

**OAKLAND COMMUNITY COLLEGE®**

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**BOARD OF TRUSTEES**

**REGULAR MEETING AGENDA**

The Regular Meeting of the Board of Trustees of Oakland Community College will be held on Tuesday, October 18, 2022, 6:00 p.m., at the Auburn Hills Campus, Room G240, 2900 Featherstone Road, Auburn Hills, Michigan. This meeting will include a closed session, pursuant to MCL 15.268(a), to discuss the Chancellor's evaluation.

**AGENDA**

**1. CALL TO ORDER**

**2. ATTENDANCE**

**3. APPROVAL OF AGENDA**

**4. APPROVAL OF MINUTES**

4.1 September 24, 2022 Special Meeting/Retreat Minutes

**A – ACTION**

4.2 September 24, 2022 Closed Session Minutes

**B – ACTION**

**5. COMMUNICATIONS**

5.1. Community Comments

5.2. Student Government Report

5.3. Academic Report

5.3.1. Academic Senate Update

5.3.2. Provost Update

5.4. Chancellor's Comments

5.5. Board of Trustees Self-Evaluation

**6. MONITORING REPORT**

6.1 Summer 2022 Monitoring Report

**C – INFORMATION**

**7. ACTION ITEMS**

7.1. Board of Trustees 2023 Regular Meeting and Conference Schedule

**D – ACTION**

**8. INFORMATION ITEMS**

8.1 2021-2022 Annual Audit

**E – INFORMATION**

**MOVE INTO CLOSED SESSION, PURSUANT TO MCL 15.268(a), FOR THE PURPOSE OF DISCUSSING THE CHANCELLOR'S EVALUATION**

**9. BOARD COMMENTS**

**10. ADJOURNMENT**

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



**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**

**AGENDA**

**1. GENERAL FUNCTIONS**

**1.1 Call to Order**

Chair Jackson welcomed everyone and called the special/retreat meeting to order at 9:04 a.m. 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. She noted 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.

**1.2 Attendance**

Present

Pamela S. Jackson, Chair  
Susan E. Anderson, Treasurer  
Shirley J. Bryant, Trustee  
Pamala M. Davis, Trustee

Absent

Kathleen A. Bertolini, Vice Chair  
Susan Gibson, Secretary  
Christine M. O'Sullivan, Trustee

**1.3 Public Comments - none**

**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.

Chair Jackson asked if any of the trustees would like an item pulled for separate discussion. There being no such request, the Chair asked for a motion to approve the Board Meeting Minutes Consent Calendar items 2.1 through 2.4. Trustee Davis so MOVED, and Trustee Bryant seconded.

AYES: Anderson, Bryant, Davis, Jackson

NAYS: None

Motion Carried

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**

Trustee Anderson MOVED the Board of Trustees approve the State of Michigan Appropriation Local Strategic Value Resolution. Trustee Bryant seconded.

AYES: Anderson, Bryant, Davis, Jackson

NAYS: None

Motion Carried

3.2 ACCT Leadership Congress Delegate

**F – ACTION**

Chair Jackson noted a delegate from Oakland Community College needs to be appointed to vote at the October ACCT Leadership Congress in New York. Two Board members are attending: Susan Anderson and Pamela Jackson. Chair Jackson inquired if Trustee Anderson would like to serve as OCC's delegate. Trustee Anderson nominated Chair Jackson to serve as OCC's delegate at the October ACCT Leadership Congress in New York. Trustee Bryant so MOVED, and Trustee Davis seconded.

AYES: Anderson, Bryant, Davis, Jackson

NAYS: None

Motion Carried

## **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 reports 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.

As there was no separate discussion called for Information Items 4.1 through 4.5 on the Consent Calendar, Chair Jackson asked for a motion to receive and file these reports. Trustee Bryant so MOVED, and Trustee Davis seconded.

AYES: Anderson, Bryant, Davis, Jackson

NAYS: None

Motion Carried

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**

Project Manager for Institutional Effectiveness Kristin Carey-Li presented the Annual Monitoring Report to the Board.

Topics addressed included:

- Key Performance Indicator (KPI) Targets
- Enrollment Trends (in comparison with other Michigan community colleges, OCC is at the midpoint for enrollment loss, but is outperforming two-thirds the other colleges in credit hours)
- Retention, Persistence, and Completion
- Strategic Action Projects
- Corequisite English and Math
- Detroit Drives Degrees Community College Collaborative (D3C3)
- Prior Year Comparison for returning student enrollments and average credits
- Michigan Community Colleges Peer Comparison

Trustee Bryant MOVED to receive and file the Annual Monitoring Report. Trustee Davis seconded.

