



OAKLAND COMMUNITY COLLEGE®

Board of Trustees Regular Meeting

The Regular Meeting of the Board of Trustees of Oakland Community College will be held on Tuesday, April 15, 2025 at 2900 Featherstone Road, G240, Auburn Hills, MI.

Agenda

1. Call to Order

2. Attendance

3. Approval of Agenda

4. Approval of Minutes

4.1. January 21, 2025 Regular Board Meeting Minutes

4.2. January 21, 2025 Special Board Meeting Minutes

5. Communications

5.1. Community Comments

5.2. Academic Report

5.2.1. Academic Senate Report

5.2.2. Provost Update

5.3. Chancellor's Comments

5.4. Student Engagement Report

6. Monitoring Report

6.1. Fall Monitoring Report

7. Action Items

8. Information Items

Consent Calendar - Information Items

Items [8.1 to 8.5](#) 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.

8.1. Finance Quarterly Report

8.2. College Facilities Quarterly Report

8.3. Information Technologies Quarterly Report

8.4. OCC Foundation Quarterly Report

8.5. Strategic Plan Update

9. Board Comments

10. Adjournment

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



Board of Trustees Regular Meeting Minutes

Oakland Community College

1/21/2025 6:15 PMEST

@ The Regular Meeting of the Board of Trustees of Oakland Community College will immediately follow the January 21, 2025 6:00 pm Special Meeting at 2900 Featherstone Road, G240, Auburn Hills, MI.

January 21, 2025 Regular Meeting

1. Call to Order

Chair Bertolini called the meeting to order at 6:11 pm.

2. Attendance

Present: K. Bertolini, E. Callaghan, S. Gibson, P. Jackson, M. Lambert **Absent:** S. Bryant, P. Davis

3. Approval of Agenda

Motion:

Move to approve agenda.

Motion moved by Pamela Jackson and motion seconded by Susan Gibson. Motion passed unanimously.

4. Approval of Minutes

4.1. November 19, 2024 Regular Board Meeting Minutes

Motion:

Move to approve the November, 19, 2024 Regular Meeting minutes.

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

4.2. November 19, 2024 Closed Session #1 Board Meeting Minutes

Motion:

Move to approve the November 19, 2024 Closed Session #1 Meeting minutes.

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

4.3. November 19, 2024 Closed Session #2 Board Meeting Minutes

Motion:

Move to approve the November 19, 2024 Closed Session #2 Meeting minutes.

Motion moved by Susan Gibson and motion seconded by Pamela Jackson.

Motion passed unanimously.

5. Communications

5.1. Community Comments

N. Atkinson, a counselor at OCC for over 23 years greeted the Board and group, noting registration activity for the Counseling department for Winter 2025 and shared her concerns.

5.2. Academic Report

5.2.1. Academic Senate Report

R. Andersen provided the Academic Senate report for this month. He also introduced Suzanne Labadie, chair of distance learning committee, who is English faculty at the RO campus. S. Labadie shared they are a very busy committee, dealing with many topics which take a long time and require a lot of thought. She noted several of the past and present projects they are working on.

E. Callaghan inquired how many faculty are offering the hi-flex format, and S. Labadie noted it was maybe six or ten, although it has just started and it will probably increase.

E. Callaghan asked if full-time faculty could teach all their classes online, the answer was no they technically could not. E. Callaghan also asked who is collecting data on the hi-flex courses, and S. Labadie replied it was done by each instructor.

M. Lambert asked about AI and where they are with that. S. Labadie noted this falls to the Academic Technologies Group.

E. Callaghan asked B. Andersen for timeline on reinstituting emeritus status, which B. Andersen answered he thinks a timeline should be in place by the end of this academic year.

5.2.2. Provost Update

J. Berne addressed the meeting noting many stories of students during the first week of the semester, in addition to many faculty and staff stories about how they welcomed and assisted students during the first weeks of the semester.

E. Callaghan - asked about early intervention software and if it offers more than one option for recommendations and an area for details. J. Berne responded faculty can choose counseling or ASC, and note the specific issue.

5.3. Chancellor's Comments

P. Provenzano presented his comments for this meeting, noting new and retiring staff, among other current achievements, happenings, and OCC in the news.

5.4. Student Engagement Report

No report

6. Action Items

None

7. Board Comments

P. Jackson congratulated all new members and officers. She thinks it will be a spectacular new year.

E. Callaghan asked about the enrollment counts for the winter semester. J. Berne informed the group there are 15,176 students, 10.15% increase from 2024; over 130,000 credits, 14% increase from last year; and average credits taken is 8.61, up almost 4% and is at a fifteen year high.

E. Callaghan also inquired if there was a number of how many students took fall and not winter classes. J. Berne indicated those numbers are not yet available.

M. Lambert noted the stories J. Berne shared made her miss teaching.

8. Adjournment

Motion:

Move to adjourn meeting.

Motion moved by Susan Gibson and motion seconded by Pamela Jackson. Motion passed unanimously. Meeting adjourned at 6:50 pm



Board of Trustees Special Meeting Minutes

Oakland Community College

1/21/2025 6:00 PMEST

@ The Special Meeting of the Board of Trustees of Oakland Community College will be held on January 21, 2025 6:00 pm at the Auburn Hills Campus, Room G240, 2900 Featherstone Road, Auburn Hills, MI.

January 21, 2025 Special Meeting

This Special Meeting is to address the election of officers and trustee appointments to standing committees, and will be immediately followed by a Regular Meeting of the Board of Trustees.

1. Call to Order

Chair Jackson called the meeting to order at 6:03 pm.

2. Attendance

Present: K. Bertolini, E. Callaghan, S. Gibson, P. Jackson, M. Lambert **Absent:** S. Bryant, P. Davis

3. Community Comments

4. Election of Officers

- Chair
- Vice Chair
- Secretary
- Treasurer

Motion:

Chair Jackson asked for nominations/volunteers for the position of Chair. The below members motion was to nominate Trustee Bertolini for Chair.

Motion moved by Kathleen Bertolini and motion seconded by Edward Callaghan. Motion passed unanimously. Trustee Bertolini is elected Chair.

Motion:

Chair Jackson asked for nominations/volunteers for the position of Vice Chair. The below members motion was to nominate Trustee Callaghan for Vice Chair.

Motion moved by Edward Callaghan and motion seconded by Kathleen Bertolini. Motion passed unanimously. Trustee Callaghan is elected Vice Chair.

Motion:

Chair Jackson asked for nominations/volunteers for the position of Treasurer. The below members motion was to nominate Trustee Lambert for Treasurer.

Motion moved by Kathleen Bertolini and motion seconded by Susan Gibson. Motion passed unanimously. Trustee Lambert is elected Treasurer.

Motion:

Chair Jackson asked for nominations/volunteers for the position of Secretary. The below members motion was to nominate Trustee Jackson for Secretary.

Motion moved by Kathleen Bertolini and motion seconded by Susan Gibson. Motion passed unanimously. Trustee Jackson is elected Secretary.

5. Appointments to Standing Committees

- Board Policy Review (currently Ed Callaghan, Pam Davis, Susan Gibson)
- Chancellor Evaluation (currently Kathleen Bertolini, Shirley Bryant, Pam Jackson)

Motion:

Chair Jackson noted that Trustees Callaghan, Davis and Gibson currently serve on the Policy Review Committee and asked for three nominations and seconds to those nominations for this committee. Trustees Bertolini, Gibson, and Callaghan volunteered.

Motion passed unanimously. Trustees Bertolini, Gibson, Callaghan to serve on the Policy Review Committee.

Motion:

Chair Jackson noted that Trustees Bertolini, Bryant and Jackson currently serve on the Chancellor Evaluation Committee and asked for three nominations and seconds to those nominations for this committee. Trustees Jackson, Lambert, volunteered, Trustee Bryant was nominated. (gibson nominated, jackson second)

Motion moved by Susan Gibson and motion seconded by Pamela Jackson. Motion passed unanimously. Trustees Jackson, Lambert, Bryant to serve on the Chancellor Review Committee.

6. Adjournment

Motion:

Move to adjourn meeting.

Motion moved by Susan Gibson and motion seconded by Kathleen Bertolini. Motion passed unanimously. Meeting adjourned at 6:10 pm.

INFORMATION

Board Agenda Item 5.2.1
April 15, 2025

Academic Senate Report

1. Past Business

- a. The Technology Innovation Committees, Professional Development Committees and Distance Learning Committees have collaborated on joint meetings in order to explore areas of overlap and opportunity. I've included the latest meeting agenda here which covered the topics of AI, differences in online and face to face teaching, use of our CMS (D2L), etc.
- b. The Curriculum Review, Curriculum and Instruction, and Student Outcomes Assessment committees have been slogging it out to meet various deadlines, and have engaged faculty participation as Lead Curriculum Reviewers and Assessment Mentors for 25-26. These committees are closely tied to our efforts to satisfy HLC requirements and to maintain the relevance of our programs.

2. Current Business

- a. We have a number of new committees and task forces,
 - i. Campus Food Pantry Task Force
 - ii. Emeritus Committee
 - iii. Constitutional Convention Committee
 - iv. Shared Governance Ad Hoc Committee

3. Curriculum and Instruction Committee Chair Introduction - Ken Sigler, Faculty (CIS)

The Curriculum and Instruction Committee is responsible for reviewing and recommending changes to the college's curriculum, including new courses and programs, modifications to existing courses, degrees, and certificates. The committee collaborates closely with the Registrar's Office, administrative and academic departments to ensure curricular coherence, compliance, and quality. It also oversees the preparation and approval of the upcoming college catalog.

INFORMATION

Board Agenda Item 5.2.2
April 15, 2025

Provost Report

A unique program called “Dinner and a Degree” will be launching this fall. Students in this program will attend class every Wednesday evening from 6:00 p.m. – 10:00 p.m. at the Royal Oak campus for five semesters to earn an associate degree in business management. All classes in this full-time program will be offered in 7.5-week terms, which helps students maintain focus while enabling them to progress quickly. And as the name of the program implies, we will provide a meal for the 30 students in this unique program. Students who are interested will be required to participate in an information session prior to being admitted into the program so they understand the cohort model and the one-evening-per-week commitment to in-person learning. We’re hoping to fill our first cohort of 30 students for the fall and hope to see it grow from there.

