 2022 and Fall 2022 Enrollment Data	9
College Readiness	10
Retention & Persistence	11
Completion	12
1.2: Promote educational excellence, innovation, and support.....	13
OCC Teaching and Learning Center (TLC).....	13
1.3: Engage in continuous improvement through organizational analysis to nimbly respond to external opportunities and threats	14
2.1: Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees	15
2.2: Promote a culture of communication, collaboration, respect, and civility	16
3.1: Build an integrated diversity, equity, and inclusion infrastructure to support students, staff, and community.....	17
2021-22 Strategic Achievements	19
2022-23 Strategic Directions	20
Conclusion	22
Acknowledgements.....	22
Glossary	23

Executive Summary

[National reports](#) show that community college enrollment continued to fall throughout 2021-22. OCC's enrollment fluctuations followed national trends but overall outperformed them.

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

In Fall 2021, OCC welcomed many students back to its campuses and that campus vibrancy continues to grow through 2022. Access is a central tenet of a community college and throughout the pandemic years, that access included the development of expanded online and hybrid learning, innovative course delivery, additional funding and resources for students, virtual student services and programming, and outreach by dedicated faculty and staff to help their students overcome obstacles and succeed. These experiences can continue to serve the institution as it navigates the higher education landscape in the years ahead in service to students and the community.

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

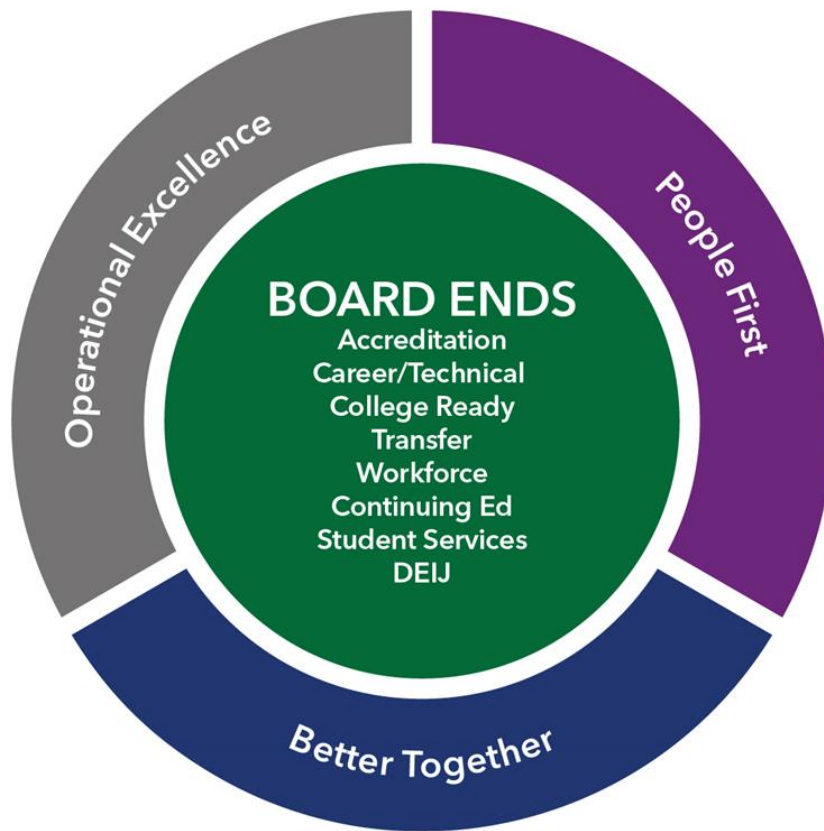
- 2.1 [Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees](#)
- 2.2 [Promote a culture of communication, collaboration, respect, and civility](#)

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

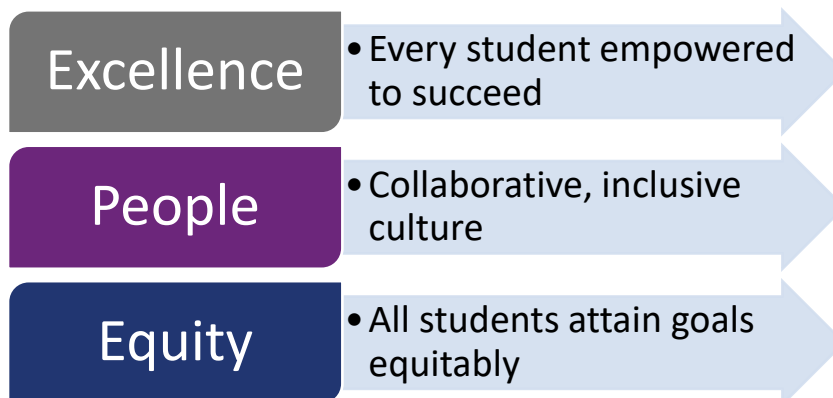
- 3.1 [Build an integrated diversity, equity, inclusion, and justice \(DEIJ\) infrastructure to support students, staff, and community](#)

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.



