OAKLAND COMMUNITY COLLEGE
Excellence *Empowered.*.

INFORMATION
Board Agenda Item 1.4.a
August 29, 2020

ANNUAL 2019-20
MONITORING REPORT

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Executive Summary

OCC provides educational access and opportunity to a diverse student population throughout the lifespan. It serves the community through an extensive range of degree and certificate programs, transfer opportunities, skill development, professional training, and lifelong learning. Students can join the College in any semester and fit studies into their work and life responsibilities. In a time of rising college costs and public health challenges, OCC gives the benefit of an affordable and accessible way to continue to progress toward academic, personal, and career goals. As a community college, OCC strives to remain agile and responsive to student needs, student interests, and the broader economic demand and development of the county. The College has worked tirelessly throughout the challenges of COVID-19 to meet student needs for technology, financial support, remote learning and services, and overall educational guidance. Whether students are continuing at OCC or choosing it as a convenient and valuable option during the pandemic, it is approaching student needs as a "College that Cares." While navigating this complex and challenging time, students can continue to advance at OCC.

This report focuses on how the College's updated Strategic Plan aligns with the Board Ends and monitoring report Key Performance Indicators (KPIs). It begins to bring these processes together into one structure to track OCC's overall efforts for continuous improvement across the student experience. Some areas of focus for 2020-21 include: minimizing admissions barriers, developing a Student Lifecycle Data Center, expanding the online portfolio, improving college readiness and success, and evolving civility and respect policy and practice.

When considering 2019-20 KPIs, the following recent trends emerge:
- The College's conversion rate (number of admitted students who enroll) has increased in recent years, particularly in the winter and summer semesters. It has gone from a 29% annual average in 2017-18 to a 33% annual average in 2019-20.
- New student enrollment increased in Fall and Winter semesters. Overall enrollment showed a slight decline, while credit hour enrollment and overall student course success remained stable, with a slight increase in Summer. The retention and persistence of current students play a major role in total enrollment levels.
- Fall to winter retention has had a slight increase in recent years, while fall to fall persistence has steadily improved. That said, there is a need for greater equity in student progress and success across attributes such as race/ethnicity and age, which will be a focus of analysis and actions for improvement going forward.
- Cohort-based indicators through shared data reporting structures give the College the ability for external benchmarking and peer comparison. OCC is on par with its peers in overall college readiness attempt and attainment, but again needs to improve on the equity of those outcomes and improve college readiness so it does not pose a barrier to goal attainment. Recent efforts to streamline developmental education will be more fully reflected in the data over the next reporting cycles. OCC exceeds peers and the State benchmark in students' technical skill attainment. Four-year transfer rates continue to improve as well.
- Efforts to improve degree/certificate completion have resulted in more awards, though increasing the rate of student credential attainment remains a priority. By improving student success on prior metrics, the more complex, long-term completion rate can increase as well.

Mission, Values & Vision

MISSION

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

VALUES

- ACCESSIBLE - We welcome people of diverse backgrounds and abilities.
- EXCELLENT - We offer high-quality and relevant educational experiences, and celebrate the accomplishments of our people.
- ETHICAL - We act with respect, integrity, and kindness, and carefully steward the resources entrusted to us.

VISION

EXCELLENCE IN ALL WE DO
- Become the college of choice.
- Become the partner of choice.
- Become the employer of choice.

Strategic Plan

Strategic Direction 1: Optimize educational offerings and opportunities to meet the needs of the community

- **1.1** Promote Educational Access
- **1.2** Implement a Strategic Enrollment Management Framework
- **1.3** Promote a Climate of Educational Innovation and Excellence
- **1.4** Promote the Holistic Development of all Individuals
- **1.5** Implement Innovative, Comprehensive and Effective Student Support Services
- **1.6** Advance Diversity, Inclusion, and Equity Policy and Practice
- **1.7** Improve Retention, Persistence, and Completion

Strategic Direction 2: Improve Institutional Culture & Climate

- **2.1** Promote a Culture of Accountability to Shared Goals
- **2.2** Improve the Availability, Access, and Timely Publication of Essential Institutional Data
- **2.3** Develop and Deploy Intentional Communication Structures and Systems
- **2.4** Promote a Culture of Collaboration and Civility

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. Community Stakeholders benefit from the College through participation in eight Ends, which align and interact at several levels with OCC's updated strategic objectives.

BOARD ENDS

STRATEGIC OBJECTIVES	Accreditation & Certification	Career & Technical Education (CTE)	College Readiness	Transfer Education	Workforce Training	Continuing Education	Student Services Programming	Diversity, Equity & Inclusion
Educational Access	●	●	●	●	●	●	●	●
Strategic Enrollment Management		●	●				●	●
Holistic Development of All					●	●	●	●
Innovative, Comprehensive & Effective Student Support	●	●	●	●			●	●
Retention, Persistence & Completion		●	●	●			●	●
Educational Innovation & Excellence	●	●	●	●	●	●		●
Diversity, Inclusion & Equity Policy/Practice	●	●	●				●	●

The eight Board Ends and the updated Strategic Plan create an educational environment that fosters student learning and supports student success. The College offers ongoing opportunities to benefit individuals, the community, and employers based on their evolving needs. The Ends and Objectives support the College's mission to empower students to succeed and advance the community.

Oakland Community College (OCC):

- Offers wide-ranging options for higher education and professional training, at all stages of career and life
- Partners with other higher education institutions, secondary education, government, workforce, and community
- Plays a central role as conduit among the K-16 continuum and helps county attain its Oakland80 goal
- Provides an agile, responsive, relevant education and the value of reduced student loan burden
- Serves the community in higher education awareness, aspirations, access, and success

This annual monitoring report focuses on 2019-20, including summer 2019, fall 2019, and winter 2020. It examines the dynamics of each semester and how they fit together into an annual academic cycle of student outreach, onboarding, enrollment, course completion, and continued enrollment toward goal completion.

Annual Overview of Key Performance Indicators (KPIs)

The charts below give a high-level overview of the 2019-20 KPIs (including the preceding summer leading into winter and fall). KPIs #1-7 include all credit students at OCC.

- Each indicator links to a report section with additional data, context, and interpretation.
- Most indicators have a range of normal fluctuation, a forecast based on recent performance, and a target set according to the College's actions for improvement and current context tied to that indicator.
  - o Enrollment and average credit forecasts were determined via ARIMA statistical modeling that incorporates past enrollment, the number of high school graduates, the unemployment rate, and student applicant activity to predict future enrollment.
  - o Most other forecasts were determined using a rate of change equation that takes prior fluctuation from the average to project future change. Qualitative and contextual data were used to determine where within the range each forecast should fall.
  - o The conversion rate, degrees earned, and CTE technical skill attainment rates required additional context to set a meaningful target.
- Input from faculty and staff helped inform targets. In the coming year, a rigorous process will include further research and analysis, as well as ensuring alignment with the College's evolving strategic plan. Next year's tracking table will include a column noting whether updated data exceeds, meets, or falls below 2020-21 targets.