We had a successful outstanding student and faculty excellence award evening last week. Twenty-eight students were honored by their faculty for academic excellence and classroom leadership. In addition, seven faculty were honored with the prestigious teaching excellence award. These were nominated by their students and selected by their colleagues. The winners were:

Mike Khirillah, ESL
Angelika Maly, Nursing
Maxwell Tupper, Geology
Ryan Cox, English
Krishna Stilianos, Psychology
Dan Rodriguez, Criminal Justice
Ellen Robinette, Library Technical Services

Our evening nursing cohort is full! We will welcome twenty students to begin their evening studies this fall. I also want to shout our robust partnership with UDM. We have a full cohort of RN to BSN students working in-person at our Southfield campus. We start a new cohort this fall.

We look forward to moving into the new culinary spaces this summer and are busy packing. Speaking of packing, we are also moving library materials to support the culinary program from Orchard Ridge to Royal Oak and, also, packing our Southfield library to move its small collection to Royal Oak. Finally, we are winding down the Highland Lakes library in preparation for its eventual relocation to Orchard Ridge.



OAKLAND COMMUNITY COLLEGE

CHANCELLOR'S COMMENTS

April 15, 2025

WELCOME
TO THE TEAM

EMPLOYER OF CHOICE

NEW HIRES

Welcome!

JANUARY

Ira Lee Benjamins

Academic Dean of Social Sciences

Tyler Brown

Academic Advisor

Elizabeth Curvey

Administrative Assistant, Office of the Provost

Lamee Deza

Custodian

Andrew Grace

Academic Support Resources Coordinator

Kathleen Kelly - 2025-04-16 13:57:48 UTC
Oakland Community College

EMPLOYER OF CHOICE

NEW HIRES *Continued*

JANUARY *Continued*

James Kelly

Programmer Analyst

Cynthia Merritt

Academic Advisor

Andrew Milford

Custodian

Gary Nelson

Academic Advisor

Suparna Ray

Biology Instructor

Matthew Sweet

Welding & Fabrication Specialist

Robert Williams

Mechatronics/Electrical Instructor

FEBRUARY

Bridget Ekis

Student Support Specialist - I

Melissa Lakin

Nursing (Obstetrics and Pediatrics)
Faculty Teaching

Lauren Roffi

Student Support Specialist - I

Marshall Stephens

HVAC Specialist

Ethan Webb

Multimedia and Mobile Learning
Support Coordinator

MARCH

Ian Archbold

Paraprofessional, Chemistry/Physics

Brian Beaupied

SEO Strategiest

Valeri Caskey

Financial Aid Specialist - Processing Center

Calvin Curtis

Custodian

Raegan DourJalian

Registrar Service Specialist

Anthony (Tony) Gniewek

Collision Auto Repair Specialist

Ladislaus Jagoda

Facility Technician

EMPLOYER OF CHOICE

NEW HIRES *Continued*

MARCH *Continued*

Gemeka Jones

Registrar Service Specialist

Rhonda Mason

Registrar Service Specialist

Dean Paczewitz

Trainer (Advanced Manufacturing)

Priscilla Schultz

Custodian

Torrey Williams

Groundkeeper

THANK YOU
FOR YOUR SERVICE

EMPLOYER OF CHOICE

RETIREES

Congratulations!

JANUARY

Deanna Mitchell

Academic Operations Specialist – *7 years*

FEBRUARY

Shari Buttrey

Administrative Specialist – *14 years*

MARCH

David Dell

Public Safety Officer – *30 years*

Pamela Janczarek

Program Coordinator EWD – *33 years*

Vicki McNiff

Faculty – Counseling – *23 years*



Salt Lake
Community
College



EMPLOYER OF CHOICE

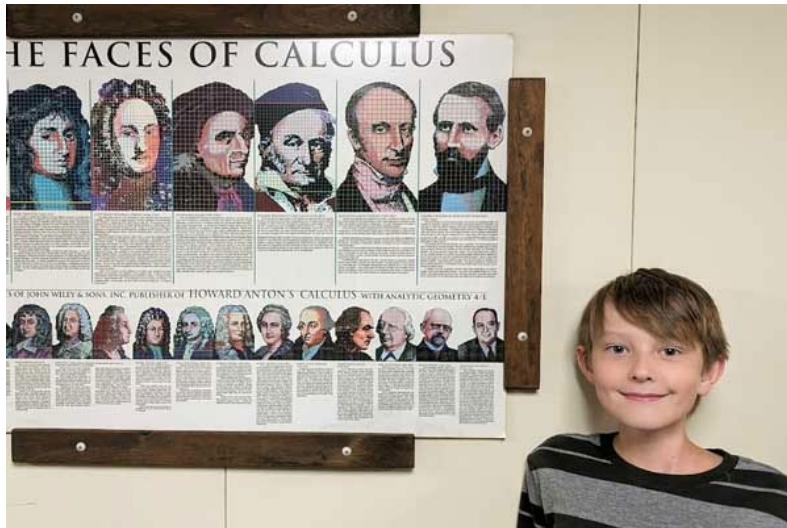
OUTSTANDING EMPLOYEES

Chancellor Receives Phi Theta
Kappa's Shirley B. Gordon Award
of Distinction

Rachel Lathrop Publishes in
"A Journal at the Intersection of
Assessment and Learning"

IE shares Model at Salt Lake City
Community College

Sarah Lemelin Presents in
Toronto



COLLEGE OF CHOICE

OCC STUDENT SUCCESS

**OCC Students Showcase
'The 39 Steps'**

**Sixth-grade Math Whiz Taking
2nd Calculus Class at OCC**

**OCC Student Appointed to
Disabilities Council**

**Career and Resource Fair
Brings 60+ Employers**



COLLEGE OF CHOICE

OCC STUDENT SUCCESS

Free Music Concerts at OCC

OCC Alum Jason Clark Named
Eastpointe Fire Chief



COLLEGE OF CHOICE

OUTSTANDING PROGRAMS



32 OCC Grads in First Cohort for the RN to BSN Partnership with UDM

Men's Basketball Wins NJCAA Division II Great Lakes District A Championship



**OAKLAND
COMMUNITY
COLLEGE®**

Our legacy lights the way *forward*.

COLLEGE OF CHOICE

EVENTS

**National Signing Day & Arts,
Culinary and Humanities Open
House Huge Success**

**OCC Turns 60: Celebrating Our
Legacy and Future**

COLLEGE OF CHOICE

OCC IN THE MEDIA

NEWS/EVENTS



How to Apply for OCC Board of Trustee Opening



OCC Board Accepting Applications to Fill Trustee Position



Chancellor Appointed to MET Board



I-696 Shutdown

List of Colleges that Offer Skilled Trades Training, Programs in Michigan



Offer Made For More of OCC's Highland Lakes Campus In Waterford Township



WXYZ DETROIT

Architects, Engineers Prepare to Bid on Waterford Community Center Project

Kathleen Kelly - 2025-04-16 13:57:48 UTC
Oakland Community College



OCC Theatre Presents Production Based on Alfred Hitchcock Film with Comedic Twist

Hazel Park High Grads Set Sights on College with Help of Promise Zone

MSGCU Accepting Scholarship Program Applications



Big Winter Storm to Dump up to 8 Inches of Snow on Metro Detroit, Wednesday Into Early Thursday

COLLEGE OF CHOICE

OCC IN THE MEDIA

NEWS/EVENTS *Continued*

The Detroit News

Fundraiser Benefits OCC Culinary Arts Program

Icy Conditions Shut Down Schools Across Southeast Michigan



Oxford Fire Department Getting New Training Facility



OCC Joins Detroit Chamber's Data Collaborative to Improve Tracking of Student Progress



Detroit Regional Chamber Teams up with Colleges to Track Student Outcomes

ATHLETICS

MACOMB DAILY

OCC Men's Basketball Tied for First Place



OCC Men's Basketball Beats Mott CC on Half-Court Shot

ATHLETICS *Continued*



Men's Basketball Goes into Overtime in NJCAA Tournament Game



Oakland CC, Led by De La Salle Alumni, Defend Home Court Against Macomb CC

Kathleen Kelly - 2025-04-16 13:57:48 UTC
Oakland Community College

COLLEGE OF CHOICE

OCC IN THE MEDIA

PEOPLE/STUDENTS/ALUMNI



OCC Employee Contributes to Editorial on College Board Relations



Michigan's Cautious Approach to Electric Vehicles Faces Political, Economic, and Infrastructure Challenges



Paths to success: Empowering first-generation and transfer students at MSU



OCC Alum Named State Bar President



OCC Fire Academy Graduate New Eastpointe Fire Chief

Alum's New Book Focuses on First African American Families in Bloomfield Neighborhood



OCC Alum Hits the Runway at New York Fashion Week



Dearborn Heights Welcomes 4 New Firefighters, Promotes 1 More



Gov. Whitmer Appointments to State Boards and Commissions Includes OCC Alum



Alum Credits OCC Courses for Helping Him in His Career Choice



Farmington Hills has a New Police Chief. Here's Why You Might Know Him

Kathleen Kelly 2023-04-18 16:57:48 UTC
Oakland Community College



TALON

— DAY OF —

GIVING

APRIL 15, 2025

LEARN MORE:
oaklandcc.edu/talonday

Kathleen Kelly - 2025-04-16 13:57:48 UTC
Oakland Community College

INFORMATION

Board Agenda Item 6.1
April 15, 2025

FALL 2024
MONITORING REPORT

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Executive Summary

In Fall 2024, OCC continued to build on student credit momentum and early progress toward goal attainment. When students can enroll in and complete more credits early on, then sustain that enrollment, their likelihood of degree or credential attainment and/or four-year transfer increases. While any increase in these rates shows a positive impact on student outcomes, both indicators need to increase further, so that all students have the best possible chance to succeed and achieve their postsecondary goals.

[National reports](#) show that in Fall 2024, undergraduate enrollment was up 4.7%, continuing to rebound since the effects of the pandemic. In Michigan, undergraduate enrollment increased by 3.0%, while OCC increased by 10.3%. It is important in the current landscape to maintain and increase access to community college, while continuing to innovate toward a primary goal to double the graduation rate.

In response to recent trends for higher education, community colleges need to continually evolve to meet student demand for access and opportunity through diverse course modalities and robust support structures. Community college completion remains a complex and mission-focused goal, to help fit higher education advancement and earned credentials into the lives of students who are working, caring for families, and facing economic challenges throughout their college pursuits. OCC strives to research and adopt the best national models of how to increase student success, then evolve as an institution to continuously improve in service to our students and community. By aligning the [Board Ends](#) and [Key Performance Indicators \(KPIs\)](#) with the College's [strategic directions and objectives](#), OCC can create purposeful actions and initiatives, then evaluate and track progress toward meeting institutional goals.