In 2022-23, OCC will focus in on the most 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)

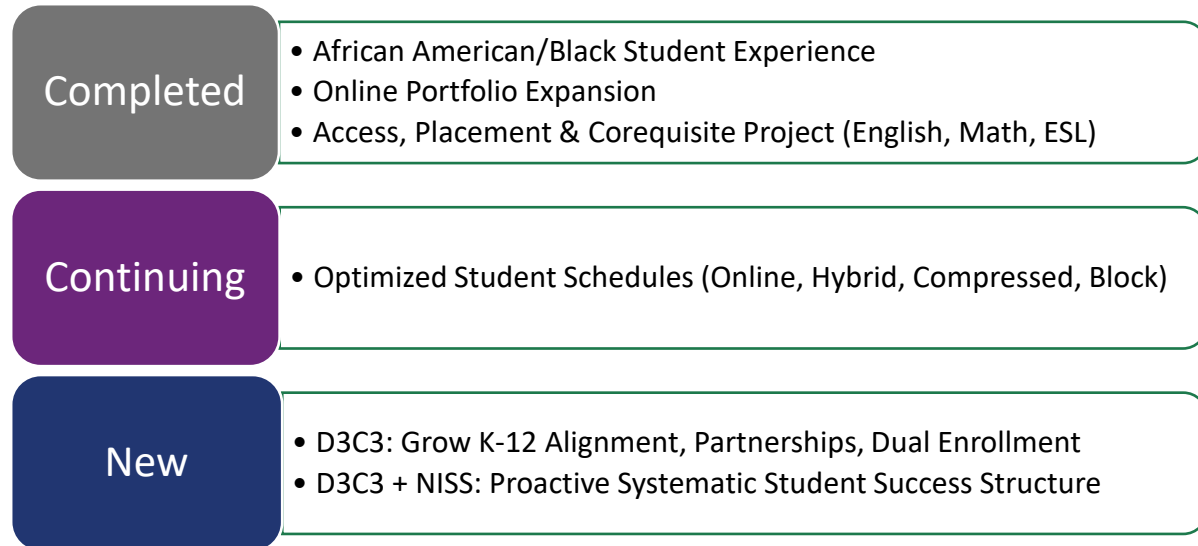
In service of OCC's Board Ends and strategic objectives, and as core measures of continuous improvement, the College has established several Key Performance Indicators (KPIs) to track and evaluate throughout the year.

- Based on the monitoring report schedule, data columns include the preceding summer leading up through fall and winter semesters.
- 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. However, projections are particularly challenging with current external factors such as public health and economic impacts during the pandemic that are difficult to incorporate into the statistical model.
- Ongoing research and analysis will continue to refine targets and support alignment with the College's strategic plan.

#	2021-22 Core KPIs	Semester	2019-20	2020-21	2021-22	Past Year % Change	2021-22 Target	Target to Actual	2022-23 Target
1	Conversion rate	Summer	33.4%	48.5%	36.2%	-25.4%	33.0%	+3.2	33.0%
		Fall	33.0%	35.7%	32.5%	-9.0%		-0.5	
		Winter	33.9%	34.1%	30.2%	-11.4%		-2.8	
2	Headcount enrollment	Summer	10,161	10,323	10,183	-1.4%	10,686	-503	9,609
		Fall	15,668	14,727	14,174	-3.8%	14,878	-704	13,666
		Winter	15,263	14,223	13,776	-3.1%	14,284	-508	13,175
3	Average enrolled credits	Summer	5.55	5.93	6.10	+2.9%	6.12	-0.02	5.84
		Fall	8.18	8.51	8.19	-3.8%	8.44	-0.25	7.87
		Winter	7.98	8.21	8.06	-1.8%	8.16	-0.10	8.14
4	Fall to Fall persistence	Fall	52.3%	52.6%	--	+0.6%	53.0%	-0.4	53.2%
5	Six-year completion*	Annual	35%	37%	39%	+5.4%	--	--	40%

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. Strategic actions in this area include:



By completing three significant strategic projects within this objective, OCC has worked to advance equity, opportunity, and academic achievement for all its students. The ways in which our diverse student population enters the College, finds the right fit for successful learning in English and math, enrolls in courses that fit their complex lives, and experiences a community of inclusion are all central strategies toward advancing the college mission. OCC will continue to dynamically respond to student scheduling needs while growing the early awareness and preparation for college, then proactively guiding students each step of the way through their higher education journey.