#	2019-20 Core KPIs	Semester	2017-18	2018-19	2019-20	Past Year % Change	2020-21 Forecast	2020-21 Target
1	Headcount enrollment	Summer	11,462	10,779	10,161	-5.7%	10,158	10,161
		Fall	17,673	15,942	15,668	-1.7%	15,531	15,668
		Winter	16,575	15,212	15,263	+0.3%	15,005	15,263
2	Average enrolled credits	Summer	5.36	5.48	5.55	+1.3%	5.62	5.8
		Fall	8.17	8.17	8.18	+0.1%	8.46	8.6
		Winter	8.01	8.01	7.98	-0.4%	8.35	8.4

#	2019-20 Core KPIs	Semester	2017-18	2018-19	2019-20	Past Year % Change	2020-21 Forecast Range	2020-21 Forecast	2020-21 Target
3	Conversion rate	Summer	27.0%	31.2%	33.4%	+7.0%	31.0-35.8%	33.4%	33.0%
		Fall	33.7%	32.4%	33.0%	+1.9%	32.6%-33.4%	33.0%	
		Winter	26.1%	29.6%	33.9%	**+14.5%**	31.2%-36.6%	33.9%	

#	2019-20 Core KPIs	Semester	2017-18	2018-19	2019-20	Past Year % Change	2020-21 Forecast Range	2020-21 Forecast	2020-21 Target
4	Course success (all courses completed grade C or higher)	Summer	76.8%	76.2%	77.9%	+2.2%	77.3-78.5%	77.9%	77.9%
		Fall	73.6%	72.4%	72.5%	+0.1%	72.0-73.0%	72.5%	73.5%
		Winter	71.3%	71.5%	70.9%[1]	-0.8%	70.7-71.1%	70.9%	71.9%
5	Fall to Winter retention	Winter	71.5%	72.5%	73.0%	+0.7%	72.4-73.6%	72.4%	72.4%
6	Fall to Fall persistence	Fall	54.1%	56.4%	--	+4.8%	55.8-58.1%	55.8%	55.8%
7	Earned degrees and certificates (all awards)	Annual	2,827	2,384	2,741	+15.0%	1,976-2,446	2,211	2,650

KPIs #8-13 below include cohorts of students as defined by reporting structures within the Voluntary Framework of Accountability (VFA) and the Carl D. Perkins Vocational and Technical Education Act. Data is reported when available within the monitoring reports cycle, on cohort outcomes from the past year.

#	Fall 2019 Core KPIs (VFA Cohorts)[2]	2017	2018	Past Year % Change	2019 Forecast Range	2019 Forecast	2019 Target
8	Fall FTIAC students placed into developmental ENG and/or MAT	73%	74%	+1.4%	73.5-74.5%	74%	73%
9	Fall FTIAC students attempted developmental ENG and/or MAT	79%	78%	-1.3%	77.5-78.5%	78%	78%
10	Fall FTIAC students attained college readiness	39%	39%	0.0%	39%	39%	41%
11	Credits successfully completed by FTIAC students in first fall term (C- or higher)	66.9%	72.6%	+8.5%	69.75-75.5%	72.6%	72.6%
12	Completed Associate Degree or Certificate within six years (credential seeking cohort)	24%	25%	+4.2%	24.5-25.5%	25%	27%

#	Winter 2020 Core KPIs (Perkins Cohort)	2017	2018	2019	Past Year % Change	2020 Target
13	CTE Technical Skill Attainment	94.88%	93.98%	95.61%	+1.7%	11.72%[3]

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[1] Course success in Winter 2020 includes "Credit" grades for students who elected the Credit/No Credit option offered specifically during Winter and Summer 2020 due the impacts of COVID-19.

[2] Two-year cohorts started at OCC in 2015 and 2016, respectively. Six-year cohorts started in 2011 and 2012.

[3] 2020 is first year of new Perkins V indicators, not comparable to prior years. New indicator measures graduate employment, military/volunteer service, enrollment and new target established by State for all participating colleges.

1.1: Promote Educational Access

"Students are the reason colleges exist."

"For nearly half of undergraduate students in the United States, it is the community college that affords them an opportunity to attain their goal." [4]

Access to education is a fundamental cornerstone of a public community college. Through open access, community colleges "commit to empower the latent potential in every member of the community," where all "are afforded a pathway to attain a college education, be it workforce training or through the pursuit of advanced degrees."[4]

At OCC, access includes college enrollment for high school students through multiple specialized programs. It means outreach throughout the community to those considering college for the first time, those who want to return to college, and those who wish to train for a new career. It requires innovating college readiness placement and pathways to facilitate progress for new students. It involves a wide range of degrees and certificates, transfer opportunities, workforce training and professional development, and opportunities to learn in online, remote, hybrid, and in-person environments. Access is an ongoing and evolving principle to remove barriers to higher education and provide support for all who wish to pursue it. A focus on equity helps the College better serve all members of the community in pursuing their diverse goals. Key priorities in OCC's updated strategic plan include minimizing barriers to college admissions and enrollment, improving college readiness and success, and expanding online offerings.

Community Outreach

College Readiness

Diverse Learning Environments

Lifelong Education & Training

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[4] Mullin, C. M. (2017). *When Less is More: Prioritizing Open Access*, pp. 4,8. Washington, DC: American Association of Community Colleges. Retrieved from: https://www.aacc.nche.edu/wp-content/uploads/2017/10/Prioritizing_Access_Final.pdf

Meeting Student Needs

- Equity of access means meeting specific student needs starting from the point of recruitment to enrollment and throughout the academic experience.
- By maintaining its Gold-level status as a Michigan Veteran Friendly School, OCC supports student veterans and dependents in their educational endeavors. OCC meets student needs by helping them make full use of Veterans Benefits and through the work of the Coordinator of Military and Veteran Services.
- The Accessibility Compliance Center & Education Support Services (ACCESS) program is designed to provide accommodations and services to students with a documented disability according to Section 504 of the Rehabilitation Act of 1973 (PL 93-112). Students are supported with accommodations and services such as: sign language interpreters, alternative testing arrangements, specialized equipment, and tutoring.

Early Middle College and Dual/Concurrent Enrollment

OCC offers numerous opportunities for high school students to begin earning college credits and get a head start on higher education. Whether through dual enrollment or via one of the Early Middle College (EMC) programs, high school students can accelerate their progress toward their college goals.