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



Mission, Values, Vision & Strategic Plan



Strategic Direction 1: Cultivate Operational Excellence and Sustainability

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

Strategic Direction 2: Build a People First Organization

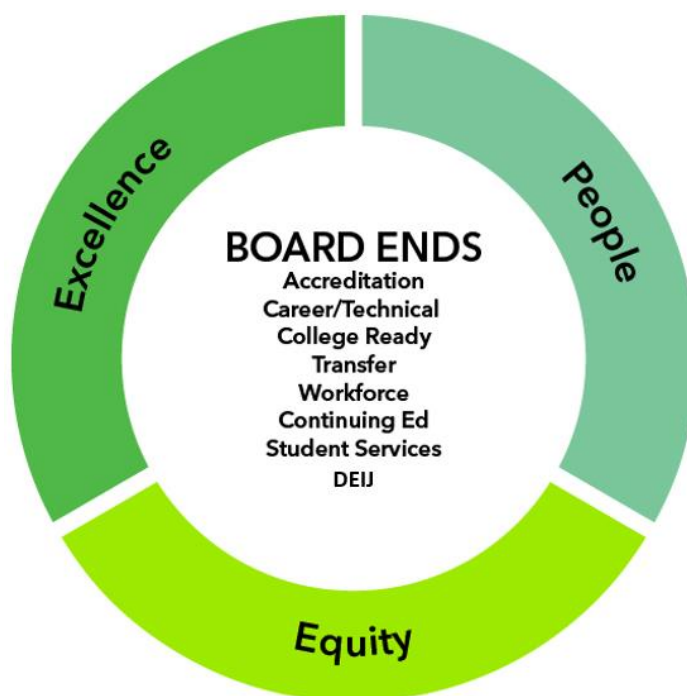
- 2.1 [Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees](#)
- 2.2 [Promote a culture of communication, collaboration, respect, and civility](#)

Strategic Direction 3: Advance Diversity, Equity, Inclusion, and Justice Policy and Practice (Active 2021-2024)

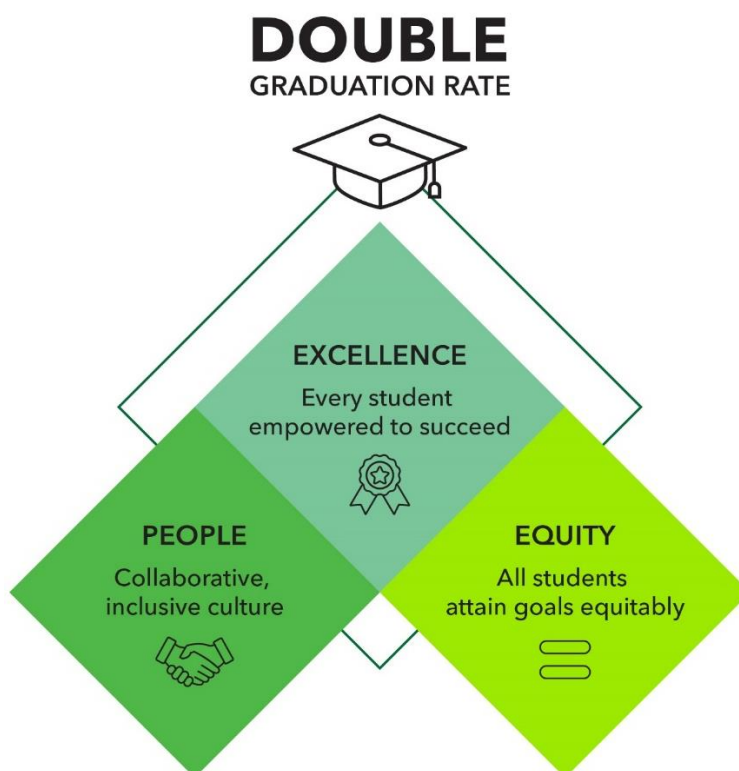
- 3.1 [Build an integrated diversity, equity, inclusion, and justice \(DEIJ\) infrastructure to support students, staff, and community \(active 2021-2024\)](#)

Board Ends and Strategic Objectives

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



OCC is focused on the central messages of its strategic plan, to improve clarity, focus, and connection across its strategic plan collaborators collegewide. By working together, the College can increase student graduation and success for all communities we serve.



OCC Goals and Key Performance Indicators (KPIs)

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

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

Fall Semester Core KPIs	2021	2022	2023	2024	2023-24 % Change	2024 Target	Target to Actual
Conversion rate	32.5%	33.8%	32.7%	32.9%	+0.6%	33.0%	-0.1
Headcount enrollment	14,174	13,677	14,102	15,548	+10.3%	14,562	+986
Average enrolled credits	8.19	8.37	8.45	8.63	+2.1%	8.56	+0.07
Fall to Fall persistence	52.6%	54.1%	56.2%	55.0%	-2.1%	56.7%	-1.7

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

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

- D3C3: Grow K-12 Alignment, Partnerships, Dual Enrollment
- D3C3 + NISS: Proactive Systematic Student Success Structure
- Basic Needs and Holistic Student Support

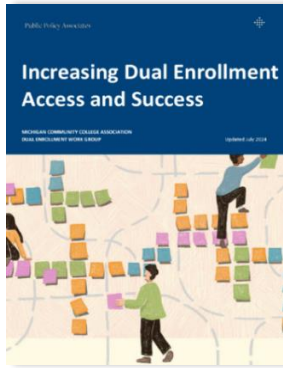


**D3C3 REGIONAL
COLLABORATIVE**

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

In 2024, OCC implemented multiple youth programming opportunities, giving students knowledge and experiences about college and career options and pathways. These programs included summer courses through [OCC Jumpstart](#) and Bridges to Success. By engaging with our K-12 partner districts, staff, students, and families starting in junior high and throughout high school, we increase their community college awareness, aspirations, matriculation, and success. This work will continue to grow and build in the year ahead.

- From 2021-22 to 2023-24, dual enrollment and early middle college participation increased 14% to a total of 1,003 students.
- Summer 2024 launched our Bridges to Success program for rising high school seniors alongside the work of OCC Jumpstart which served recent high school graduates.
- In 2023-24, OCC further grew the K12 team and has plans to further scale our work and impact across and beyond our five core districts identified as equity partners from the start (Hazel Park, Madison, Oak Park, Pontiac, Southfield). In 2024-25, we will deepen these partnerships while expanding our equity reach throughout Oakland County and adjacent counties.



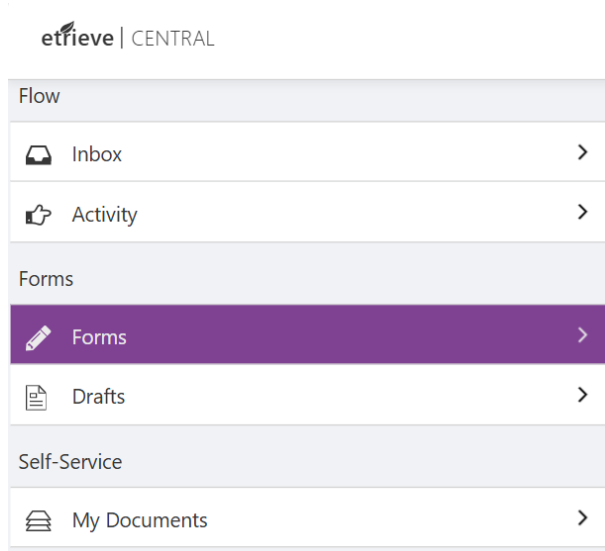
Thanks to the Ballmer Group and Ralph C. Wilson, Jr. Foundation, the D3C3 also helped to bring about a crucial [Dual Enrollment Workgroup](#) hosted by the MCCA and Public Policy Associates (PPA) in the spring and summer of 2024. OCC was grateful for the opportunity to participate. We have found in our dual enrollment work that even high schools who are interested in partnering with us see a financial disincentive to doing so in the current State structure. While other states actively incentivize dual enrollment participation, Michigan has a more passive approach that can hinder progress and make it challenging to grow our impact.

By removing the financial and legislative disincentives to participation in dual and concurrent enrollment, we can help increase the scale and equity of students finishing high school with college credits, helping grow the matriculation rate and early credit momentum. The [final report](#) includes several legislative recommendations and will require further advocacy and funding conversations in Lansing. We are grateful for the involvement of the MCCA in promoting these goals for the D3C3 and the State.

The D3C3 Grant has also provided an opportunity to digitize forms across OCC. During the past year, the College has been diligently working to meet with business stakeholders to digitize employee and student forms and workflows through [Softdocs Etrieve](#). This updated technology creates more efficient processes by dynamically routing e-forms to the appropriate departments across the College and will help transform how OCC serves students and conducts business. Users of these forms will find them easier to complete and submit, not having to download, save, sign, scan, and email clunky PDFs. Employees and students use their OCC login and will have one centralized dashboard for accessing and tracking forms and their progress. [Softdocs Etrieve](#) recognizes users so it will save time completing forms, reduce errors and allow for faster processing. The technology also allows forms to be internal and external with verifying e-signatures, document logs, and fine-tuned process documents.

Thus far, the following departments have worked to audit their PDF forms and determine what forms are no longer needed/obsolete, which forms can be updated and kept as fillable PDFs, and what forms can be digitized via [Softdocs Etrieve](#):


- Academics
- ACCESS
- Admissions
- Athletics
- Auxiliary Services
- Career Services
- Curriculum Instruction Committee
- Curriculum Review
- Enrollment Services
- Financial Services
- Facilities
- Foundation
- Human Resources
- Institutional Effectiveness
- Public Safety
- Public Services
- Purchasing
- Registrar
- Student Engagement
- Veterans Affairs
- Workforce Development



This work has involved substantial collaboration and input from employees collegewide, including significant efforts from institutional technology, institutional effectiveness, and marketing and communications to streamline, modernize, and document college processes through digitized forms.

Also this past year, OCC has enhanced the way that the student self-service system operates through MyOCC. The updated MyOCC features a personalized dashboard of tiles that prioritize student information and guidance in a way that is dynamic and interactive.