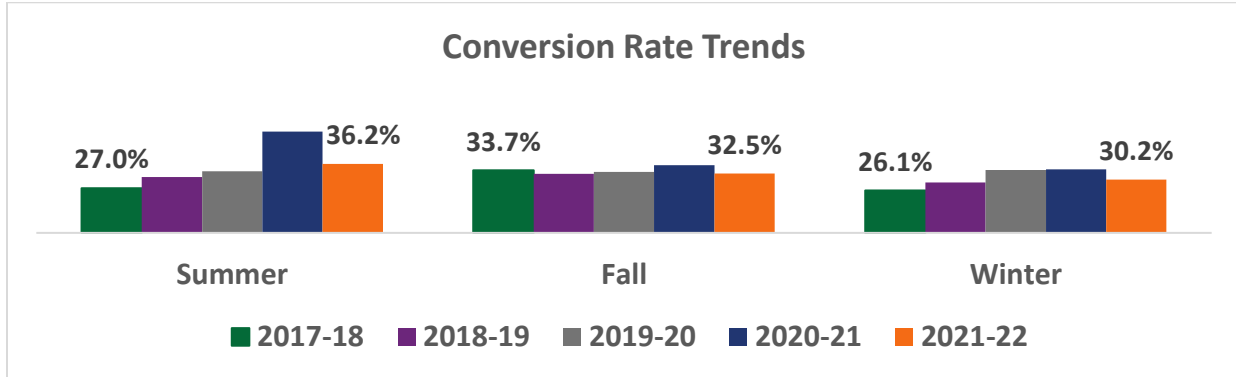
Enrollment Data Trends



Several external and internal factors impact enrollment, including economic changes, public health, demographics, marketing and outreach, competition from other higher education

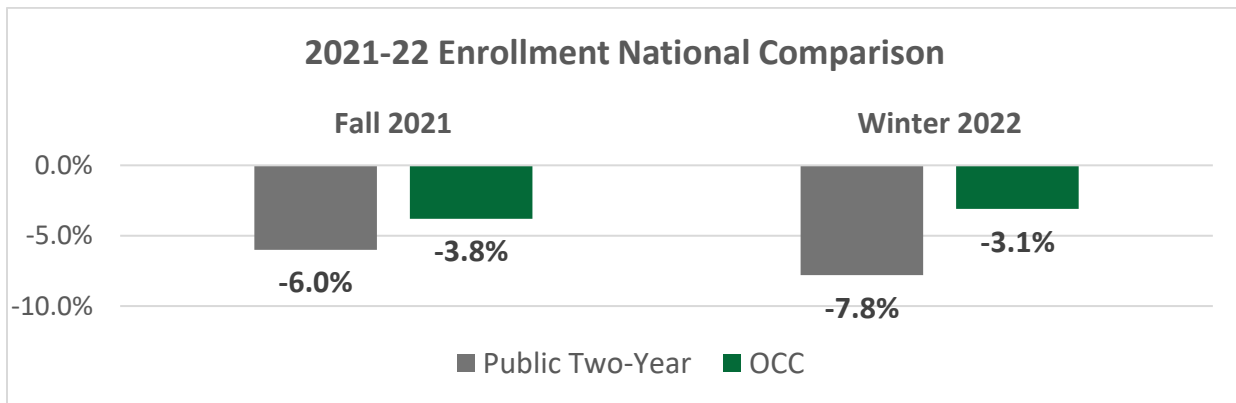
institutions, admissions and onboarding, awareness and timely completion of the financial aid process, course scheduling and delivery, etc.

In 2021-22, the average conversion rate (yield) at four-year public colleges reporting data in Michigan fell to [22.5%](#). (Note: Community colleges rates are not collected.) OCC exceeded its target of 33.0% in two of the three semesters of 2021-22.



Source: Institutional Effectiveness

Community colleges nationwide saw enrollment declines throughout the past year. OCC’s enrollment fluctuations mirrored the national trend, but outperformed other community colleges in its enrollment outcomes.



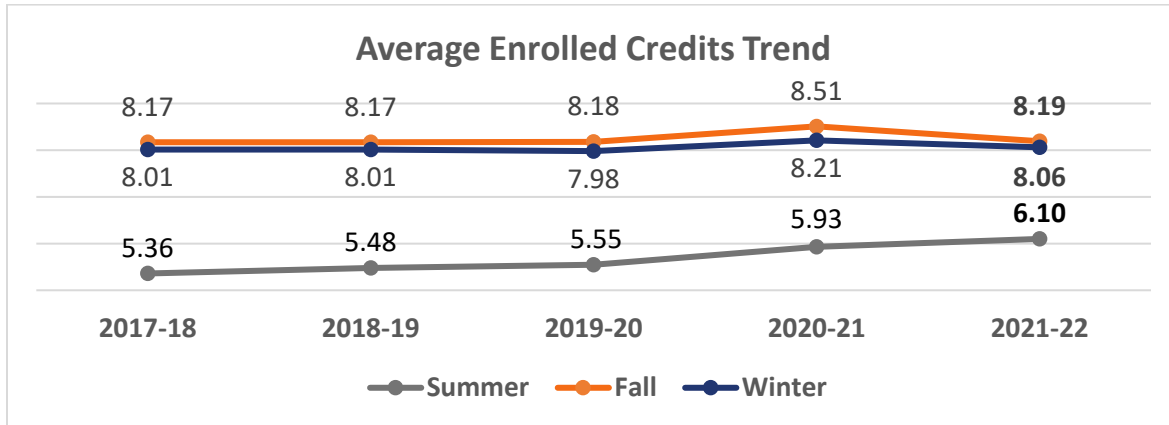
Note: NSC source includes national data <https://nscresearchcenter.org/stay-informed/>