Reporting Year (Preceding Summer, Fall, Winter)	High School Dual Enrolled Type			Total Dual Enrolled	# of Students Graduated from OCC While Dual Enrolled	# of Dual Enrolled Students Who Matriculated to OCC as College Students within 3 Years
	Traditional Dual Enrolled (paid by school district)	Concurrent Dual Enrolled (self-pay)	Early Middle College			
2015-16	494	285	333	1,112	33	224
2016-17	433	270	379	1,082	46	229
2017-18	400	200	424	1,024	43	243
2018-19*	515*	*	465	980	35	209
2019-20	459*	*	508	967	44	206

* Starting in 2019, data for Traditional and Concurrent Dual Enrolled High School students were combined into one category. Source: Institutional Effectiveness End of Session Data

- The number of EMC students who later matriculated to OCC has been increasing, from 18 in 2015-16 to 46 in 2019-20. For these students, academic promise, wraparound supports, and collaboration between secondary and postsecondary systems help encourage retention and completion. Recent graduates specifically mentioned OCC faculty and staff support as they earned both high school diplomas and multiple associate degrees.
- EMC students that graduated from high school in 2020 earned an average of 26 credits at OCC, saving an average of $2,392 based on 2018-19 in-district tuition.
- EMC enrollment for 2020-21 is expected to increase to 566, including students in the ACE (Accelerated College Experience), OEC (Oakland Early College), and OTEC (Oakland Technical Early College) programs.
- High school student enrollment represents an opportunity for growth. Admissions and the Director of Secondary Partnerships collaborate on outreach across the county to expand opportunity and build connections between the secondary districts and OCC.
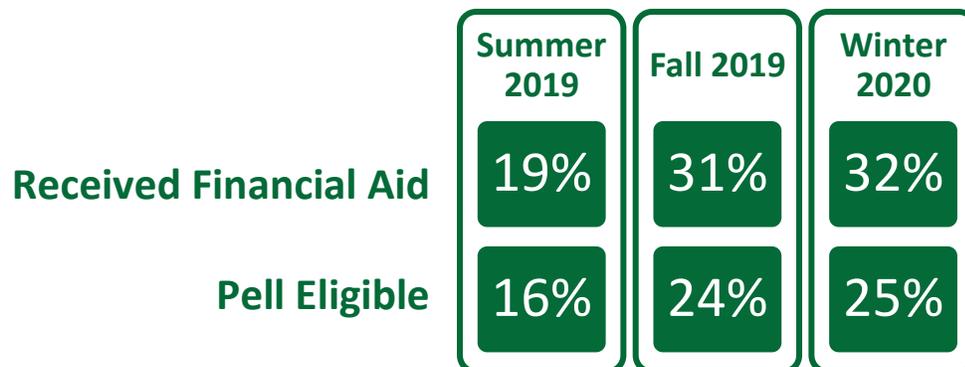
College Guest Student Enrollment

College guest student enrollment is another way to maximize the value and impact of an OCC education, by enrolling in courses at OCC while attending another postsecondary institution. Particularly during the summer semester, college guest student enrollment is a popular option for students to complete the degree requirements of their four-year institution while staying at home. Students can also enroll concurrently at both their four-year college or university and at OCC. They can take introductory courses and major pre-requisites and requirements in a smaller class setting with more individualized attention, 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.

2,154	2019-20 College Guest Students
12,312	Total Enrolled Credits
5.72	Average Enrolled Credits

Source: Institutional Effectiveness, End of Session Data

Financial Aid Status

Financial aid is a crucial component for providing equity of access to higher education. Through flexibility and affordability, community college provides higher education pathways for students who may not otherwise be able to attend due to external life factors and responsibilities of work and family. Admissions conducts outreach and recruitment for students who list OCC on their Free Application for Federal Student Aid (FAFSA) or on standardized tests. Numerous scholarships through OCC's Foundation and other sources also expand access for students.

	Summer 2019	Fall 2019	Winter 2020
Received Financial Aid	19%	31%	32%
Pell Eligible	16%	24%	25%

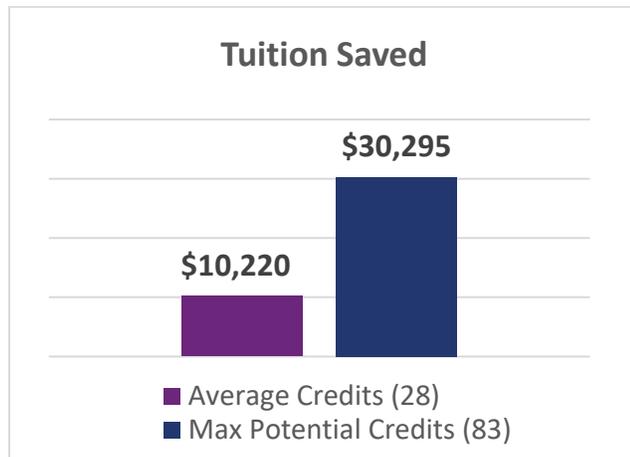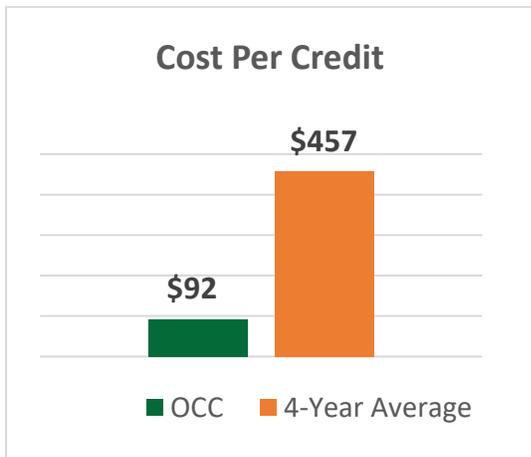Source: Institutional Effectiveness, End of Session Data

OCC Transfer Value

Access also comes from affordability and value. OCC makes a bachelor's degree more affordable and attainable through the transfer of credits. In 2018-19, 3,148 OCC students transferred out to a four-year college or university. Students can experience a substantial cost savings and potential reduced student loan burden by completing courses at OCC.

- The average student transferred 28 credits with a grade of "C" or better from OCC to a four-year college or university.
- 2019-20 tuition information for universities was obtained from www.usnews.com. The maximum number of transfer credits institutions would accept was found via each university website.
- Most of the universities require 120 or more credits for a bachelor's degree, allowing an estimated cost savings to be calculated. The study found that OCC transfer students could save an average **18.6%** in tuition cost by transferring out the average number of eligible credits. Potentially, a transfer student could save an average of **55.2%** in tuition cost by transferring the maximum number of credits accepted by the 4-year university.
- University cost is compared to OCC's 2018-19 in-district tuition of $92 per credit.

Averages for Ten Universities	Max Transfer Credits	4-Year Tuition	4-Year Tuition ÷ 120 Cr.	Average Tuition Saved by Attending OCC (28 cr.)		Maximum Potential Tuition Saved by Attending OCC (max cr.)	
	83	$54,885	$457	$10,220	18.6%	$30,295	55.2%

Universities included in the analysis: U. of Michigan, Wayne State, Michigan State, Ferris State, Oakland U., Western Michigan, Central Michigan, Eastern Michigan, Grand Valley State, Saginaw Valley State

Cost Per Credit

$457

$92

■ OCC ■ 4-Year Average

Tuition Saved

$30,295

$10,220

■ Average Credits (28)
■ Max Potential Credits (83)

College Readiness

These cohort-based indicators are reported on outcomes from the past year via the Voluntary Framework of Accountability (VFA), a national system designed specifically for community colleges.