Student Engagement



**CONNECT
ENGAGE
BELONG**

- [Student Engagement](#)
- Latest [Student Essentials Newsletter](#)
- [Student Organizations](#) | Get Involved
- [Upcoming College Events](#)
- [Athletics](#)

Student Planning & Registration



**PLAN
REGISTER
SUCCEED**

- [Student Planner](#) | Plan your schedule and register for classes
- [Student Success](#) | Tips and resources to help you stay focused and keep moving toward your goal

Academic Support Resources

- ◆ [Academic and Student Support Deans](#)
- ◆ [Academic Support Center \(ASC\)](#)
- ◆ [Academic Testing Center](#)
- ◆ [ACCESS \(Disability Services\)](#)
- ◆ [Faculty Directory](#)
- ◆ [Library](#)
- 🔗 [Tutoring](#)

Events Calendar

All Events

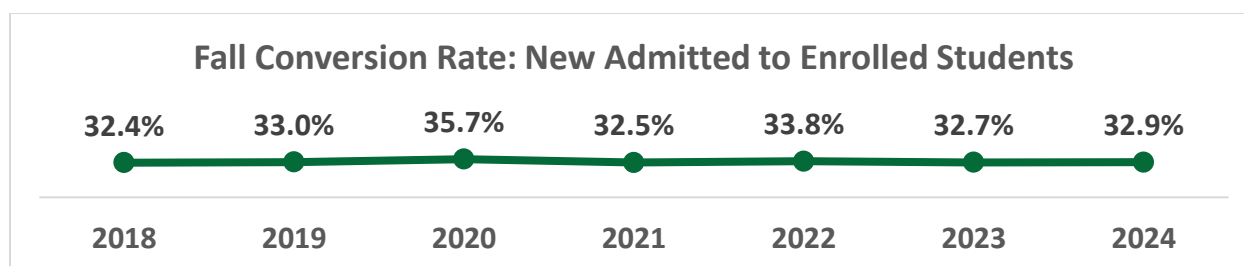
OCC EVENTS CALENDAR
Transfer Table Visit - Baker College

Enrollment Data Trends



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

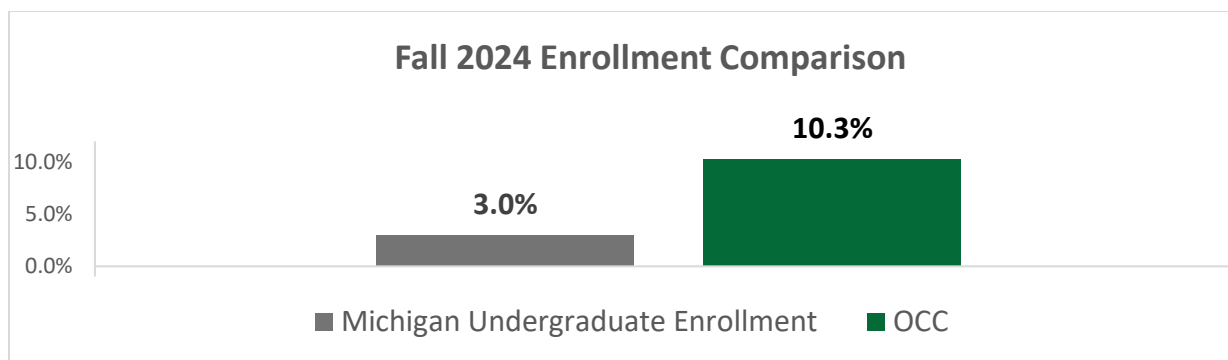
The conversion rate is the percentage of newly admitted students that register and stay enrolled in the semester past the drop/add deadline. In recent years, the summer conversion rate has shown significant improvement and consistently exceeds the college goal of 33%. Marketing and Admissions outreach efforts, community partnerships to attract students to programs that provide skills for high-demand careers, an increase in online program and course options, and opportunities for guest student enrollment are all factors that help to maintain and improve the conversion rate for future semesters. In 2023-24, the average conversion rate (yield) at four-year public colleges reporting data in Michigan fell to [20.0%](#). (Note: Community colleges rates are not collected.)



Data Source: Institutional Effectiveness, End of Session Data

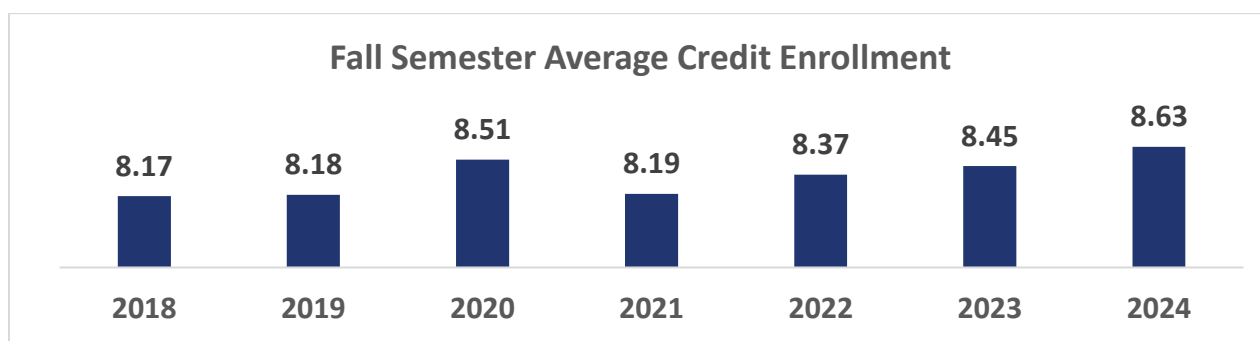
Headcount Enrollment and Average Enrolled Credits

Nationwide, undergraduate enrollment increased 4.7% from Fall 2023 to Fall 2024, but in Michigan, overall undergraduate enrollment increased by 3.0%. OCC surpassed these trends with a 10.3% growth in headcount enrollment over the prior year.



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

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.



Data Source: Institutional Effectiveness, End of Session Data

This increase in average credits is particularly impacted by students taking both on-ground and online classes. This growing group of students shows not only an ability to enroll in more credits, but an ability to increase the credits they successfully earn in a semester and even achieve a higher retention rate. These effects have sustained every semester since Fall 2021 and represent a proven strategy for growing student credit attainment and progress. An increase in students taking both online and on-ground classes at once has resulted in increased credit enrollment and credit attainment. This success builds momentum toward completion and can reduce the time to goal attainment.

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

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

Fall 2024 Student Type (based on course taking behavior)	# of Students	% of Students	Average Credits Enrolled	Average Credits Earned
Exclusively On-Ground Classes	4,874	31.4%	7.9	6.0
Exclusively Online Classes	5,555	35.7%	7.4	4.7
Both Online and On-Ground Classes	5,114	32.9%	10.7	7.4
Total	15,543	100.0%	8.6	6.0

[OCC Named #7 of Nation's Top Online Colleges](#)

In early 2025, Oakland Community College (OCC) received a five-star rating and was named among the best colleges and universities on [America's Top Online Colleges 2025](#). OCC ranked seventh in the nation and was first on the list for Michigan's higher education institutions with online undergraduate and graduate education programs. Schools were ranked on organization, support, price, reputation, success, recommendation, practical relevance and overall satisfaction. [Newsweek](#) and data research partner [Statista](#) surveyed more than 10,000 individuals in the U.S. who have used online courses to obtain an academic degree or acquire knowledge and skills for their jobs or hobbies.

Prior to the COVID-19 pandemic in 2020, OCC only offered two fully online programs. Responding to the growing demand for distant learning options, OCC now offers 21 fully [online degrees and certificates](#), including [mental health/social work](#), [software engineering](#) and [business administration](#). In the year immediately preceding the pandemic, OCC offered online components in just 5.9% of its courses and 5.5% of its total sections. In the 2024-2025 academic year, these figures grew to 38% of courses and 45% of all sections.

During registration, online courses fill up faster than in-person courses and often have waitlists. Online sections with the highest number of students include courses in English, computer information systems, and business.

Krishna Stilianos, OCC Faculty in Psychology, believes successful online teaching includes flexibility, precise communication of course expectations, interactive course content to promote learning, and opportunities for students to engage with one another. She has incorporated technology to create an inclusive learning experience and uses the accessibility features of D2L (including Ally and Intelligent Agents) and AI as a tutor. She also uses discussion forums to create a sense of belonging and encourage critical thinking. In her words, “online course content can be delivered in many ways—asynchronous (pre-recorded) lectures, live virtual or Zoom lectures, interactive simulations, and breakout rooms. These options give students a personalized learning experience and can promote persistence, retention and completion. Online learning is not learning in isolation. Online does not mean alone!” she added.

OCC is fortunate to have the expertise and resources of the Academic Technologies Group (ATG) to partner with faculty in their online course development and enhancement. During summer 2024 and 2025, course development sessions are using both grant dollars and institutional investment to support faculty in course improvement and innovation.



Through [Michigan Reconnect](#), the State continues to provides in-district tuition funding for adult learners who have not yet earned a college credential. This program supports thousands of adult learners at OCC. Further, [ReUp](#) is conducting outreach to stop out students age 21-24 who have attended OCC in the past but have not reenrolled and who met the qualification deadline for Michigan Reconnect funding. The outreach partnership with ReUp began in Fall 2024 and will continue until Fall 2026.

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

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

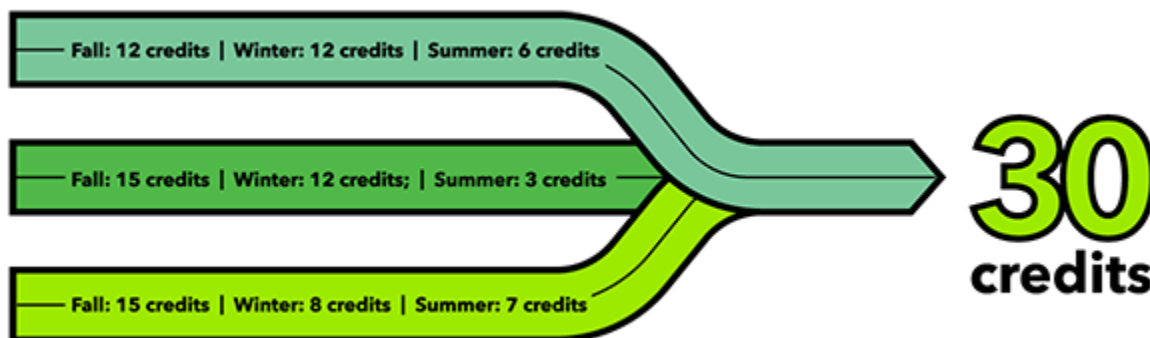
A rigorous [study by the Community College Research Center \(CCRC\)](#) used data from all community colleges in three states, including over 500,000 students across more than 75

colleges. By focusing on these leading metrics, OCC can track progress toward an increase in the longer-term completion rate.