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



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

Early Summer 2022 and Fall 2022 Enrollment Data

Nationally, community college enrollment continues to decline. Finding ways to help students increase their course enrollment while juggling work and family responsibilities is a key strategy to helping meet retention and completion goals. Scheduling a blend of course modalities at various times and locations can help meet student needs and accelerate student progress.

Category	Summer 2021	Summer 2022	# Change	% Change
Total Headcount	10,184	9,266	-918	-9%
Total Credits	61,811	54,383	-7,428	-12%
Average Credits	6.1	5.9	-0.2	-3%

Comparison as of day 171 of registration (8.28.22), Source: Institutional Effectiveness Registration Dashboard

Category	Fall 2021	Fall 2022	# Change	% Change
Total Headcount	14,010	13,533	-477	-3%
Total Credits	115,516	114,069	-1,447	-1%
Average Credits	8.3	8.4	+0.2	+2%

Comparison as of day 165 of registration (9.8.22), Source: Institutional Effectiveness Registration Dashboard

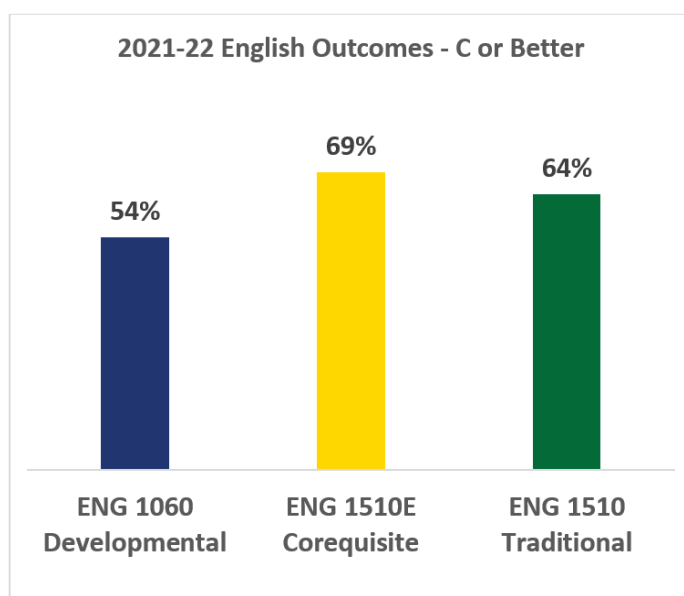
College Readiness

English:

- The Guided Self-Placement (GSP) process has continued to evolve since its creation in Winter 2020. GSP allows students to make informed choices about what English course to take to maximize their success. The process was created in collaboration with faculty to address student placement when in-person exams were no longer possible due to COVID-19. So far, data show that GSP placement is comparable to the average success rate of other placement methods in terms of course completion.