FIRST TIME IN ANY COLLEGE (FTIAC) TWO-YEAR COHORT
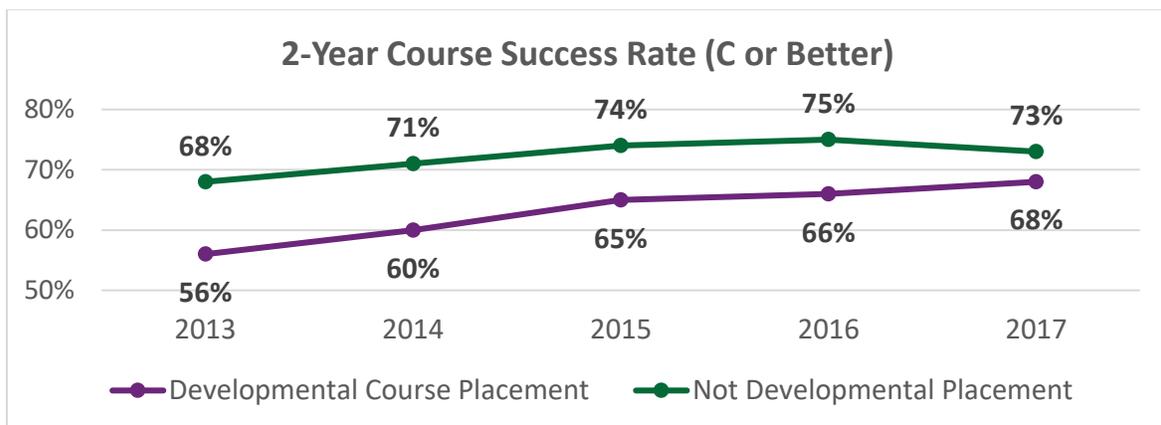#### 2016 - 2018

1,997
ANY DEVELOPMENTAL NEED IN ENGLISH AND/OR MATH

→

78%
ATTEMPTED ANY DEVELOPMENTAL COURSE (ENG and/or MAT)

→

39%
COLLEGE READY: ALL SUBJECTS

- College readiness placement is impacted by several factors, including high school curriculum and academic performance, assessment tools and how scores relate to course placement, processes and content of practice tests, and developmental curriculum pathways. Ideally, this number would decline over time, though developmental needs are likely to continue. An understanding of college readiness requires an understanding of the opportunity gap that students experience throughout their education. A conversation about improving college readiness is also a conversation about bringing equity to student experiences and outcomes.

- Staff within the Academic Support Center (ASC), counseling Faculty, and teaching Faculty help students identify and pursue their college readiness needs. Students also receive support and guidance via the online orientation and StudentLingo modules, online NetTutor support, library services, and ACCESS.

- While students are incentivized to pursue English by the approved course lists when placing below ENG 1510, attempts of developmental MAT can wait until required as a course pre-requisite. English and Math have different curricular pathways and policies that impact college readiness. Details and nuances in these two areas can be found in the December 2019 College Readiness monitoring report. The earlier a student can make progress in these areas, the better prepared that student can be for college success. The 2018 peer comparison showed that 75% attempted any developmental course, compared with 78% at OCC.

- The college readiness attainment rate (ENG and MAT combined) held steady at 39% the past two years. The 2018 peer comparison group reported 37%.

- Since 2015, the College has made several changes to placement processes and curricular structures to help streamline college readiness pathways.
  - New placement assessments (Accuplacer for English and ALEKS for Math) help students on average place higher in the developmental course sequences.
  - Practice is now required before taking the placement assessments in English and Math to increase familiarity with the exam and support accuracy of the results
  - New courses and curricular sequences help accelerate learning.
    - One-credit English Essentials (ENG 1075) allows same-term enrollment in Composition I (ENG 1510).
    - The non-STEM Math pathway includes Math Literacy (MAT 1125) and Quantitative Reasoning (MAT 1525) or Statistics (MAT 1580), to align with a student's specific academic goals (i.e. some Business programs, certain fields in social sciences/humanities) without requiring higher-level algebra. Students in science, technology, and education fields continue to pursue algebra-intensive sequences that lead to trigonometry, calculus, and several advanced math options.

- A recent analysis of developmental education at OCC found that in 2019, 54% of the students placed into developmental courses were still enrolled at the end of two years, compared with 39% of students not placed into developmental courses, more of whom had transferred or graduated. By the end of six years, however, 38% of students placed into developmental courses had left OCC with fewer than 30 credits, compared with 35% of students not placed into developmental courses.

- The analysis also shows that while the course success rate (courses completed with a grade of "C" or better) is still lower for students placed into developmental courses, that difference has narrowed over the past five years.

2-Year Course Success Rate (C or Better)

Year	Developmental Course Placement	Not Developmental Placement
2013	56%	68%
2014	60%	71%
2015	65%	74%
2016	66%	75%
2017	68%	73%

- Data for Fall 2017 entering students will begin to reflect new processes and curricular structures. Future cohort placement and progress will show impacts of COVID-19. For instance, during campus closures students have engaged in guided self-directed English placement with support from Counseling.

- In 2020, OCC is participating in a Michigan Community College Association (MCCA) initiative through the Michigan Center for Student Success called MIStart2Finish, to innovate and improve college readiness within the first year of enrollment.

Diverse Learning Environments

To maintain educational continuity during the unique challenges posed by COVID-19, this Fall 2020 the College is increasing student access through a blend of instructional options based on student preferences and the type of course content being delivered.

Fall 2020 Course Options

COURSE OPTIONS	PLACE	TIME	REASON
ONLINE	Online	Anytime 24/7	I need maximum flexibility.
REMOTE	Online	Scheduled times	I can carve out specific times to take courses.
HYBRID	Online and on campus	Campus work = scheduled times Online work = 24/7 access **OR** scheduled times as determined by my instructor	My program has outcomes that require some in-person work during set times, days and locations.
IN-PERSON	On campus	Scheduled times	I am able to meet in-person with set times, days and locations.

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During the unique challenges posed by COVID-19, the College has quickly adapted to accelerate the process of remote readiness and course development. Increased staffing and support have created a structure to facilitate the growth of remote course delivery required by campus closures in Winter and Summer 2020. Remote readiness webinars by the Academic Technologies Group (ATG) have combined with dynamic discussion boards and threads to help faculty advance in their pedagogy, advanced remote instructional practices, and nuanced understanding of higher education issues. Plans in Fall 2020 to blend course options based on pedagogical needs allow for online, remote, hybrid, and in-person delivery as needed. The Online Learning Readiness Course (DIST 1000) prepares students for success in online learning and remote students are encouraged to take part in it as well.

Since the September 2019 monitoring report on Accreditation, additional programs and courses have been further developed for online delivery.

- Currently, fourteen programs meet the HLC definition of a distance-delivered program where 50% or more of the required courses in the program are offered via distance education. Two additional programs are nearing the threshold.

#	Program	% of Courses Developed for Distance Education
1	General Studies (GEN.AGS)	100%
2	Technological Sciences (TSC.AAS)	100%
3	Criminal Justice – Generalist (CRJ.GEN.AAS)	94.7%
4	Associate in Arts (AA.AA)	84.0%
5	Computer Information Systems - Business Systems Analysis (CIS.BSA.AAS)	76.4%
6	Associate in Science (ASC.ASC)	73.6%
7	Associate in Business Administration (BUS.ABA)	68.7%
8	Criminal Justice – Police Evidence Technology (CRJ.PET.AAS)	68.4%
9	Criminal Justice – Law Enforcement (CRJ.LAW.AAS)	65.0%
10	Business Administration – Accounting (ACC.ABA)	64.7%
11	Criminal Justice – Corrections (CRJ.CRO.AAS)	57.1%
12	Cinematic Arts (CIN.AA)	58.0%
13	Fire Fighter Technology (FFT.AAS)	57.8%
14	Business Management (MGT.BUS.AAS)	52.9%
15	Global Studies (GLS.AA)	47.0%*
16	International Commerce (ICM.INT.AA)	43.7%*

*Nearing HLC Threshold. Data Source: Academic Technologies Group (ATG), Winter 2020

- A competition analysis of online programs was completed and will inform plans to substantially increase the College's fully online portfolio of programs.
- 81 faculty have now successfully completed a rigorous training program for online teaching and course development, with three more due to complete.