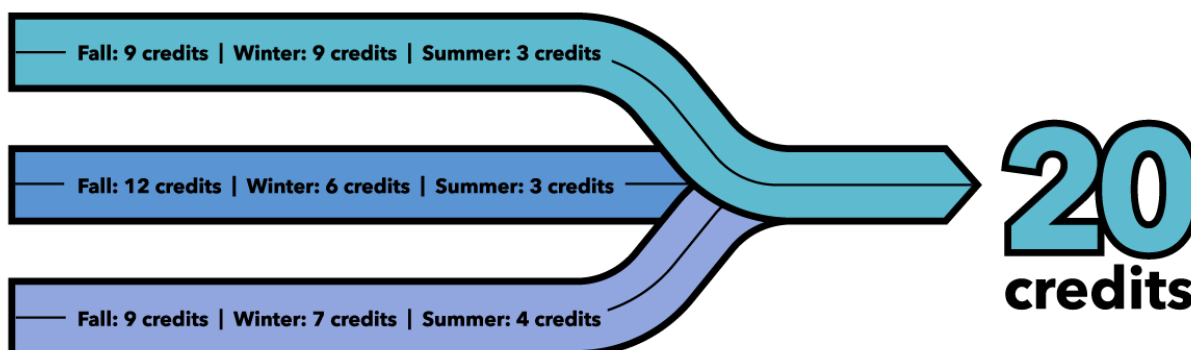
This work on early momentum is part of a [collegewide strategy](#) for annual credit attainment for both full-time and part-time students. OCC wants to increase the structures, support, and guidance that allow full-time students to complete 30 credits a year and part-time students to complete 20 credits a year. By decreasing the time to completion, we can retain and graduate more students, while helping those who transfer to a four-year institution increase the time and money they save by maximizing credits from OCC.

OCC is working to promote structures and opportunities tied to these credit momentum goals and campaigns:

- Full-time students: take 30 credits every year.
 - Fall: 12 credits; Winter: 12 credits; Summer: 6 credits
 - Fall: 15 credits; Winter: 12 credits; Summer: 3 credits
 - Fall: 15 credits; Winter: 8 credits; Summer: 7 credits



- Part-time students: take at least 20 credits every year.
 - Fall: 9 credits; Winter: 9 credits; Summer: 3 credits
 - Fall: 12 credits; Winter: 6 credits; Summer: 3 credits
 - Fall: 9 credits; Winter: 7 credits; Summer: 4 credits



Summer enrollment is a key part of this strategy, helping students maintain progress toward their goal year-round. For students who take at least 16 credits at OCC between Fall and Winter, there is an opportunity to qualify for the [Summer Momentum Scholarship](#) for additional tuition support.

Basic Needs as College Completion Strategy

Many students at OCC experience life challenges that impact their ability to succeed in the classroom. Whether it be financial struggles, family and job responsibilities, health needs, or other factors, life challenges can get in the way of achieving their academic and professional goals. OCC has been working collegewide to grow the basic needs supports that are integrated into the student journey, to help lessen the life barriers that can impact their ability to persist and complete.

OCC implements a robust cycle of surveys and research to determine the areas of student need and how best to support them. Through partnerships and tools with [Trellis Strategies](#), [JED Campus](#), the [Healthy Minds Network](#), and the [Ruffalo Noel Levitz Student Satisfaction Inventory](#), OCC gets an in-depth picture of its thousands of students and the ways we can improve their experience and well-being.



According to our Trellis Survey in Fall 2022 of the 1,561 students who responded (12.2% response rate):

- 54% would have difficulty finding \$500 in cash or credit in case of an emergency
- 64% reported running out of money at least once during the year, including 20% who ran out of money eight or more times in that timeframe
- 46% were housing insecure, including 14% who could qualify as homeless
- 21% had low food security and 19% had very low food security
- Through their responses to scales in the survey, 35% of respondents indicated they were likely experiencing depression and 47% reported a generalized anxiety disorder
- 45% agreed or strongly agreed that they had difficulty concentrating on schoolwork because of their financial situation

OCC reimplemented the Trellis survey in Fall 2024 and received updated results in March 2025, which are now being analyzed and compared to track student needs over time.

The College benefits from the work of licensed professionals [Counselors](#) in supporting student mental health and in through our Mental Health Taskforce, which meets regularly to discuss and advance our support for students.

Departments collegewide are working to help meet these student needs and grow in their support.



OCC's [Give or Take Pantry](#), located on the Orchard Ridge campus, connects the OCC community with resources to meet their basic needs. The pantry is open to all who need it to pick up nonperishable food and personal care items on a discreet, first-come first-served basis. The pantry is an initiative of OCC's Office of Student Engagement, funded by generous donations from the OCC community and our partners.

Starting in Fall 2024, OCC has also partnered with the [Michigan Department of Health and Human Services](#) (MDHHS) to help students with public benefit access and support right on campus. Dedicated MDHHS specialists are available online and on OCC's Orchard Ridge and Auburn Hills campuses. They can assist students in accessing and applying for additional services, such as financial assistance, food support, childcare, and overcoming any barriers they may face in obtaining these resources. MDHHS offers many programs to help students as they accomplish their educational goals including:



- [Food Assistance](#)
- [Child care](#)
- [Cash Assistance](#)
- [State Emergency Relief \(SER-for past due utilities, eviction assistance, and relocation\)](#)
- [Healthcare/Medical Services](#)

Additional referrals to community agencies and partners help fill the gaps in student needs, whether through the work of the [Oakland80 Navigators](#) or by maintaining online information and resources for students and employees via [Personal & Education Success Resources](#).



In addition to community supports, OCC offers further financial assistance to students. Beyond the funding available through [Financial Aid](#) and [Foundation Scholarships](#), there are specific programs to support student basic financial needs as well.

Student Essential Needs

The new [Student Essential Needs Fund](#) provides qualified students with financial assistance to prepare ahead for non-academic financial needs during the semester. If approved, a student may receive up to \$1,000 in monetary assistance for non-academic expenses, depending on availability of funds. Applicants should be degree-seeking students who have not obtained a post-secondary degree and do not have a current balance. They also should have completed at least 24 credits at OCC and be currently registered at OCC for at least 12 credits. The financial support for this initiative comes from grant funding provided to the [OCC Foundation](#).

Student Success Fund

The [Student Success Fund](#) is OCC's rapid response to students experiencing a sudden unexpected crisis. Through donations to the [OCC Foundation](#), help may be available for enrolled students facing a **non-tuition** financial emergency. This fund may provide assistance to eligible students for help with rent, utilities, transportation, food, technology needs, required textbooks, or other **unexpected** expenses, due to an unforeseen financial setback. Students must demonstrate that they have exhausted all other assistance before submitting an application. The goal is to prevent a student from dropping out of classes and losing momentum toward completion. Student testimonials show the impact these rapid response funds can have.

"I lost my job and could not afford to pay for transportation to and from school. As I seek another job, I find myself in need of assistance to cover a bus pass. Thank you for releasing to funds to me, and know I will always be grateful for how OCC came through on my behalf."

Student Housing

[Housing](#) is also an area of student need and since Fall 2024, Oakland University has opened its doors to OCC students, offering the opportunity to live just five minutes away from OCC's Auburn Hills campus. This option allows students to live close to campus, enjoy the university atmosphere, and make the most of their college experience.



Our Work to Double the Graduation Rate

All these strategies come together to help students in their progress toward graduation. On April 1, 2025, OCC held Grad Fest celebrations at the Auburn Hills, Orchard Ridge, and Royal Oak campuses. Students and family members enjoyed many activities commemorating their milestone and success.

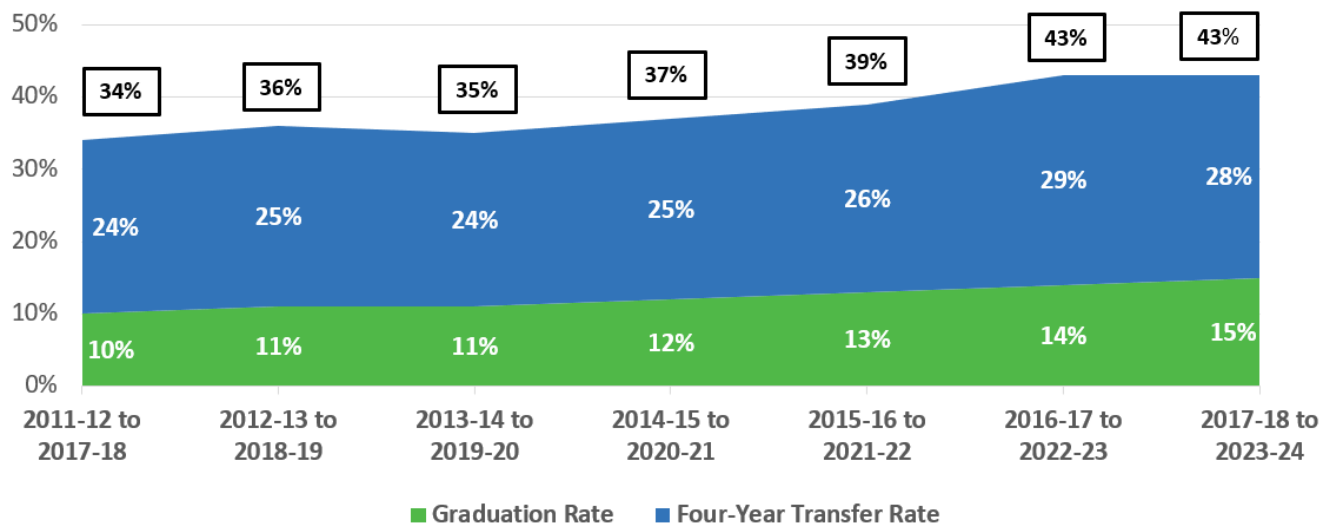


- Purchase graduation regalia and pick up tickets for commencement
- Decorate Your Grad Cap and Graduation Friendship Bracelets
- Create a Motivational “Messages from the Grad” Banner
- Drawings for a Diploma Frame or Cap & Gown Set
- Selfie Station with Talon
- Professional Head Shots
- Music and Refreshments

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

Some of OCC’s strategies implemented in 2021-25 will still take time to fully impact the six-year graduation cohorts. That said, initial data shows that the graduation rate continues to increase over the past several years. Through ongoing formative evaluation, the College will build upon this upward trajectory with a focus on greater completion through the improvement of leading indicators of student success. Already, we see year over year increases for initial cohorts of students that started at OCC in the past few years. We will continue to monitor their progress and leading indicators for successful completion. Further, our participation in the [Postsecondary Data Partnership \(PDP\)](#) through the National Student Clearinghouse (NSC) starting in 2024-25 will allow us to see not only that our students successfully transfer to a four-year institution, but whether or not they obtain a baccalaureate degree after transferring their OCC credits, benchmarked against peer institutions. In addition to our own degree and certificate programs, we play a central role in making a four-year degree more accessible and attainable. We want to measure not only whether a student transfers, but account for the bigger picture of successful credential attainment, toward our internal strategic goals and those of [Oakland80](#) and [Michigan Sixty by 30](#).