AYES: Anderson, Bryant, Davis, Jackson

NAYS: None  
(Report on file)

Motion Carried

4.7 Programming

**M – INFORMATION**

Director of Curriculum for Student Learning and Evaluation Rachel Lathrop discussed credit/non-credit potential offerings to meet the community need. Some of the topics covered included:

- Oakland 80/30 – Community Need and Curriculum
- Program Changes – New Programs for Fall 2023-24 and Monitored Programs, as well as New Program Opportunities
- Programming Quartiles
- Online Program and Process Updates
- Policy Changes and Supports

#### 4.8 Higher Education Environmental Context Update

#### N – INFORMATION

Dr. Simpson reported on the National Higher Education Context. Some of the extensive benefits of an earned college degree/credential include:

- Increased lifetime earnings, employment stability, health outcomes
- Intergenerational impact of a college degree or credential
- Reduces poverty and improves both early childhood education and college attainment across generations
- Grows prosperity, civic participation, and quality of life across communities, county, and region

Other topics addressed by Dr. Simpson included:

- Estimated cumulative full-time earnings (in 2017 dollars) net of forgone earnings and payment for tuition, fees, books, and supplies by educational level
- Unemployment rates of Individuals age 25 and older by education level (1998-2018)
- OCC six-year completion rates for new entering students
- Lost impact of credential completion – some college, but no degree
- Benchmarking student completion

#### 4.9 Strategic Planning Update

#### O – INFORMATION

Ms. Carey-Li discussed the Strategic Planning Update.

- The strategic focus will be on excellence, people, and equity
- How to get there:
  - Grow dual enrollment and college prep
  - Optimize student schedules
  - Guided self-placement and corequisite English/Math
  - Credit for prior learning
  - Proactive systematic student success analytics
  - Gatekeeper course enhanced support
  - Build equity of student progress and completion
- Detroit Drives Degrees D3C3 Regional Collaborative three clusters:
  - Student success
  - K-12 alignment
  - Sector-based employer pathways (mobility)
- National Institute for Student Success: Goals, Principles, and Current Clients
  - Perimeter College Graduation Rates
  - Oakland Schools K-12 Alignment
  - Employer-Based Sector Pathways

#### 4.10 Board Self-Evaluation

#### P – INFORMATION

Assistant General Counsel Beth Rae addressed the Board regarding the Board self-evaluation compilation, which she distributed during the meeting.

Chair Jackson encouraged the Board to review the results at their convenience for discussion at the October Board meeting.

The Chair then asked for a motion to receive and file the Board self-evaluation compilation report. Trustee Anderson so MOVED, and Trustee Davis seconded.

AYES: Anderson, Bryant, Davis, Jackson

NAYS: None

Motion Carried

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

Chair Jackson asked for a motion to move into closed session, pursuant to MCL 15.268, Sec. 8(c), to receive an update on labor negotiations. Trustee Bryant so MOVED, and Trustee Davis seconded.

**ROLL CALL VOTE:**

AYES: Anderson, Bryant, Davis, Jackson

NAYS: None

Motion Carried

The Board went into closed session at 11:41 a.m.

The Board returned to open session at 12:31 p.m.

**3.3 Oakland Community College and American Federation of State, County and Municipal Employees Local 2042 – Classified Bargaining Unit Labor Agreement 2022-2025**

Trustee Davis MOVED the Board of Trustees approve the collective bargaining agreement with the American Federation of State, County and Municipal Employees Local 2042 covering the period of September 24, 2022 through June 30, 2025. Trustee Bryant seconded.

A roll call vote was taken:

AYES: Anderson, Bryant, Davis, Jackson

NAYS: None

Motion Carried

**5. BOARD COMMENTS**

Trustee Davis commented that she really likes OCC's ad currently showing on television.

Chair Jackson thanked Dr. Simpson and his team for a wonderful job with their presentations. She also commented that she liked all of the Welcome Back Week events.

**6. ADJOURNMENT**

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

AYES: Anderson, Bryant, Davis, Jackson

NAYS: None

Motion Carried

The meeting adjourned at 12:36 p.m.

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Cherie A. Foster

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Date

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Pamela S. Jackson, Chair

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Susan Anderson, Treasurer

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



# **ACTION**

**Board Agenda Item 4.2**  
**October 18, 2022**

## **SEPTEMBER 24, 2022 CLOSED SESSION MINUTES**

These minutes will be distributed at the meeting for approval.



OAKLAND COMMUNITY COLLEGE  
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# INFORMATION

Board Agenda Item 6.1  
October 18, 2022

## SUMMER 2022 MONITORING REPORT

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## Executive Summary

The Summer semester is a time in the academic cycle when students can maintain or accelerate their momentum toward achieving their academic goals. It is a time when college guest students can benefit from the value of transfer courses. It is also a time of year when thousands of new and returning students prepare for the Fall semester, with extensive support from services at OCC.