The growth of online programs and courses has coincided with a growth in students enrolled online and their average credits of enrollment.

Academic Year (Preceding Summer, Fall, Winter)	Headcount Enrollment in Online/Hybrid Sections	Total Credit Enrollment in Online/Hybrid Sections	Average Credits Enrolled
2017-18	2,803	13,795	4.92
2018-19	3,416	18,337	5.37
2019-20	3,765	21,139	5.61

WCE (Workforce Development & Continuing Education), Public Services, and CTE (Career & Technical Education)

OCC provides technical, career-based training, professional development, and personal enrichment to the community, to meet individual and business needs for ongoing growth and development. These trainings and educational opportunities take several forms to meet the needs of diverse constituents, from degree and certificate programs to contract trainings for companies to grant-funded programs and ongoing options for professional/personal development. This affordable, accessible programming provides growth, career development, retraining, and lifelong learning, giving access to learning across the lifespan.

In calendar year 2019, **over 5,000** individuals benefitted from OCC's workforce training, continuing education, and professional development offered through Economic and Workforce Development (EWD) and CREST. These hands-on trainings, often with specialized facilities and equipment, have been limited somewhat in 2020 due to the inability to offer in-person instruction and trainings. Future demand for the trainings is expected to continue and increase. In the meantime, online offerings and partnerships are being developed wherever possible.

OCC is working to implement pre-apprenticeships to expand apprenticeships and Career and Technical Education (CTE) credentials, bolstered by a Department of Labor grant in collaboration with the Workforce Intelligence Network. Workforce Training and Continuing Education are pursuing several strategies to grow offerings and enrollment by integrating online delivery, expanding staffing and collaboration with faculty, growing cohort programs, and increasing domestic and global partnerships.

2019-20 Actions and Achievements
- Managing current grants and implementing new DOL partnership grant
- Economic and Workforce Development (EWD) remotely delivering PLC/Robotics courses and corporate training
- EWD secured additional $500,000 in Michigan New Jobs Training MNJT funding.
- Increased and expanded partnerships
  - Ed2Go- 50+ courses launched and enrollment began
  - Autorama- first display in February
- Further develop Public Services partnerships and facilities to meet career training and continuing professional development needs.

1.2: Implement a Strategic Enrollment Management Framework

Total student enrollment fluctuates based on the balance of new students, returning students, students stopping out, and those who have completed their degree and/or transfer goal.

- A higher percentage of new and first time in any college (FTIAC) students join OCC in the Fall semester. The average enrolled credits are also highest in Fall.
- Part-time enrollment increases slightly in Winter, as does financial aid eligibility.
- Summer welcomes many new students to the College as well and the great majority of them attend part-time.

Marketing Strategy:

Targeted communications to diverse prospects, current and former students and influencers using internal messaging along with paid and earned media. Marketing and advertising tactics include email, texting, geofencing, radio, direct mail, social media and digital that caters messaging to specific demographics and platforms.

Customer relationship management via Ellucian CRM Recruit allows an institution to streamline recruiting efforts through personalized engagement with prospects. The online application resides within the CRM, which tracks student application progress and ensures completion of necessary documents for admission to the College. Inquiries and event registrations (such as attendance at Live Admissions sessions) allow the Coordinators to monitor their territories and conversion rates. The Salesforce tool embedded in the CRM allows the team to create dynamic, customized communication plans for prospective students who express interest, inquire, and/or apply to the college.
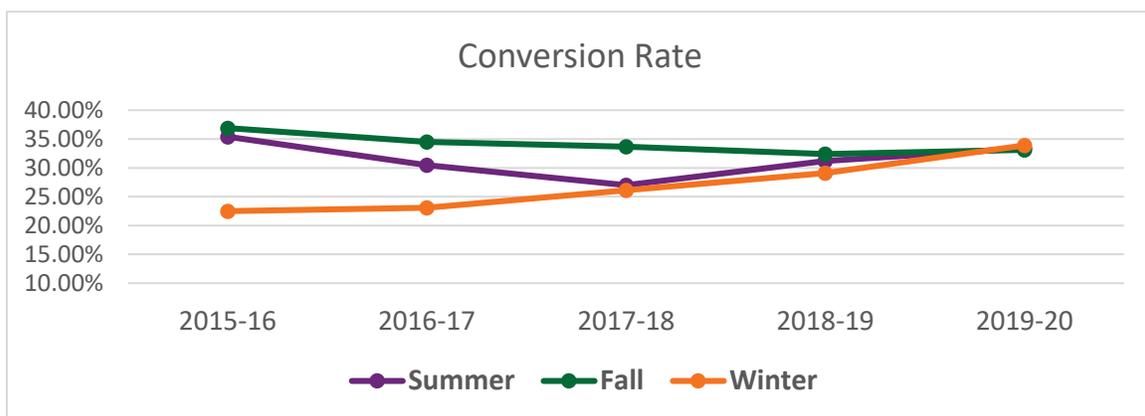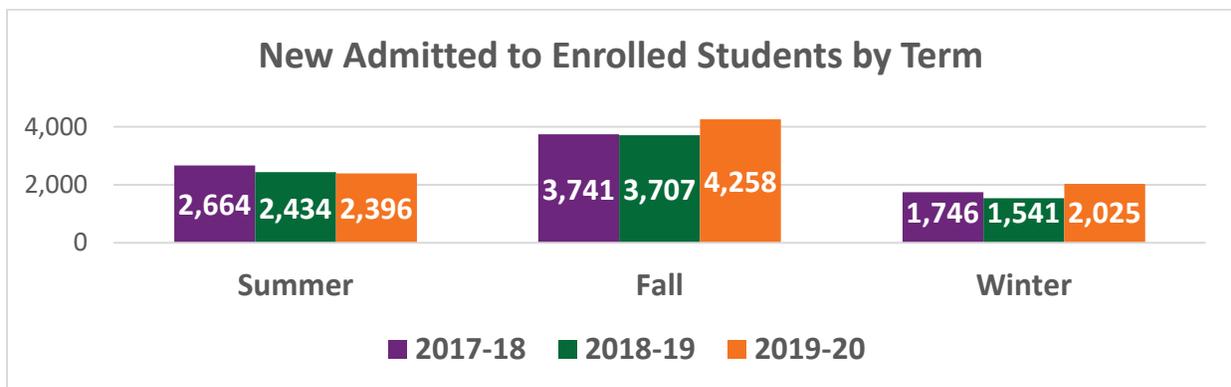
New Student Enrollment

Recruitment → Admission → Onboarding → Enrollment

Fluctuation in the enrollment of newly admitted students aligns with the expansion of the admissions team in 2017-18, the utilization of a CRM platform, the diversification of marketing strategies, and the expanded recruitment for late start classes.