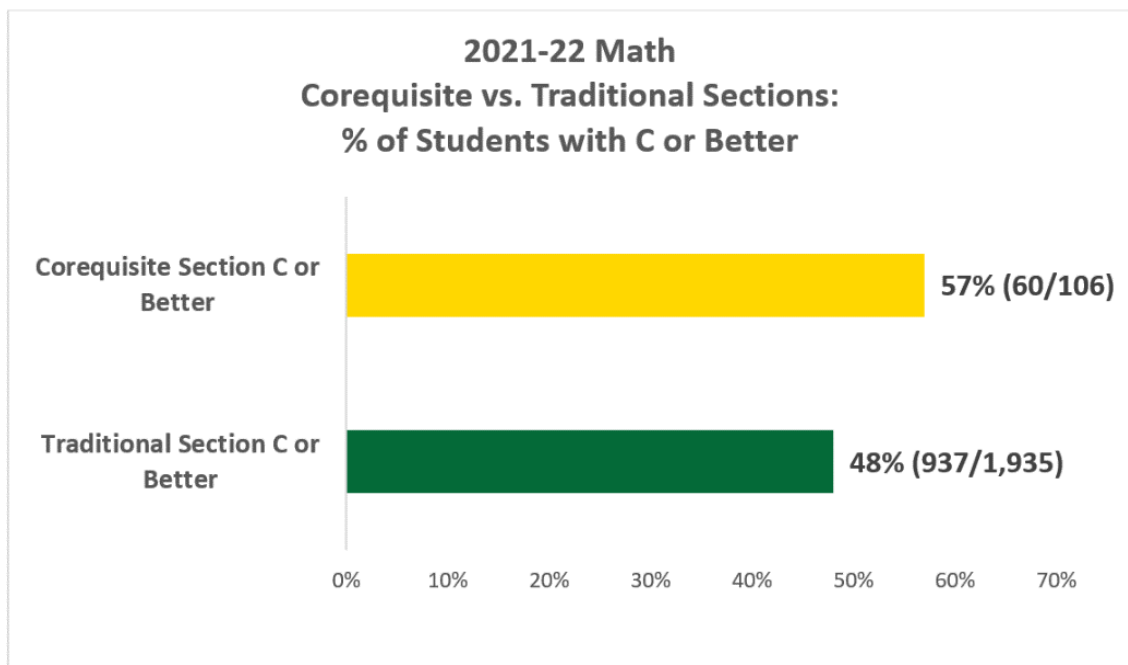
- In English, the new ENG 1510E course allows more students to enroll directly in college-level Composition I, by providing additional class time and enhanced support for their success. In 2021-22, corequisite ENG 1510E students outperformed developmental level and even traditional college-level students. Analysis will continue in 2022-23, particularly focused on the equity of outcomes among student populations.



2021-22 Totals	
Course	% C or Better
ENG 1060	54% (189/347)
ENG 1510E	69% (281/410)
ENG 1510	64% (2,659/4,137)

Math:

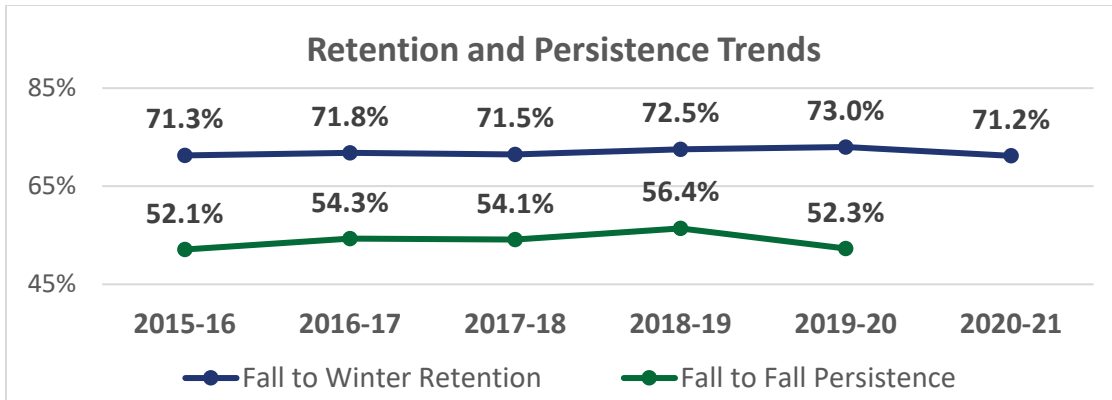
- Four new Math corequisite courses in 2021-22 allowed students to begin at higher levels and accelerate developmental education progress with additional support, across both STEM and non-STEM math pathways.
 - STEM corequisite courses (cohort-based):
MAT 1100E, MAT 1150E, MAT 1540E (+2 credits = 6 credits each)
 - Non-STEM corequisite course (comingled):
MAT 1125E (+1 credit = 5 credits)
 - Corequisite courses place students a level higher than previously & increase access to college-level math within one year
 - Additional analysis with broader student populations will continue, to measure effects over time. Math is pursuing the formal curriculum process in 2022-23



Already, new corequisite courses have improved student outcomes in English and Math over the past year. By scaling corequisite innovations to reach more students, OCC can further advance student success and close equity gaps in student attainment of college-level coursework.