Six-Year Completion Rates for New Entering Students



1.2: Promote educational excellence, innovation, and support

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

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

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

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



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



In 2023-24, through the D3C3 grant, OCC implemented a strategy for Gateway Course Enhancement. This work introduces pedagogical and curricular innovations into courses with high rates of D/F grades or withdrawal (DFW) that act as barriers to student progress in key disciplines such as Math, Biology, Accounting, Computer Information Sciences, English, Business, etc. Thus far, we had 12 faculty engaged in large-scale research projects, 10 online courses undergoing rebuilds to be more engaging for students, 57 faculty have engaged in mini-projects to change small elements of their courses to engage students, and 10 of those have gone on to complete follow-up projects to create larger changes based upon those experiences.

In 2024-25, these course-level projects have evolved into discipline-level efforts to systematically improve student outcomes at scale:

- **Math Curriculum Alignment:** OCC has made substantial changes to our math curriculum over the past few years. We have removed all remedial courses and created a fully [scaled corequisite model](#) based on [national best practices](#) for improved completion. Now, we are working collegewide to align the math requirements within programs and degrees to our new math curriculum offerings, to support student guidance, outcomes, and completion. Math success early in a student's time at OCC is a critical [early momentum indicator](#) toward increased completion and equity.
- **Gateway Math Redesign:** Nationally, outcomes in initial math courses make a significant difference in student academic progression, motivation, and goal attainment. As is true at most community colleges, initial STEM courses in Algebra often pose the greatest barrier to student success and retention. OCC's math faculty have participated in [MCCA initiatives](#) for math redesign for many years, leading to curricular change and improvements for our students. Now, a team of faculty are working to design and implement active learning strategies for improved Algebra completion rates collegewide. These courses enroll thousands of students each year and meaningful course redesign that incorporates active learning strategies is a collegewide undertaking that can positively impact future students pursuing STEM math pathways.
- **ENG 1510: Composition I Online Coaching:** This year, OCC's English faculty has developed a gateway English coaching program for students taking the ENG 1510: Composition I course online. This course has high enrollment and is a requirement for most students, so improved success rates can have a significant impact on retention and completion. The coaching program features online live sessions scheduled at a wide variety of times for students to attend based on their schedules (including evenings and weekends). Faculty teaching ENG 1510 online require students to attend 3 or more coaching sessions per semester as part of their grade in ENG 1510. The sessions focus on interactive practice activities that reinforce key essential skills for academic writers, such as thesis statement generation, organization, use of research/citation, and more. They also allow students an opportunity to connect with other students. The coach hosts multiple sessions per week throughout the semester and tracks of student attendance, sharing with instructors for record keeping purposes, and will measure the effectiveness of the project, reporting back to the discipline after each semester.

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

Mobility Career Pathways

This work is underway as a D3C3-funded initiative to grow OCC's Career Services for students. Key actions include:

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

Recent highlighted accomplishments include:



As of January 2025, OCC has 40,000 students and over 3,500 active Michigan employers in [Handshake](#), our online job-search platform where companies from across the country can network with and recruit college students for jobs and internships.



A panel of thriving professionals shared their experiences in paving the way for future generations of women in skilled trades at the inaugural [EmpowHER](#) event this fall at the Auburn Hills campus. The event, organized by OCC's [Engineering, Manufacturing and Industrial Technology \(EMIT\)](#), featured panelists representing computer numerical control (CNC) machinists, electricians, engineers and more.

In December, OCC's EMIT team hosted a Skilled Trades Open House where attendees learned about engineering and skilled trades programs offered at the College through hands-on demonstrations and connections with instructors, employers, and education partners.



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

In 2022-23, OCC launched a collaboration with [rpk GROUP](#), focused on optimizing OCC's structures and processes to intentionally invest in our mission and future success. In 2023-24, this work continued to inform college strategy and the creation of departmental KPIs.

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

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

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



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

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



In 2024, OCC's efforts toward this strategic objective included the creation of cultural standards for the College, which underwent review with cross functional strategic teams and focus groups. Using their input, OCC will work to operationalize these standards throughout departments in 2024-25. This work focuses on further evolving institutional culture, to grow norms and accountability measures for respect, civility, and support collegewide and in day-to-day work.

3.1: Build an integrated diversity, equity, and inclusion infrastructure to support students, staff, and community (objective active 2021-2024)

In 2024, the Office of DEIJ was moved to the Office of Institutional Effectiveness, to further align goals within the strategic work of the College. That collaboration will help expand OCC's strategic work to empower all students and employees so they can thrive and succeed.

Conclusion

OCC has shown sustained early momentum toward achieving our strategic goals. Through a dedication to our mission and a continual use of data, research, and analysis to inform ongoing improvement, OCC has established structures, systems, and processes to strategically serve the community through access to quality education and pathways to future success in work and life. This work will continue to deepen and scale in the years to come, to increase the economic mobility and quality of life throughout Oakland County and the metro Detroit region.

Acknowledgements

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

Glossary

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

D3C3: The [Detroit Drives Degrees Community College Collaborative \(D3C3\)](#) (D3C3) is a cross-sector collaborative that elevates the role of community colleges in working towards regional talent pipeline transformation in Southeast Michigan. Through the generous investment of the Ralph C. Wilson, Jr. Foundation and the Ballmer Group, OCC is able to advance significant strategies for student success, K-12 alignment, and mobility pathways with career connectedness.

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

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

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

NISS: The [National Institute for Student Success \(NISS\) at Georgia State University](#) is a nationally recognized model for increasing student completion. They are a key partner in the D3C3 grant-funded strategies focused on building systems for student success at OCC.

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

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

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



OAKLAND COMMUNITY COLLEGE®
Excellence *Empowered.*®

INFORMATION

Board Agenda Item 8.1
April 15, 2025

Finance Quarterly Report

For the Quarter Ended December 31, 2024



OAKLAND COMMUNITY COLLEGE®

Excellence *Empowered.*®

INTRODUCTION

Oakland Community College is a public, non-profit educational institution operating academic campuses across Oakland county. The academic services of the College are provided during terms and the majority of the expenditures follow the terms– not calendar months. In the General Fund, the College has three major revenue sources following different receipt schedules. Tuition revenues are received on a term 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 and Designated Funds.

COMMENTS

For the Quarter Ended December 31, 2024

This report includes year-to-date information as of the 2nd quarter of the fiscal year and reflects financial activity from July 1, 2024 to December 31, 2024.

FINANCIAL HIGHLIGHTS

Revenues:

In the General Fund, the College recorded total revenues of \$171,677,966 (column 3) compared to \$154,970,792 (column 4) as of the end of the same quarter last year. In the Designated Funds, the College recorded total revenues of \$1,974,361 (column 3) compared to \$1,365,568 (column 4) at the end of the same quarter last year.

Property Taxes: The total amount is \$109,893,787 (column 3) compared to \$103,499,018 (column 4) at the end of the same quarter last year in the General Fund. Property taxes are primarily received between August through October. Looking ahead, the College will continue to closely monitor the impact of housing market trends, continued high interest rates and low turnover on property tax values.

State Appropriations: The total amount is \$12,389,776 (column 3) compared to \$9,148,924 (column 4) at the end of the same quarter last year in the General Fund. The additional \$3.2 million in 2025 is primarily attributed to state appropriations under Section 147a(4), aimed at reducing the College's Unfunded Actuarial Accrued Liability (UAAL) from 20.96% to 15.21% of covered payroll.

Tuition and Fees: The total amount is \$42,194,608 (column 3) compared to \$35,310,100 (column 4) in the General Fund at the end of the same quarter last year. Enrollment for Fall 2024 and early projections for Winter 2025 indicate growth in both headcount and contact hours compared to the

previous fiscal year. In the Designated Fund, tuition and fees for Economic & Workforce Development and Police/Fire Academy programs total \$1,826,802 (column 3) as of December 31, 2024 compared to \$1,255,834 (column 4) at the end of the same quarter last fiscal year. While these programs experienced a prolonged impact from COVID-19 for over three years, enrollment and tuition revenue have shown steady increases each fiscal year as more offerings become available.

Investment income: The total amount of investment income as of the first quarter is \$6,842,707 (column 3) compared to \$6,372,054 (column 4) for same quarter last fiscal year. The increase is primarily driven by higher interest rates and higher average investment balances.

Expenditures:

The College recorded total expenditures in the General Fund of \$64,768,043 (column 3) compared to \$60,100,033 (column 4) as of the end of the same quarter last year. In the Designated Funds, the College recorded total expenditures of \$3,345,651 (column 3) compared to \$2,876,915 (column 4) as of the end of the same quarter last year.

Employee Salaries and Wages: The amount is \$32,919,615 (column 3) compared to \$30,975,941 (column 4) as of the end of the same quarter last year in the General Fund. The majority of this increase is due to higher faculty and teaching expenses driven by increased enrollment for Fall 2024. In the designated fund, the amount is \$1,681,158 (column 3) compared to \$1,423,222 at the end of the same quarter last year and attributable to increased activity.

Other Operating Expenses: In the General Fund, other operating expenses of \$12,634,596 (column 3) are slightly higher than the same quarter last year totaling \$12,025,563 (column 4). The total expenses for fiscal year 2025 are budgeted and anticipated to exceed last year, primarily due to inflationary pressures.

SUMMARY:

Like many educational institutions nationwide, OCC faces significant challenges, including sustaining and growing student enrollment, adapting to evolving learning modalities, navigating ongoing supply chain disruptions, and addressing the impacts of a competitive labor market and rising costs due to inflation. The College confronts these hurdles with the collective strength of its entire community, united in the commitment to advancing strategic priorities. Ongoing monitoring ensures accountability and tracks continued progress toward the institution's primary goal: doubling the graduation rate.

As of the end of the second quarter, overall revenue for fiscal year 2025 surpassed that of 2024. However, expenses have also increased compared to the previous year. The College remains committed to effectively manage the budget and closely monitoring spending throughout the fiscal year. Additionally, the College continues to assess the broader economic landscape, fluctuating interest rates, and enrollment trends – ensuring informed financial decisions for the current fiscal year and beyond.