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.

This chart shows how many newly admitted students enrolled in the semester for which they applied and stayed enrolled past the drop/add deadline. It does not include admitted students who deferred enrollment to a future semester but captures the conversion within each semester.

New Admitted to Enrolled Students by Term

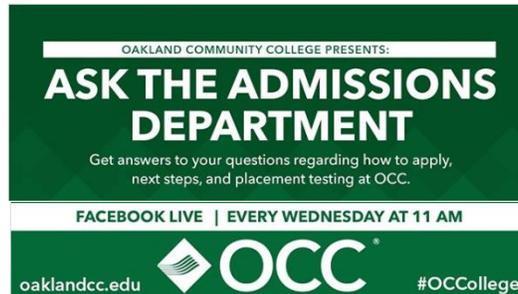|	Summer	Fall	Winter
2017-18	2,664	3,741	1,746
2018-19	2,434	3,707	1,541
2019-20	2,396	4,258	2,025

Conversion Rate

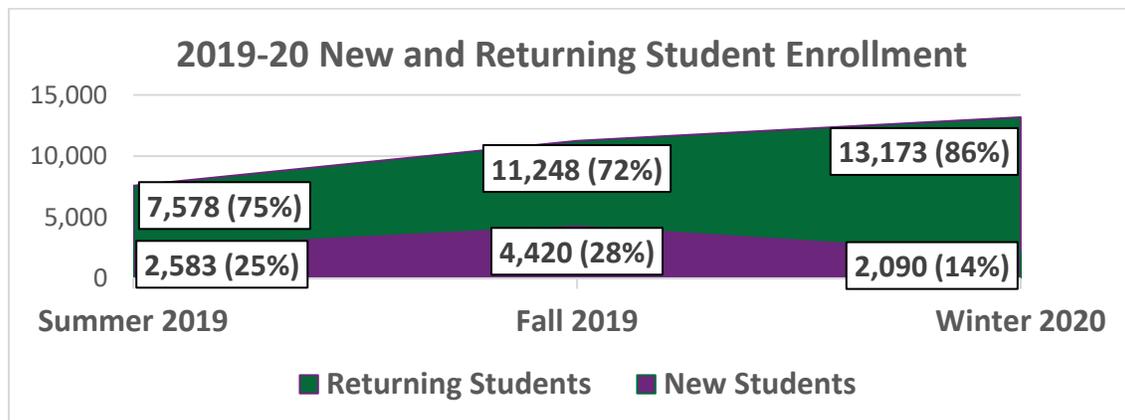Source: Institutional Effectiveness, live data as of 5/20/2020, includes preceding summer semester

- Converging on an average of 31% across semesters and an institutional target of 33%
- In 2019-2020, the average conversion rate (yield) at four-year public colleges reporting data in Michigan was 28.5%. (Note: Community colleges rates are not collected.)

In 2019, The Admissions Department along with key representatives from the Registrar, Student Services, Marketing & Communications, and Institutional Effectiveness, worked with a consultant from AACRAO (the American Association of Collegiate Registrars and Admissions Officers) to create an Admissions and Recruitment plan. Key initiatives in 2019-2020 include:

- Increase high conversion events such as LIVE Admissions and face-to-face presentations
- Develop a comprehensive communications plan for all audiences in coordination with Marketing & Communications
- Implement the recommendations for budget and resource allocation, including staff support, use of data, and internal/external partnerships in support of OCC's mission
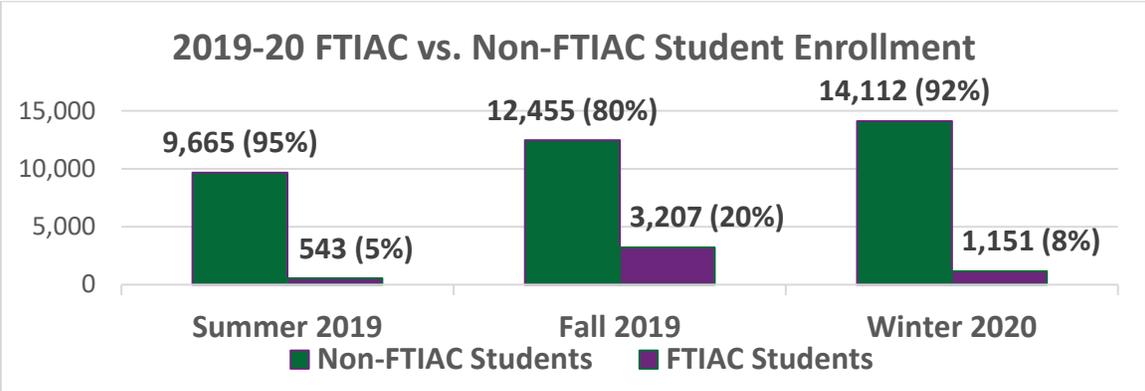

- The quick pivot to Virtual LIVE Admissions, Facebook LIVE sessions, Webinars, and Virtual Tours and Marketing pieces have adapted to the recruitment and engagement needs of students during COVID-19
  - During the LIVE events, Admissions staff help students complete and submit an application, then guide them through many of the onboarding steps. These events had been successful in person and continue to have an impact in a virtual delivery format. Since mid-April, the department has delivered nearly 80 virtual LIVE events (including the addition of evening events in July/August).
- Connection to middle/high school counselors improves student information about OCC.
- Trained student recruiters connect with prospective students to answer questions
- The development and use of data dashboards in collaboration with Institutional Effectiveness can support the structure and tracking of a strategic enrollment management framework

- Consistently in recent years, the highest percentage of new students joined OCC in the Fall and the highest percentage of continuing students attended in the Winter.
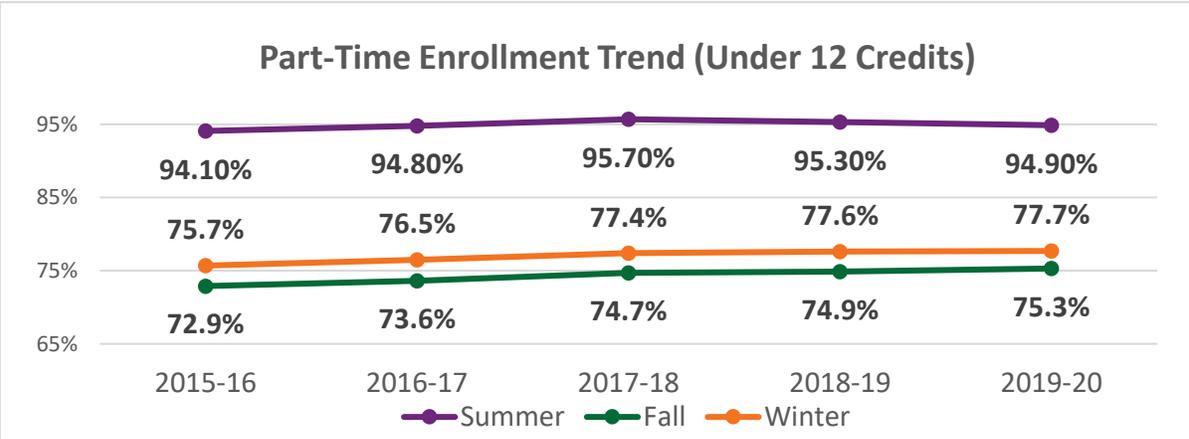

Data Source: Institutional Effectiveness, End of Session Data

- For the past five years, most FTIAC students start at OCC in the Fall semester.
- While Summer 2020 end of semester analysis is not complete, initial enrollment indicators show that FTIAC enrollment more than doubled from Summer 2019, from 543 to 1,122, making up 11% of total headcount rather than 5%.