Retention & Persistence

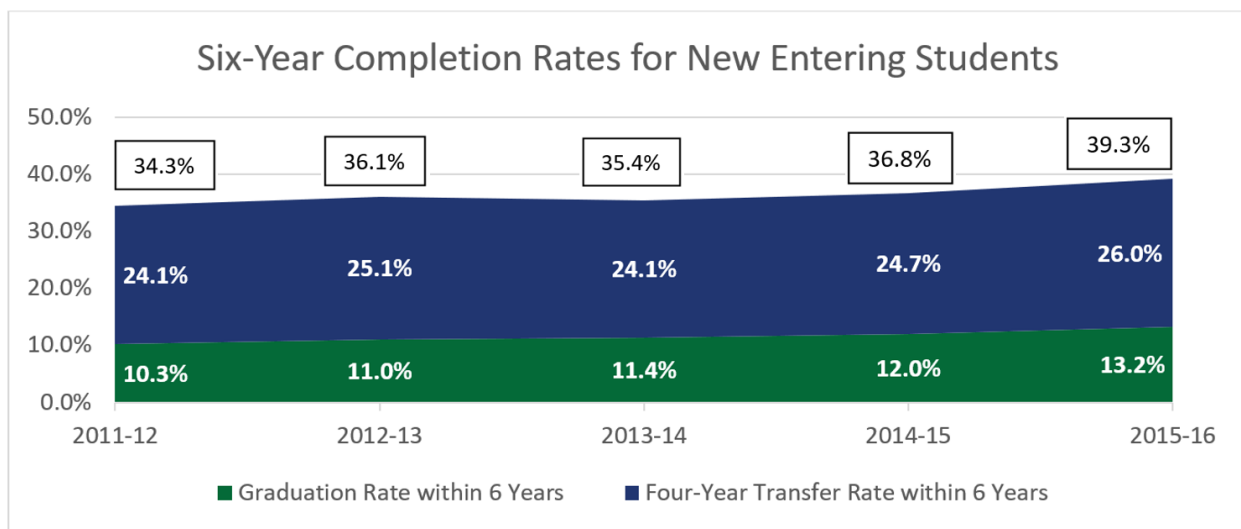
The economic and public health impacts of the pandemic continue to affect student lives in complex ways. In 2021-22, that impact included a decline in student retention and persistence. OCC has expanded resources and provided additional support to students to promote their success in a context of increased stress and financial strain.



Completion

Students graduating this year have overcome a great deal in pursuit of their goals. The perseverance of students, faculty, and staff made it possible for students to continue to advance in their postsecondary attainment throughout a global pandemic and all the challenges that came with it. Graduates were celebrated and recognized through a return to in-person commencement ceremonies this year.

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

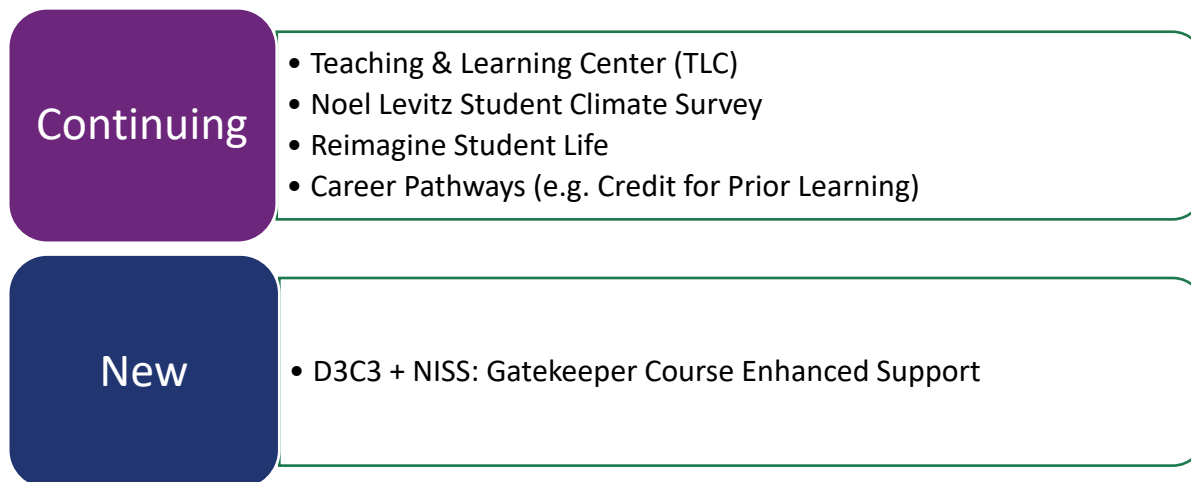


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Excellence *Empowered.*®



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. Strategic actions in this area include:



OCC Teaching and Learning Center (TLC)

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



Through OCC's Teaching and Learning Center (TLC), faculty collaborate on projects to advance educational excellence and innovation through communities of practice, professional partnerships, action research, and content research. Examples of recent projects include equity and inclusion in the classroom, using technology to enhance student engagement, helping students connect to resources, scaffolding learning, and teaching with a global perspective. The TLC works to advance teaching excellence and focuses on student success through its Help One More Student Stay initiative.

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. The survey design, refinement, and implementation took significant work and cross-institutional collaboration. The resulting response rate of 14% with near 2,000 student respondents lends validity to the results. In Winter 2022, OCC completed an in-depth analysis of the survey outcomes and a collegewide communication plan for the data and areas of priority. Cross-functional groups came together to form action strategies in response to the survey results. These strategies will be deployed from Winter 2022 through Summer 2023, then assessed via the second administration of the survey in Fall 2023, to measure and evaluate progress toward specific goals for the student experience at OCC. The survey will continue to run every other year, for a continuous process of improvement and evaluation.