GENERAL FUND BUDGET STATUS REPORT

For the Quarter Ended December 31, 2024

(1)	(2) TOTAL REVENUES BUDGET	(3) REVENUES YTD	(4) PRIOR YTD REVENUES	(5) YTD PERCENT OF REVENUES RECOGNIZED
REVENUES:				
Property Taxes	\$ 112,500,000	\$ 109,893,787	\$ 103,499,018	97.68%
State Appropriations	28,400,000	12,389,776	9,148,924	43.63%
Tuition & Fees	46,666,045	42,194,608	35,310,100	90.42%
Investment Income	6,000,000	6,842,707	6,372,054	114.05%
Miscellaneous Revenue	851,002	357,088	640,696	41.96%
Unrealized Gain/(Loss) on Investments	-	-	-	0.00%
TOTAL REVENUES	\$ 194,417,047	\$ 171,677,966	\$ 154,970,792	88.30%
	TOTAL EXPENSES BUDGET	EXPENSES YTD	PRIOR YTD EXPENSES	YTD PERCENT OF EXPENSES INCURRED
EXPENDITURES:				
Employee Salaries and Wages	\$ 76,067,957	\$ 32,919,615	\$ 30,975,941	43.28%
Fringe Benefits	38,746,500	16,546,420	14,339,792	42.70%
Contracted Temporary Personnel	2,541,308	893,392	906,864	35.15%
Utilities	4,771,000	1,774,020	1,851,873	37.18%
Other Operating Expenses	28,333,589	12,634,596	12,025,563	44.59%
TOTAL EXPENDITURES	\$ 150,460,354	\$ 64,768,043	\$ 60,100,033	43.05%
TRANSFERS:				
Transfer (to) from General Fund	\$ -	\$ -	\$ -	0.00%
Transfer (to) from Loan Fund	-	-	-	0.00%
Transfer (to) from Designated Fund	(4,041,106)	-	-	0.00%
Transfer (to) from Endowment/Restricted	(500,000)	-	-	0.00%
Transfer (to) from Plant Fund	(38,000,000)	-	-	0.00%
All Other Transfers	0	-	-	0.00%
TOTAL TRANSFERS	\$ (42,541,106)	\$ -	\$ -	0.00%



DESIGNATED FUND BUDGET STATUS REPORT

For the Quarter Ended December 31, 2024

(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	4,833,239	1,826,802	1,255,834	37.80%
Investment Income	-	-	-	0.00%
Miscellaneous Revenue	147,945	147,559	109,734	99.74%
Unrealized Gain/(Loss) on Investments	-	-	-	0.00%
TOTAL REVENUES	\$ 4,981,184	\$ 1,974,361	\$ 1,365,568	39.64%
EXPENDITURES:				
	TOTAL EXPENSES BUDGET	EXPENSES YTD	PRIOR YTD EXPENSES	YTD PERCENT OF EXPENSES INCURRED
Employee Salaries and Wages	\$ 3,419,966	\$ 1,681,158	\$ 1,423,222	49.16%
Fringe Benefits	1,709,768	765,846	618,486	44.79%
Contracted Temporary Personnel	2,253,472	408,824	357,379	18.14%
Utilities	-	-	-	0.00%
Other Operating Expenses	1,973,152	489,823	477,828	24.82%
TOTAL EXPENDITURES	\$ 9,356,358	\$ 3,345,651	\$ 2,876,915	35.76%
TRANSFERS:				
Transfer (to) from General Fund	\$ 4,041,106	\$ -	\$ -	0.00%
Transfer (to) from Loan Fund	-	-	-	0.00%
Transfer (to) from Auxiliary Fund	-	-	-	0.00%
Transfer (to) from Endowment/Restricted	-	-	-	0.00%
Transfer (to) from Plant Fund	-	(264,694)	-	0.00%
All Other Transfers	-	-	-	0.00%
TOTAL TRANSFERS	\$ 4,041,106	\$ (264,694)	\$ -	-6.55%



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INFORMATION

Board Agenda Item 8.2
April 15, 2025

COLLEGE FACILITIES QUARTERLY REPORT
For the Quarter Ending December 31, 2024

FY2025 RENOVATION / MAJOR MAINTENANCE PROGRAM

Quarter End Date: December 31, 2024

Row #	Project ID	Project Name	BoT Approved	Adjustments + / -	Adjusted Budget	Status	Committed Cost	Balance
1	AH22-002	Building F Rooftop Unit Replacements	\$3,253,360.00	\$16,740.00	\$3,270,100.00	1		\$3,270,100.00
2	AH25-002	Building A Site Restorations	\$0.00	\$40,000.00	\$40,000.00	1		\$40,000.00
3	AH25-004	Potential Softball Field	\$50,000.00	\$0.00	\$50,000.00	1	\$5,845.00	\$44,155.00
4	AH25-006	Building A Miscellaneous Lab Lighting Upgrades	\$0.00	\$30,000.00	\$30,000.00	1		\$30,000.00
5	AH25-007	Building G Courtyard Renovations	\$0.00	\$50,000.00	\$50,000.00	1		\$50,000.00
6	AH25-008	Building F Miscellaneous Enhancements	\$0.00	\$70,000.00	\$70,000.00	1		\$70,000.00
7	HL24-999	Closure Activities	\$20,000.00	\$0.00	\$20,000.00	1	\$3,792.23	\$16,207.77
8	OR25-003	Building K Restroom Renovation Study	\$0.00	\$50,000.00	\$50,000.00	1		\$50,000.00
9	RO25-002	Interior Hardware Renovation	\$150,000.00	\$0.00	\$150,000.00	1		\$150,000.00
10	SF25-002	Interior Hardware Renovation	\$150,000.00	\$0.00	\$150,000.00	1		\$150,000.00
11	RO24-005	Miscellaneous Window Replacements	\$30,000.00	\$0.00	\$30,000.00	2		\$30,000.00
12	SF25-003	Potential Driving Pad	\$100,000.00	\$0.00	\$100,000.00	2	\$23,625.00	\$76,375.00
13	AH23-013	CREST Expansion	\$50,577,275.00	-\$90,580.00	\$50,486,695.00	3	\$706,277.91	\$49,780,417.09
14	AH25-003	Campus Chilled Water Upgrades	\$25,000,000.00	\$0.00	\$25,000,000.00	3	\$291,154.34	\$24,708,845.66
15	RO22-003	Parking Structure Evaluation	\$0.00	\$90,300.00	\$90,300.00	3	\$18,000.00	\$72,300.00
16	RO25-003	Parking Structure Maintenance	\$1,700,000.00	\$0.00	\$1,700,000.00	3		\$1,700,000.00
17	OR23-011	Building H - Health Professions and Sciences	\$90,873,369.00	\$1,958,373.38	\$92,831,742.38	4	\$1,792,810.69	\$91,038,931.69
18	OR25-002	Miscellaneous Campus Restorations	\$0.00	\$30,000.00	\$30,000.00	4	\$13,650.40	\$16,349.60
19	AH21-004	Exterior Signage Upgrade Project	\$2,700,055.00	-\$35,418.54	\$2,664,636.46	5	\$352,570.61	\$2,312,065.85
20	AH24-010	CREST Door & Hardware Upgrade	\$0.00	\$115,703.00	\$115,703.00	5	\$66,267.68	\$49,435.32
21	AH24-016	Miscellaneous Door & Hardware Upgrades	\$170,000.00	\$37,774.17	\$207,774.17	5	\$113,795.54	\$93,978.63
22	CW23-001	CCTV & Security Monitoring Enhancements	\$0.00	\$1,272,419.73	\$1,272,419.73	5	\$2,320.40	\$1,270,099.33
23	RO22-004	Building E Construction	\$56,511,721.00	-\$2,640,107.07	\$53,871,613.93	5	\$15,821,626.89	\$38,049,987.04
24	SF22-004	Chiller Plant Upgrade	\$0.00	\$88,173.66	\$88,173.66	5	\$40,448.54	\$47,725.12
25	SF24-003	Controls Upgrade	\$0.00	\$63,902.50	\$63,902.50	5		\$63,902.50
26	AH24-017	Miscellaneous Office Reconfigurations	\$0.00	\$7,026.80	\$7,026.80	6	\$2,619.46	\$4,407.34
27	AH25-005	Library Office Suite Modifications	\$0.00	\$30,000.00	\$30,000.00	6		\$30,000.00
28	OR20-011	Building M Remodel	\$0.00	\$294,248.55	\$294,248.55	6	\$95,366.55	\$198,882.00
29	OR21-002	Building L Renovation	\$3,200,000.00	-\$1,718,278.77	\$1,481,721.23	6	\$899,473.64	\$582,247.59
30	OR22-002	Interior Hardware Renovation	\$0.00	\$587,486.03	\$587,486.03	6	\$259,110.00	\$328,376.03
31	RO24-004	Building D Roof Replacement	\$250,000.00	-\$77,409.82	\$172,590.18	6	\$91,856.42	\$80,733.76
32	RO25-004	Ceramics Lab Modifications	\$0.00	\$20,000.00	\$20,000.00	6		\$20,000.00
33	HL25-002	Interior Hardware Renovation	\$150,000.00	\$0.00	\$150,000.00	7		\$150,000.00

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

Kathleen Kelly - 2025-04-16 13:57:48 UTC
Oakland Community College

FY2025 RENOVATION / MAJOR MAINTENANCE PROGRAM

Quarter End Date: December 31, 2024

Row #	Project ID	Project Name	BoT Approved	Adjustments + / -	Adjusted Budget	Status	Committed Cost	Balance
34	AH25-001	Site Work & Small Projects	\$250,000.00	-\$50,000.00	\$200,000.00	8	\$10,185.45	\$189,814.55
35	CW24-007	College-wide Catch Basin Restoration	\$0.00	\$89,646.38	\$89,646.38	8		\$89,646.38
36	CW25-001	Carpet/Flooring Replacement	\$200,000.00	\$0.00	\$200,000.00	8	\$7,236.24	\$192,763.76
37	CW25-002	Paving, Catch Basin & Sidewalk Restorations	\$500,000.00	\$0.00	\$500,000.00	8		\$500,000.00
38	CW25-003	Parking Lot Fixture Upgrade Program	\$100,000.00	\$0.00	\$100,000.00	8		\$100,000.00
39	CW25-004	Roof Upgrades	\$1,000,000.00	\$0.00	\$1,000,000.00	8		\$1,000,000.00
40	CW25-005	Elevator Restorations	\$500,000.00	\$0.00	\$500,000.00	8		\$500,000.00
41	CW25-006	Restroom Upgrade Program	\$500,000.00	-\$50,000.00	\$450,000.00	8		\$450,000.00
42	CW25-997	Construction Management Core Staff	\$470,000.00	\$0.00	\$470,000.00	8	\$192,969.30	\$277,030.70
43	CW25-998	Academic/Campus Enhancements	\$1,000,000.00	-\$120,000.00	\$880,000.00	8		\$880,000.00
44	CW25-999	Emerging Needs/Contingency/Emergency	\$2,000,000.00	-\$80,000.00	\$1,920,000.00	8		\$1,920,000.00
45	HL25-001	Site Work & Small Projects	\$50,000.00	\$0.00	\$50,000.00	8		\$50,000.00
46	OR25-001	Site Work & Small Projects	\$250,000.00	-\$80,000.00	\$170,000.00	8	\$1,194.00	\$168,806.00
47	RO25-001	Site Work & Small Projects	\$150,000.00	\$0.00	\$150,000.00	8		\$150,000.00
48	SF25-001	Site Work & Small Projects	\$100,000.00	\$0.00	\$100,000.00	8		\$100,000.00
		Grand Total	\$241,955,780.00	\$0.00	\$241,955,780.00		\$20,812,196.29	\$221,143,583.71