2019-20 FTIAC vs. Non-FTIAC Student Enrollment

	Summer 2019	Fall 2019	Winter 2020
Non-FTIAC Students	9,665 (95%)	12,455 (80%)	14,112 (92%)
FTIAC Students	543 (5%)	3,207 (20%)	1,151 (8%)

Data Source: Institutional Effectiveness, End of Session Data

- The proportion of part-time enrollment (fewer than twelve credits) has increased over the past five years.
- Students have numerous reasons for attending part-time, based on factors in work and life. OCC provides them the flexibility to pursue higher education within other life needs.

Part-Time Enrollment Trend (Under 12 Credits)

	2015-16	2016-17	2017-18	2018-19	2019-20
Summer	94.10%	94.80%	95.70%	95.30%	94.90%
Winter	75.7%	76.5%	77.4%	77.6%	77.7%
Fall	72.9%	73.6%	74.7%	74.9%	75.3%

Data Source: Institutional Effectiveness, End of Session Data

- On average, across all semesters in 2019-20, two-thirds of enrolled students were under age 25 and one-third of enrolled students were age 25 and over.
- Average student enrollment by race/ethnicity in 2019-20 included 57% White, 17% Black or African American, 8% International, 5% Hispanic/Latinx, 5% unknown, 4% with two or more races, and fewer than 1% Native American and Pacific Islander.

1.3: Promote a Climate of Educational Innovation and Excellence

Many ongoing systems, structures, and processes continually evaluate and advance the quality of an OCC education. The continual multifaceted pursuit of educational excellence fulfills the College's mission to empower students to succeed while advancing the community.

➢ **Institutional accreditation** through the Higher Learning Commission (HLC) assures the quality of the College's mission, integrity, teaching and learning, and institutional effectiveness. In 2019, OCC reaffirmed its accreditation to 2029.

➢ **Program accreditation** aligns curriculum with academic/professional standards and current best practices. Accreditation provides professional value for graduates, ensures quality standards, and maximizes transfer opportunities. Any accreditation pursued should provide a strong return on investment in relation to the College resources it requires to attain and maintain. OCC has seventeen programs that have relationships, specialized accreditation, or

professional recognition. Automobile Servicing (AUS) accreditation via ASE is expected in 2020-21 and Collision Auto Repair (CAR) accreditation will be pursued next.

➤ **State approval** makes programs eligible to utilize available **Perkins** funding to improve the educational experience and occupational preparation in career and technical programs via up-to-date technology and expanded programming for students. The annual reporting of performance on Perkins indicators tracks student outcomes and gender representation, now via the updated Perkins V legislation.
- 2018: 48 approved programs
- 2019: 56 approved programs (added Collision Auto Repair, Construction Management, Criminal Justice, Police Academy, and Fire Fighter Technology)
- 2020: 58 approved programs (added EMS-Paramedic and EMT)
- The application for Surgical Technology is pending and once approved, all programs needing State approval for Perkins funding eligibility will be approved.

➤ **Division Planning** analyzes programs from a collegewide perspective to assess learning, student enrollment, completions, employment needs and outcomes, faculty and facility needs, etc. These interrelated components inform how students move into, through, and out from OCC's programs into opportunities after graduation, transfer, etc. Annually, Institutional Effectiveness engages administration in a review of data by division to increase awareness of potential strengths, weaknesses, opportunities, and challenges. The resulting action strategies support division and program-level planning over the next twelve months.

➤ OCC's **College Academic Senate**, supported by the Campus Senates and Senate Committees, "facilitates open communication for the entire academic community, develops a dynamic curriculum responsive to student and community need, supports academic freedom, and fosters personal empowerment and professional integrity."[5]

Several Senate motions and subgroups work to advance educational excellence:
- Standing Senate committees include: Academic Planning, College Curriculum/Instruction (CIC), Curriculum Review, SOAC (Student Outcomes Assessment Committee), SAS-C (Standing Academic Standards Committee), and TMC (Technology Management Committee). These committees address the many facets of maintaining, improving, and evolving the college curriculum, academic quality, and student academic success.
- Since 2015, the Distance Learning Task Force has focused on the development of online instruction. In 2020, this group became a standing committee of the Senate.
- In 2020, the Senate established the Professional Learning Committee, which explores models of professional development, pedagogical partnership opportunities such as the Visual Thinking Strategies workshops with the Detroit Institute of Arts (DIA), and other teaching and learning outcomes.

➤ **Faculty Professional Learning:** To improve student outcomes, OCC will invest in professional learning for faculty. Faculty will work individually and in small and large groups on their own areas of interest which may include technology-enhanced instruction,

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[5] Quotes from the Constitution of OCC's College Academic Senate, Revised November 1999

classroom assessment, culturally relevant pedagogy, and specific disciplinary areas of interest.

➢ **Student Learning Assessment** clarifies learning expectations for students and transfer partners, while providing a platform for faculty to make data-informed improvements to pedagogy and curriculum. Assessment is a collaborative process led by faculty, with review and support by Academic Deans, Institutional Effectiveness, and the college-wide Student Outcomes Assessment Committee (SOAC). Faculty develop learning goals (outcomes) and assess student learning on these goals with assessment plans that articulate an internal benchmark, or base-level target, of learning achievement expected. When benchmarks are not met, faculty create action strategies to continuously improve student learning through changes in curriculum, pedagogy, or the assessment plans themselves.

- SOAC will continue in 2020-21 with its third faculty-sponsored and developed Assessment Day. This day is designed to support broader faculty professional development around assessment, teaching and learning This year, presentations and panels will focus on student socioeconomic diversity and teaching and learning for Global Understanding and Responsibility and Quantitative Literacy, in addition to several breakout sessions. Faculty collaboration has grown and shaped this event to increase its attendance and impact on teaching and learning.

➢ **Curriculum Review** is a cyclical process that uses data and information about student learning, enrollment, completions, curriculum design, program sequencing, student grades, job market data, community need, and other content to inform how program/discipline goals, institutional priorities, and accreditation requirements are supported in a program or discipline.
- Recent improvements to the curriculum review process include:
  - An environmental scan with a market share analysis to help guide program enrollment targets
  - A community need profile identifying job market viability for programs

- Greater emphasis on advisory board input
- Program learning outcomes aligned with external standard-setting bodies
- Completability analysis to align program plans with scheduling
- Part-time program plans to help guide our students (who are mostly part-time)

➢ **Curriculum/Instruction (CIC):** CIC guides the curriculum proposal process for new and revised courses and programs. The committee maintains the guide and forms for curriculum development and reviews proposals. A dynamic and evolving College curriculum aligns an OCC education with the latest in disciplinary and professional learning.