In 2021-22, Oakland Community College (OCC) launched a taskforce with over twenty members from across the College, to engage in the exploration and development of additional [credit for prior learning \(CPL\)](#) opportunities for OCC's students. This taskforce includes work by three subcommittees, to investigate various components of CPL, including CLEP credit, credit by exam, credit for external licensure or certification, CPL for Veteran students, connections with workforce development and employer partners, etc. Credit for prior learning 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.



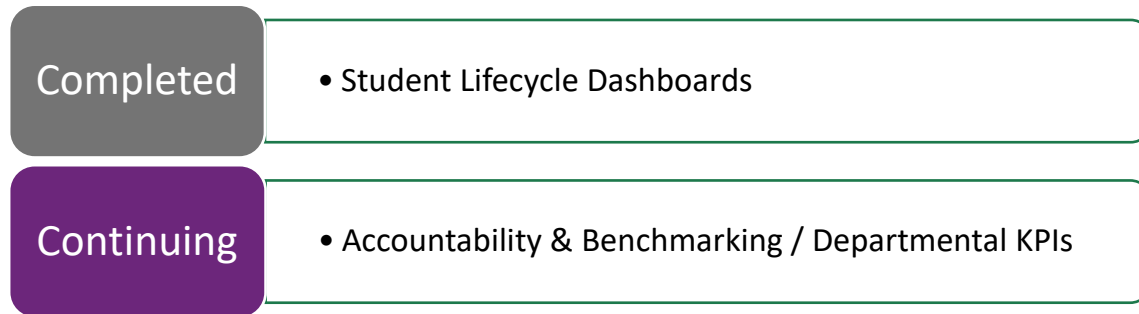
In Winter 2022, two new [Student Engagement Coordinator](#) roles were created to help students connect to service, leadership, and community outside the classroom. Student Life Centers are being renovated and revitalized as places to meet, study, and socialize.

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

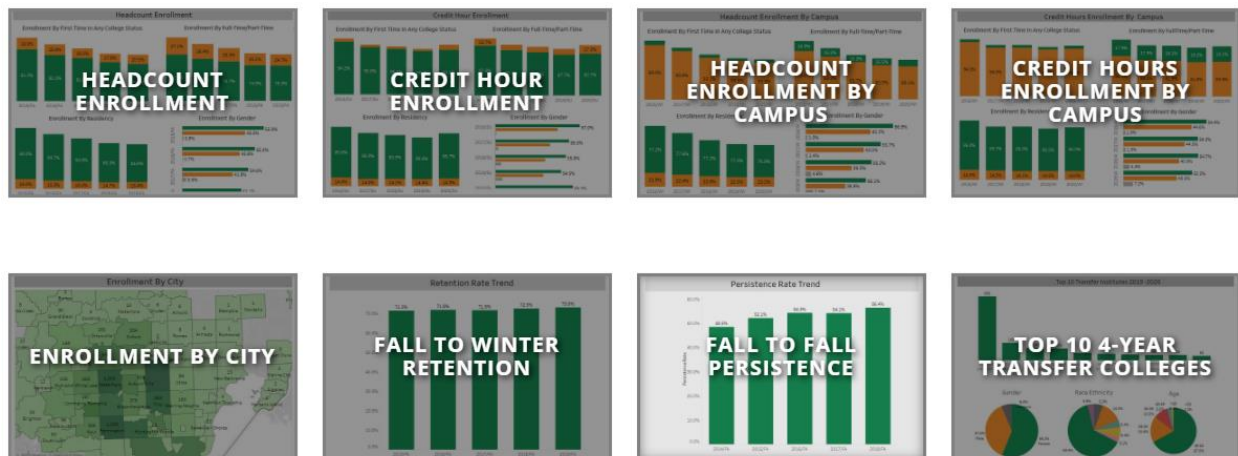
- Existing data structures and planned expansion of evaluative and analytical tools will support forecasting efforts and the analysis of external opportunities and threats
- National standards for organizational excellence, such as the [Baldrige Performance Excellence Program](#), provide a structure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



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



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



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. Strategic actions for this objective include:

Continuing

- Collaborative Decision-Making Model
- Culture of Civility

A collaborative decision-making (CDM) portal will launch on InsideOCC in November 2022. Faculty, staff, and administration worked together over many months to craft this portal and process, which OCC employees can use to encourage and recognize collaboration at the College. By developing examples, making a video, and speaking to groups across the College, the CDM subcommittee continues to foster a culture of inclusion at OCC.



Employee Insights, Helpful Feedback and Reporting Concerns

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."



We listen - listen intently, with compassion, to understand others.



We inspire - inspire others by working together and by the examples we set.



We value- value ourselves, others and the contributions we all make, our differences and our rights to a fair society, and the integrity we show one another through our words and deeds.