In Summer 2022, the College exceeded its targets for the enrollment of new admitted students (conversion rate) and for average credit enrollment, while seeing an overall decline in total student enrollment that mirrors national trends.

- The College exceeded its summer conversion rate goal for the fourth year in a row, with [36.9%](#) of newly admitted students enrolling in the summer term.
- Overall headcount enrollment declined [9.1%](#), following [national trends](#) of a decline in postsecondary enrollment across all sectors, with community colleges affected the most.
- Average enrolled credits remained strong at [5.87](#), up from 5.36 in Summer 2017.
- Numerous supports are in place to promote continued enrollment and academic success for students. During the pandemic, these supports have been bolstered by additional funding for students and the innovative delivery of online services and resources. A blend of in-person, hybrid, and online instruction helps to meet varied student learning preferences, schedules, and competing demands of work and life. OCC serves a diverse student population and by providing options of different course modalities, students can choose which course sections best fit into their complex lives and learning needs.

For the fourth consecutive year the [Government Finance Officers Association \(GFOA\)](#) has [recognized OCC's outstanding financial reporting](#) with an Award for Outstanding Achievement for the College's Popular Annual Financial Report (PAFR). The College also recently received a Certificate of Achievement for Excellence in Financial Reporting for its Annual Comprehensive Financial Report from the GFOA for the seventh consecutive year. The PAFR is used to provide readers with a readily accessible and easily understandable reporting of the College's finances. The 24-page document provides an overview of the College's history, points of pride and strategic plan, and detailed financial information about OCC's financial planning and highlights, operating income and expenses, budgeting for facilities and major capital projects. OCC is one of only two community colleges in Michigan to earn both the GFOA's Award for Outstanding Achievement for the College's Popular Annual Financial Report and a Certificate of Achievement for Excellence in Financial Reporting for its Annual Comprehensive Financial Report.



GOVERNMENT FINANCE OFFICERS ASSOCIATION



## 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

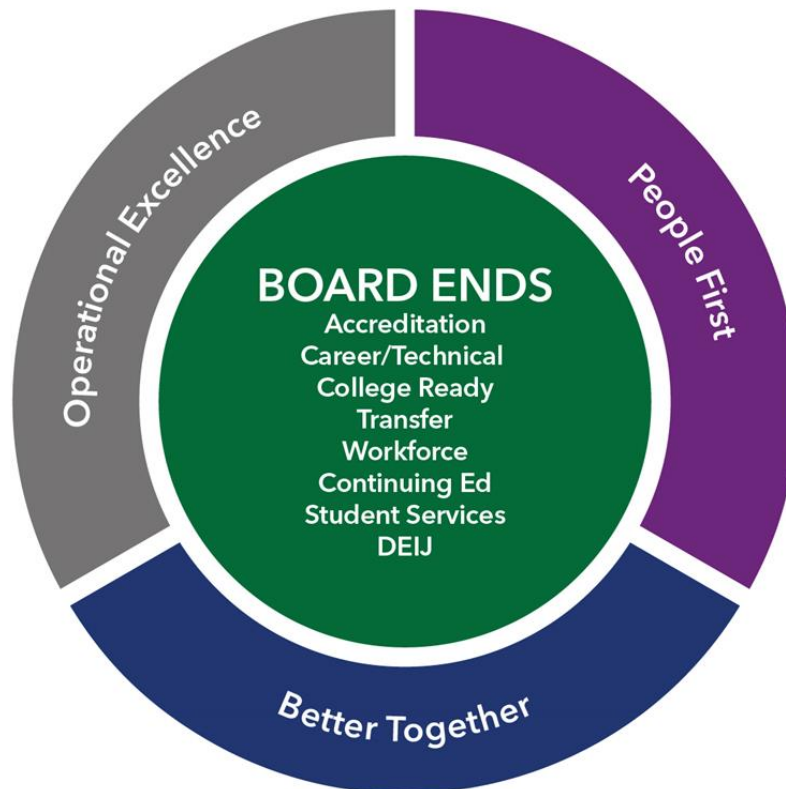
- 2.1 [Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees](#)
- 2.2 [Promote a culture of communication, collaboration, respect, and civility](#)