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 8.3
April 15, 2025












INFORMATION TECHNOLOGY QUARTERLY REPORT

October 1, 2024 to December 31, 2024

Quarterly Status Report as of December 31, 2024

Select a Quarter End Date to view the Report:

December 31, 2024 ▼

Description	Location	Status	Progress	2024-25 Budget \$	2024-25 Committed Costs	2024-25 Balance	Multi-year Project
Add OCC Chatbot to IT portal	CW	Implementation		\$0	\$0	\$0	1
Campus Server Replacement	CW	Implementation		\$100,000	\$94,200	\$5,800	1
Colleague migration to SaaS	CW	Implementation		\$756,155	\$588,736	\$167,419	2
College Data Backup Solution	CW	Implementation		\$360,000	\$359,000	\$1,000	1
Destiny One	CW	Testing		\$150,000	\$150,000	\$0	1
Eforms and workflows	CW	Implementation		\$904,000	\$570,000	\$334,000	3
Firewall replacement	CW	Implementation		\$1,725,000	\$1,600,000	\$125,000	1
Infosilem	CW	Testing		\$45,000	\$45,000	\$0	1
Public Safety Paperless Key application	CW	Implementation		\$0	\$0	\$0	1
Simple Syllabus	CW	Complete		\$20,162	\$20,162	\$0	1
VDI replacement	CW	Testing		\$4,200,000	\$4,192,090	\$7,910	1
Totals				\$8,260,317	\$7,619,188	\$641,129	

IT Project Descriptions

Add OCC Chatbot to IT Portal

This is a project to integrate existing Chatbot functionality to the IT Support Center Portal. The Chatbot is Artificial Intelligence (AI) software currently used to improve/streamline our students' interactions. Adding it to our ITSC will expand support availability to 24x7x365; and to help off-load traffic during business hours allowing our front-line staff to handle more complex technical questions and issues.

Campus Server Replacements

This refers to servers and disk storage installed on our campuses used to manage printer queues, host campus specific software applications, and deploy computer images. The existing servers are past their useful lives and need to be replaced.

Colleague migration to SaaS (Software as a Service)

This is a D3C3-funded project with 2 major components: 1) to streamline Colleague processes and allow better integration across programs by de-customizing screens and increasing the consistency and effectiveness of how the system is used. The second component is to move the hosting of Colleague from on-premise to the cloud. By doing so, OCC can further increase the long-term maintenance, security, and sustainability of our Student Information System, freeing up time for proactive technology-based projects in service of our goal to double graduation rates and increase equitable access to education.

College Data Backup Solution

This refers to the software and storage devices that are used to make daily backups of the College's digital data. In the event of a hardware failure or accidental deletion, this solution can restore the lost data.

Destiny One

Destiny One is a comprehensive web-based Marketing, Communication, Registration, and Management system for OCC's Economic and Workforce Development department offering non-credit courses and programs and corporate training.

eForms and Workflows

This project refers to the expansion of our document imaging solution in an attempt to eliminate all paper documents and move to a 'paper-free' workplace. This project provides a 'greener', more efficient, more effective college and allows for anytime anywhere access to forms for students and employees.

Firewall Replacement

This refers to the specialized security equipment that filters, monitors and blocks cybersecurity threats from the Internet. Firewalls create a gateway barrier that limits what traffic can enter the college from the Internet.

Infosilem

Infosilem is a sophisticated software tool used to automate the management of OCC campus building/room facilities as well as creating optimized academic schedules balancing locations, classrooms, instructors, and course offerings. The tool helps to streamline students' academic pathways to completion as well as improving facility utilization.

Public Safety Paperless Key application

This software automates the Public Safety process to manage and track the hundreds of physical door keys and electronic access badges throughout the college.

Simple Syllabus

This is a cloud-based, centralized platform for managing and on-line publishing our academic syllabi. The solution simplifies syllabus management, and improves syllabus consistency and accessibility for our students.

VDI (Virtual Desktop Infrastructure) Replacement

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.

INFORMATION

Board Agenda Item 8.4
April 15, 2025

OCC FOUNDATION QUARTERLY REPORT
October 1, 2024 to December 31, 2024

The mission of the OCC Foundation is to improve equitable access to a quality education by connecting student and program needs to philanthropic support.

Organizational Highlights:

- The OCCF FY2023 990 is in the process of being finalized. Drafts have been submitted to Plante Moran for final review.
- 2024 Year-End Appeal was mailed to 2,400 donors
 - Goal of campaign: \$75,000 from 175 donors.
- In addition to a donor Giving Tuesday appeal, the Foundation partnered with MarComm to push out a Giving Tuesday appeal to employees. While there was a strong open rate, click through rates (CTRs) remain challenging across both platforms (e.g. Emma and Constant Contact):
 - Emma (OCC platform)
 - 2058 delivered | avg. open rate 38% | avg. CTR 4.9%
 - Constant Contact (Foundation platform)
 - 1035 delivered | 49% open rate | 0.3% CTR
- Ongoing cross-functional collaboration with MarComm, Financial Aid and Financial Services.
- We welcomed Rob Ginther, to the Foundation Board of Directors. He taught a variety of police, fire and EMS topics retired from the college in 2022 as Combined Regional Emergency Services Training Center (CREST) Program Manager. Ginther established several endowed scholarships on behalf of the Ginther family for OCC students working toward achieving their educational goals in public service. Currently, he is a Lieutenant in the Beverly Hills Department of Public Safety.
- Scholarships awarded in 2024 FA with data provided by FA:
 - Awards offered: \$129,500 (includes endowed, annual and miscellaneous)
 - Awards accepted: 200 students
- Scholarship Luncheon:
 - Friday, Mar 28 | OR Campus | 11:00 registration, 11:30 program and luncheon begins
 - Speakers confirmed including one student and one donor
- Foundation awarded MiLeap Barrier Removal Grant: \$258,902
 - \$65,000 | Student Success fund
 - \$185,000 | Student Basic Needs Fund
 - 185 students with a stipend of \$1,000 to pay for non-educational expenses
 - \$8,902 | Give or Take Pantry
- Newly created endowed scholarships:
 - Brian McKeen
 - Kevin de Matas Memorial HVAC/R
 - Delta Kappa Gamma Society International
- Newly created annual scholarships:
 - N/A
- Newly created funds:
 - N/A

Fundraising Results:

	FY2024 Total 7/1/23 - 6/30/24		FY2025 Q2 10/1/24 - 12/31/24		FY2025 to date 7/1/24 – 3/31/25	
	Count	Amount	Count	Amount	Count	Amount
Total	354	\$408,926	269	\$242,819	354	\$398,076
<u>Giving Level</u>						
\$100,000 and up	0		0	\$ -	0	\$ -
\$10,000 and up	13	\$193,074	10	\$122,411	13	\$194,610
\$1,000 to \$9,999	64	\$164,721	40	\$87,025	66	\$154,309
Under \$1,000	277	\$51,130	219	\$33,383	275	\$49,157

INFORMATION

Board Agenda Item 8.5

April 15, 2025

STRATEGIC PLAN UPDATE

The Office of the Chief of Staff and Strategy has engaged in a strategic plan reaffirmation and revision process throughout 2024-25. Each year, OCC's strategic planning teams engage in an independent external audit with [Strategic In/Sight Partners](#) focused on continual growth in strategic processes and advancement. This audit helps to measure current progress on strategic actions and goals, to determine where projects are ahead of schedule, on track, or need additional support. In 2024-25, OCC also conducted several town halls and surveys to help inform the reaffirmation and refresh of the strategic plan. By gathering stakeholder input both in person and virtually, the College worked to ensure the widest possible range of insights and perspectives are represented in the next iteration of the strategic plan. Through this process, nearly 700 qualitative comments were received and thematically coded to identify those of greatest frequency and focus in relation to OCC's strengths, weaknesses, opportunities and threats. Alongside data and leadership guidance, this robust feedback will shape OCC strategy for the next cycle.

The College continually pursues resources to enhance and advance its strategic efforts. This work includes the growth of new data resources and efforts to obtain funding through grants and other allocations. From 2022 through 2025, OCC has participated in the [Detroit Drives Degrees Community College Collaborative \(D3C3\)](#), a regional push to improve student success, K-12 alignment, and employer-based career pathways using philanthropic investments and strategic guidance. For 2025 to 2028, the College obtained grant funding through the [Michigan Department of Lifelong, Education, Advancement and Potential \(MiLEAP\)](#), to further advance student success strategies collegewide. OCC augments these grants through the investment of institutional funding and sustainability planning of high impact practices aligned with strategic goals. Finally, alongside our own analytics, dynamic data dashboards, and quality review processes, in 2024 OCC joined the [Postsecondary Data Partnership \(PDP\)](#) through the National Student Clearinghouse (NSC). The PDP is a nationwide effort to help colleges and universities gain a fuller picture of student progress and outcomes, meet various reporting requirements, benchmark their outcomes against peer institutions, and identify where to focus their resources. These data and funding resources combine to move the College forward while measuring impact and continuously improving on leading indicators toward the broader graduation goal.

So far, 2024-25 has included significant growth in headcount and average credit enrollment across all terms. These are positive early momentum indicators toward achieving our primary goal to double the graduation rate. We will continue to build on these gains and evaluate our progress toward increased completion for all students we serve.