We empower - empower a culture of caring, of speaking out when something's not right, a culture where all have the opportunity to be their best.

College and Campus [Committees for Diversity, Equity, Inclusion & Justice](#) continue to support initiatives, programming, policy, and practice

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

DIVERSITY – We recognize and understand that diversity is all the differences between us based on our experiences in which we encounter advantages and barriers to opportunities.

Diversity includes differences in race, gender identity and expression, sexual orientation, age, socioeconomic status, size, (dis)ability status, religion, language, culture, national origin, veteran status, political perspective, etc.

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

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

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

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

Strategic actions include:

Continuing

- Deploy DEIJ Climate Assessment
- DEIJ Professional Development

2021-22 Strategic Achievements

Student-Ready College

Revamped Placement

- ✓ ENG Guided Self-Placement
- ✓ ESL Duolingo

Corequisite Pilot Course Options

- ✓ ENG 1510E
- ✓ MAT 1100E, 1125E, 1150E, 1540E
- ✓ Improved Success & Retention

Online Expansion

- ✓ 14 Online Programs, 1,000+ Students Declared
- ✓ Growth of Online Training & Courses

Empowered by Data

Dynamic Dashboard Tools

- ✓ Transparency via Website
- ✓ Student Lifecycle
- ✓ Real-Time Registration Analysis
- ✓ Disaggregation for Equity

African American/ Black Student Research

- ✓ Focus Groups & Surveys
- ✓ Make Student Voices Heard

Establish Ongoing Evaluation

- ✓ Noel Levitz Student Survey
- ✓ DEI Climate Student & Employee Surveys

Excellence through Collaboration

Collaborative Decision Making

- ✓ Create Model
- ✓ Disseminate via Video & Materials

Building Civility

- ✓ Define Values
- ✓ Inclusive Dialogue
- ✓ Transform Culture

Holistic Student Success

- ✓ Reimagine Student Life

2022-23 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.

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



Through D3C3, OCC will work to advance the structures and systems that help all individuals achieve postsecondary credentials and develop in-demand skills while growing economic stability and mobility. OCC will collaborate with its D3C3 partners to increase prosperity and equity throughout the region. The College will pursue these goals through the development of a sophisticated, comprehensive analytics infrastructure that builds efficiency and removes barriers to proactively support student success and equity at crucial points in the student lifecycle. OCC will grow its partnerships throughout the [Oakland Schools](#) K-12 system while creating additional opportunities for students to develop college skills and earn college credits while in junior high and high school. Finally, OCC will work with employers, partners, and regional leaders to advance skill-based pathways throughout the mobility sector that lead to well-paying, in-demand careers and economic growth.



OCC’s D3C3 strategies will strive to expand the equity of postsecondary access and preparation countywide. Once students are enrolled at the college, the College will leverage and grow its dynamic analytical data systems to track their progress and to close equity gaps at every stage of the student lifecycle. D3C3 will allow OCC to grow the sophistication, timeliness, and accuracy of this work, to embrace a proactive, systematic student support infrastructure modeled after the [National Institute for](#)

[Student Success \(NISS\) at Georgia State University](#). The NISS model is a proven approach to student success that has significantly improved student graduation and equity at several

institutions and across multiple states nationwide. Their work is a fundamental guide for D3C3 and their mission is to “increase the ability of colleges and universities to identify and resolve institutional barriers to equity and completion by increasing their capacity (1) to implement proven student-success systems and data-informed interventions and (2) to enact systemic change to institutional processes and structures.” Finally, the mobility cluster of D3C3 will allow OCC to create new, innovative pathways to successful careers that bring options for growth and prosperity to a diverse population of students and a wide range of employers in partnership with [MICHauto](#).

Conclusion

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

Acknowledgements

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

Glossary

CTE: [Career and Technical Education](#) programs provide students with core academic skills, employability skills, and technical, job-specific skills across a wide range of careers. They meet employer needs for a skilled workforce in sectors ranging from manufacturing to IT to healthcare, hospitality, and public services.

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

Diversity: The entire range of human and cultural differences that includes, but is not limited to, race, ethnicity, gender, gender identity and expression, sexual orientation, age, socioeconomic status, veteran status, physical and cognitive ability or attributes, religious affiliation, national origin, citizenship, and political beliefs.

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

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

Equity in education is when educational policies, practices, interactions, & resources are representative of, constructed by, and responsive to all people so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships. (Fraser, 2008; Great Lakes Equity Center, 2012)

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.

Inclusion: Involvement and empowerment where the inherent worth and dignity of all people is recognized. An inclusive college promotes and sustains a sense of belonging for all; it values and respects the talents, beliefs, backgrounds, and ways of living of its community members. Everyone's unique perspectives and concerns are heard and their voices truly matter.

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.