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

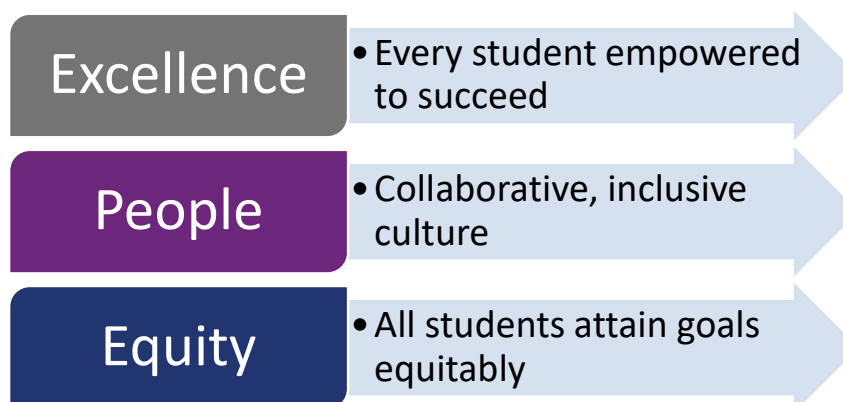
- 3.1 [Build an integrated diversity, equity, and inclusion infrastructure to support students, staff, and community](#)

## 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.



## Key Performance Indicator (KPI) Tracking

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.

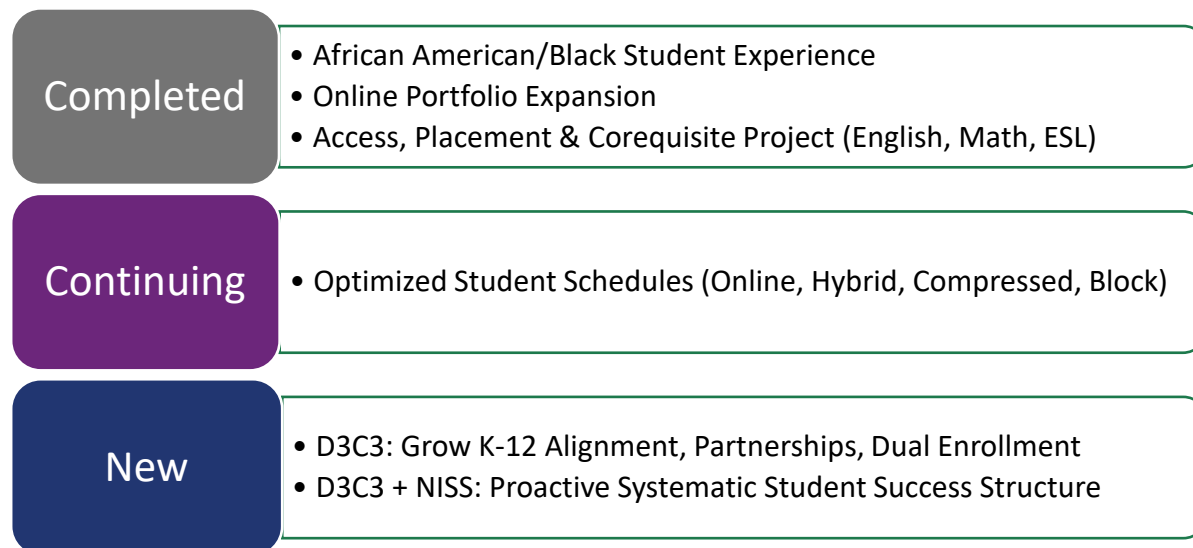
- Each indicator links to a report section with additional data, context, and interpretation.
- Targets for each indicator were determined based on the range of normal fluctuation, a forecast aligned with recent performance, the current context inside and outside OCC, and the College's actions for improvement.
- 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.
- Input from faculty and staff helped inform targets. Ongoing research and analysis will continue to refine targets and support alignment with the College's strategic plan.

### Summer Semester KPIs

Summer Semester Core KPIs	2019	2020	2021	2022	2021-22 % Change	2022 Target	Target to Actual
Conversion rate	33.4%	48.5%	36.2%	36.9%	+1.9%	33.0%	<b>+3.9</b>
Headcount enrollment	10,161	10,323	10,183	9,266	-9.1%	9,609	<b>-343</b>
Average enrolled credits	5.55	5.93	6.10	5.87	-3.3%	5.84	<b>+0.03</b>

## 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:



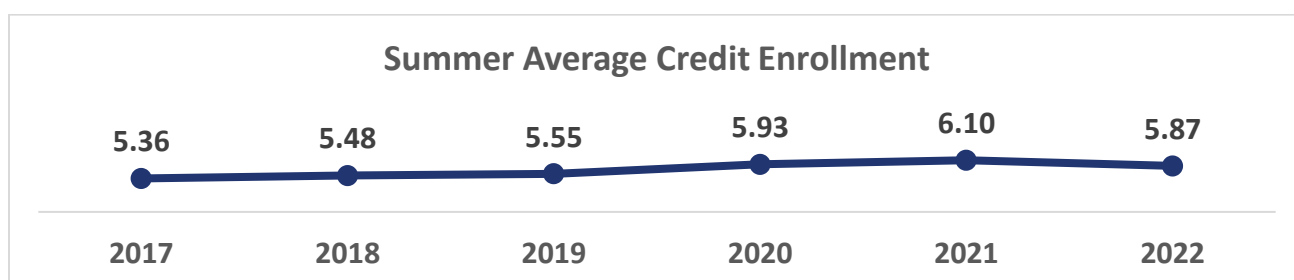
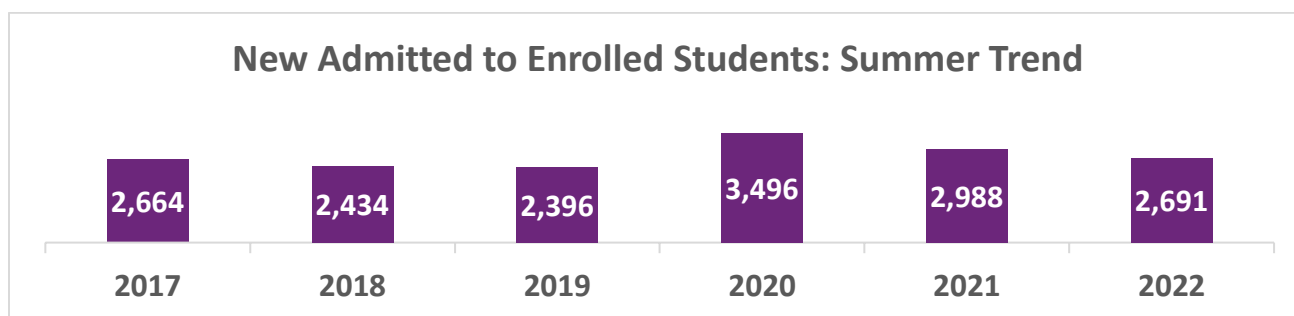
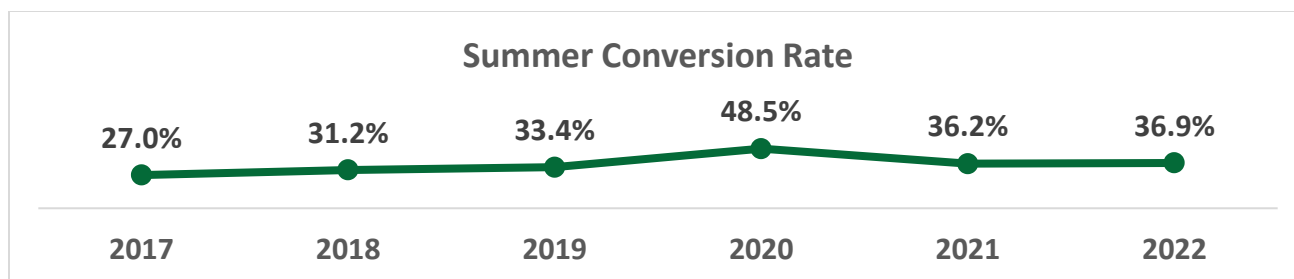
By completing three significant strategic projects within this objective, OCC has worked to advance equity, opportunity, and academic achievement for all its students. The ways in which our diverse student population enters the College, finds the right fit for successful learning in English and math, 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



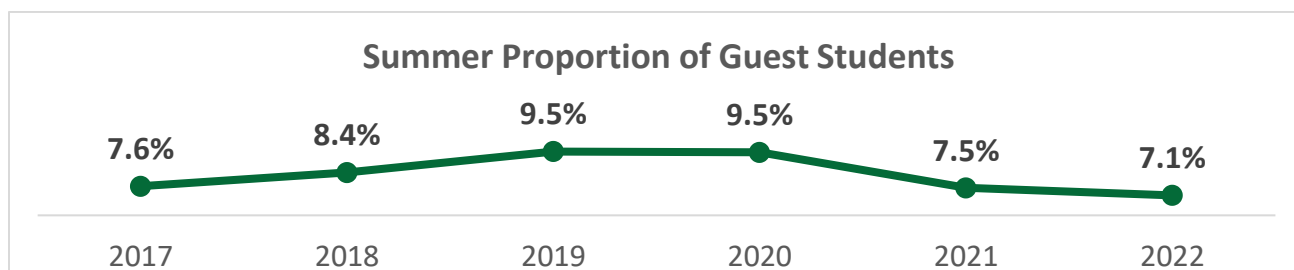
Several external and internal factors impact enrollment, including economic changes, public health, demographics, marketing and outreach, competition from other higher education institutions, admissions and onboarding, awareness and timely completion of the financial aid process, course scheduling and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



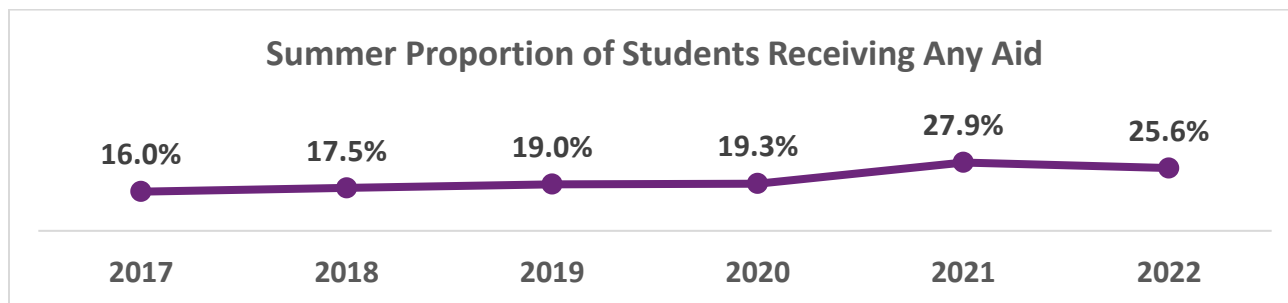


Data Source: Institutional Effectiveness, End of Session Data

[College guest student enrollment](#) allows students to enroll in OCC courses while attending another postsecondary institution. Particularly during the summer semester, college guest student enrollment is a popular option for students to complete degree requirements of their four-year institution while staying at home. Students can also enroll concurrently at both their four-year college/university and at OCC. They can take introductory courses and major pre-requisites and requirements in a smaller class setting, often with substantial cost savings while advancing their progress toward degree. Many choose to complete in-demand courses in English, Mathematics, Biology, Chemistry, Psychology, and more.



Data Source: Office of Institutional Effectiveness, End of Session Data & National Student Clearinghouse Data



Data Source: Office of Institutional Effectiveness, End of Session Data and Live Financial Aid Data

Over 1,500 students have benefitted from [Michigan Reconnect](#) funding so far at OCC. This program helps students age 25 and older to begin their postsecondary education or return to the college after taking time off. These students represent a key demographic to help the county and state meet [Oakland80](#) and [Michigan Sixty by 30](#) goals for postsecondary credential attainment. By increasing the number of Oakland County residents who complete higher education, the county can increase its economic competitiveness as well as the financial mobility and quality of life for its residents.



The [Summer Momentum Scholarship](#) encourages summer credit attainment and upcoming fall enrollment for students who completed at least 18 credits with a C or better in the prior fall and winter semester. Summer can be a time when students lose momentum toward achieving their goals and become less likely to continue enrollment. This scholarship supports them to accelerate their progress and increase their persistence.

- In Summer 2022, 102 students received an average award of \$527
- Scholarship recipients enrolled in an average of 7.3 credits, significantly higher than the 5.8 among all students
- Scholarship recipients earned a C or better in 88% of their enrolled credits, compared with a summer average of 77%
- Finally, 78% of students returned to enroll in the Fall 2022 semester. They are taking an average of 10.9 credits, compared with the 8.4 average for all students

Overall, the Summer Momentum Scholarship shows an increase in academic success, progress, and persistence among the students who receive it.

## Initial 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	Fall 2021	Fall 2022	# Change	% Change
Total Headcount	14,107	13,641	-466	-3%
Total Credits	115,736	114,423	-1,313	-1%
Average Credits	8.2	8.4	+0.2	+2%

Comparison as of day 181 of registration (9.23.22), Source: Institutional Effectiveness Registration Dashboard

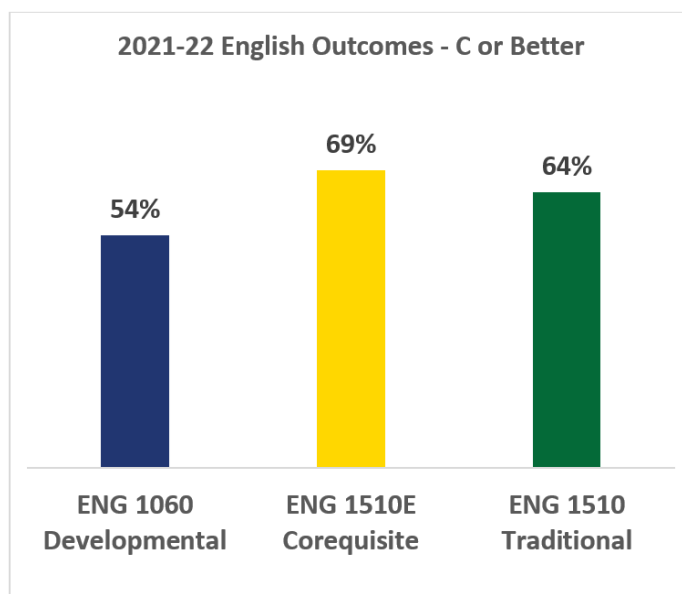
## College Readiness

### 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.



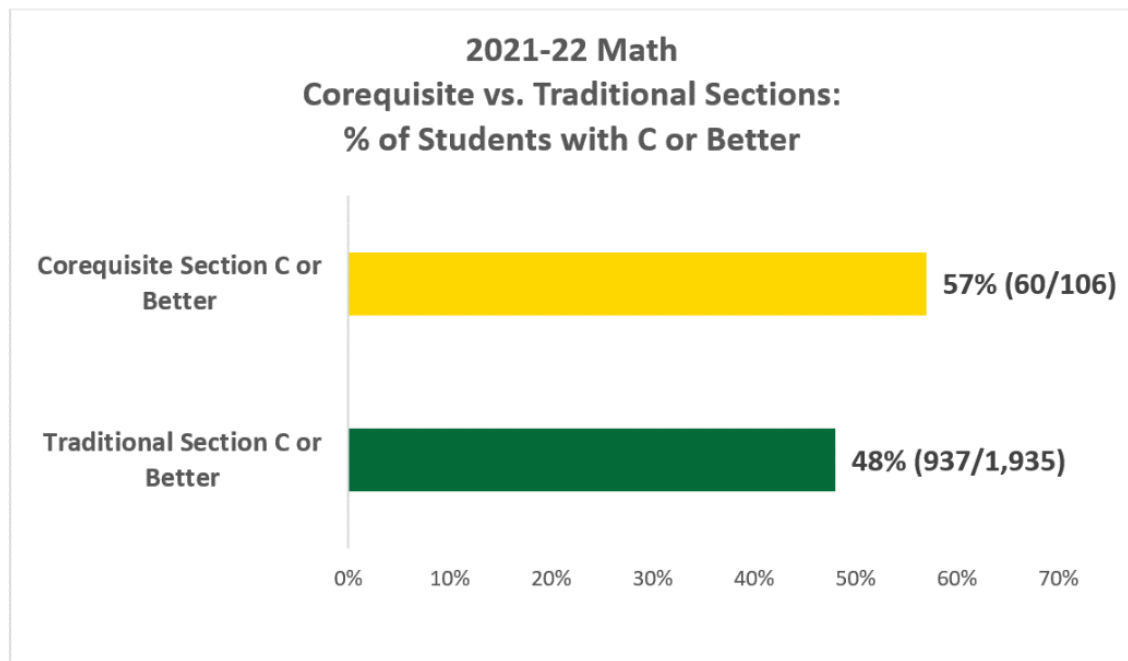
- In English, the new ENG 1510E course allows more students to enroll directly in college-level Composition I, by providing additional class time and enhanced support for their success. In 2021-22, corequisite ENG 1510E students outperformed developmental level and even traditional college-level students. 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.

## Online Program Development

Ongoing faculty training and curriculum development continue to increase [OCC Online](#) program options for students. By the end of Summer 2022, OCC has launched **sixteen online programs** and certificates, helping to increase student access, provide flexibility for students juggling work and family responsibilities, meet diverse student learning preferences, compete with local colleges, and broaden market reach.

Associate in Arts	Associate in General Studies	Associate in Science	Associate in Technological Sciences
Transfer Studies Certificate	Associate in Business Administration	Business Admin with Accounting ABA	CIS - Business Systems Analysis AAS
Management Development (Business) AAS	Criminal Justice Generalist AAS	Criminal Justice - Homeland Security CA	Criminal Justice Corrections AAS
Criminal Justice Law Enforcement AAS	Fire Fighter Technology AAS	Library Services & Tech AAS	Library Services & Tech CA

### Online Training and Development:

- After Summer 2022, **453 full-time faculty, adjunct faculty, and administrative staff** have completed training for the development and teaching of online/hybrid courses, a **24% increase** since Winter 2022.
- Training opportunities continue to grow, with a Fall 2022 cohort in progress.



## 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:

### Continuing

- Teaching & Learning Center (TLC)
- Noel Levitz Student Climate Survey
- Reimagine Student Life
- Career Pathways (e.g. Credit for Prior Learning)

### New

- D3C3 + NISS: Gatekeeper Course Enhanced Support

## 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

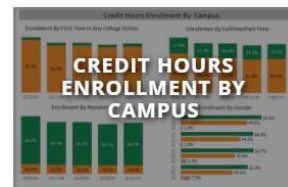
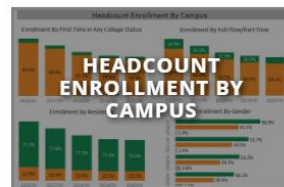
Completed

- Student Lifecycle Dashboards

Continuing

- Accountability & Benchmarking / Departmental KPIs

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.”

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

## Conclusion

The Summer semester is an important time for students to maintain or accelerate progress toward their academic goals. The pandemic, for all its challenges, has spurred innovation and growth at OCC, leading to expanded methods for learning and support. An ongoing data infrastructure allows the College to continually evaluate the efficacy of its efforts for continuous improvement, in service of its mission to empower students and advance the community.

## 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.

## 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 condensed format 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)

**FAFSA:** The Free Application for Federal Student Aid is the federal form that prospective and current students need to complete to determine their eligibility for financial aid.

**FTIAC:** First Time in Any College students are those with no record of prior college attendance.

**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.

**Onboarding:** The [process](#) for new students to join OCC, learn about its programs and processes, and prepare for academic success from the start. It includes admission, orientation, financial aid and placement testing as applicable, counseling, enrollment, purchasing books, etc.

**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.

**Registered:** In OCC's definition within this report, a "registered" student has some [registration](#) activity of adding/dropping courses to their schedule for that semester.

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



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## **ACTION**

**Board Agenda Item 7.1**  
**October 18, 2022**

### **BOARD OF TRUSTEES 2023 REGULAR/SPECIAL MEETING AND CONFERENCE SCHEDULE**

#### **PROBLEM/NEEDS STATEMENT**

As a public body, Oakland Community College is required to publicly post at its principal office a listing stating the dates, times, and places of all of its regular and special meetings.

#### **WHY THIS ACTION IS BEING RECOMMENDED**

In order to comply with the Michigan's Open Meetings Act, the Board of Trustees is being asked to approve the January to December 2023 Regular/Special Meeting and Conference Schedule dates as attached.

#### **MOTION**

Move the Board of Trustees approve the January to December 2023 Board of Trustees Regular/Special Meeting and Conference Schedule attached hereto.



**BOARD OF TRUSTEES**  
**2023 Regular/Special Meeting and Conference Schedule\***

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January 17, 2023	AH Campus G240	6:00 p.m.	Special Meeting – Election of Officers followed by Regular Meeting
February 21, 2023	AH Campus G240	6:00 p.m.	Regular Meeting
<b>April 1-4, 2023</b>	<b>Denver, CO</b>	<b>AACC Annual Conference</b>	
<b>April 2-4, 2023</b>	<b>San Diego, CA</b>	<b>AGB's National Conference on Trusteeship</b>	
April 22, 2023**	AH Campus G240	9:00 a.m. to Noon	Special Meeting/Retreat
May 16, 2023	AH Campus G240	6:00 p.m.	Regular Meeting
<b>May 18-19, 2023</b>	<b>Bay College Escanaba</b>	<b>6:00 p.m. to 3:00 p.m. next day</b>	<b>MCCA Board of Directors Spring Meeting</b>
June 20, 2023	AH Campus G240	6:00 p.m.	Regular Meeting
<b>July 26-28, 2023</b>	<b>Traverse City</b>	<b>MCCA Summer Conference</b>	
September 23, 2023**	AH Campus G240	9:00 a.m. to Noon	Special Meeting/Retreat
<b>Sept. 28-29, 2023</b>	<b>Macomb C.C. Warren</b>	<b>6:00 p.m. to 3:00 p.m. next day</b>	<b>MCCA Board of Directors Fall Meeting</b>
<b>October 9-12, 2023</b>	<b>Las Vegas, NV</b>	<b>ACCT Leadership Congress</b>	
October 17, 2023	AH Campus G240	6:00 p.m.	Regular Meeting
November 21, 2023	AH Campus G240	6:00 p.m.	Regular Meeting

*\*The Board has the right to call additional meetings as needed.*

*\*\*Meeting dates other than the third Tuesday of the month.*



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# INFORMATION

Board Agenda Item **8.1**  
October 18, 2022

## **2021-2022 ANNUAL AUDIT**

### **PROBLEM/NEEDS STATEMENT**

The firm of Plante and Moran, PLLC will review the Fiscal Year 2022 Annual Comprehensive Financial Report with the Board of Trustees at the October 18, 2022 regular Board meeting.

### **WHY THE ACTION WAS TAKEN**

To inform the Board of Trustees of the financial status of the College and to conform to the policies of the Board of Trustees and the State of Michigan.