➢ **Professional, Transfer, and Community Alignment:**
- Advisory committees help improve program quality and align student/program outcomes with industry/community needs and evolving employment standards. They can contribute to program reviews, accreditations or reaccreditations, curriculum improvement, and the quality of learning outcomes. They help connect and advocate for programs within the industry and community.
- Postsecondary partnerships, articulation agreements, and course transferability align the relevant College curriculum with that of four-year institutions, to maximize the successful transfer of credits for students.
- Community need informs program planning through Advisory Boards, Curriculum Review, Division Planning, and other research by Institutional Effectiveness. It assesses the economic need and student demand for programs that can lead to employment.

➢ **Academic Planning, Academic Standards, Technology Management:**
- The Academic Planning Committee considers the College's academic needs and development in relation to its strategic plan, institutional reports, and overall endeavors.
- The Academic Standards Committee conducts a cyclical review of OCC's academic standards and procedures, recommends improvements and addresses issues as needed.
- Since 1998, the Technology Management Committee TMC has been actively involved in technology-related projects that impact teaching and learning.

➢ **General Education and Global Education:**
- Through General Education Outcomes and Distribution Requirements, students experience a breadth of learning across disciplines and personal/professional abilities related to communication, aesthetics, critical thinking, global understanding, personal development, social responsibility, and literacy of information, science, and quantitative principles and methods. These structures and their assessment speak to the overall development and growth students experience through college education, giving them a foundation for future success as citizens in a changing world.
- Global Education (GE) offers students, employees, and community members cross-cultural learning experiences that affirm diversity, embrace collaboration, and promote information sharing to prepare individuals to meet the challenges of a global society. In addition to activities and events, GE promotes educational innovation through the Global Literary Endorsement, a revitalized Global Studies degree, and the incorporation of virtual exchange and virtual study abroad courses into college instruction.
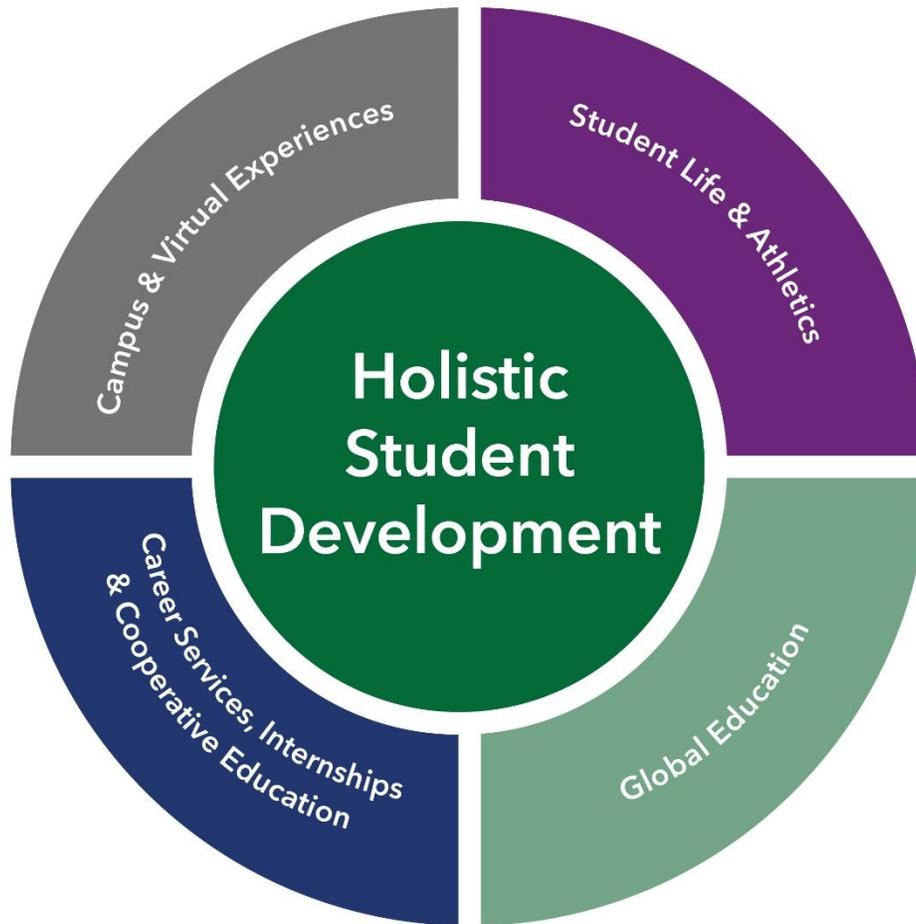
Actions for Improvement

Several of the structures and processes above generate actions for educational improvement. The chart below categorizes all active actions (those still being implemented) coming from the Division Planning, Student Learning Assessment and Curriculum Review in recent years.

210 | Curriculum & Pedagogy

71 | Assessment Improvements

23 | Completions

21 | Transfer & Articulation

18 | Marketing & Enrollment

12 | Facilities & Equipment

11 | Accreditation

10 | Staffing

6 | Advisory Commitee

TOTAL
382

- These cyclical processes and the actions they generate contribute to the continuous improvement of academic quality and student success.
- Curriculum and pedagogy is a broad category that encompasses many types of actions, such as the creation or revision of programs and courses, strategies to improve student learning, etc.
- 14% of these 382 actions had budget implications, such as requests for facilities & equipment, marketing, and staffing.

1.4: Promote the Holistic Development of All Individuals

Campus & Virtual Experiences

Student Life & Athletics

Holistic Student Development

Career Services, Internships & Cooperative Education

Global Education

College learning and development happens both inside and outside the classroom. OCC offers myriad opportunities for students to get involved that contribute to their intellectual, professional, social, and cultural growth. Extracurricular experiential learning activities enrich the college experience and support student success. During campus closures, several remote activities have continued to foster student connection and growth.

In February, a **Student Leadership Workshop** was given at Royal Oak with popular presenter, Ben Whiting. Over 25 students participated.
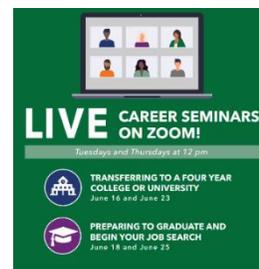
Starting in April, Auburn Hills Counseling and Student Life began offering a remote activity called **O-Konnections**, which is now being held weekly. This group provides opportunities for students to make connections and network at school, in careers/work, and in their social life. Research shows that students are more successful when they feel connection at school, supported by peers and their institution. Particularly at this time, social connection can be beneficial to students. Topics can include at-home learning benefits & challenges, ideas for offsetting isolation/stress, managing workloads, and virtual group games.

In May, there was a **Virtual Coffee Hour** for students to socialize and share their experiences, study techniques, and hobbies with one another. The event was a collaboration of the International Student Club (Auburn Hills), Global Student Club (Royal Oak), International Student Office, ESL Faculty, Conversation Partner Program, and Global Education Office. During campus closures, remote programming helps students stay connected and engaged.

Live Career Seminars held throughout the month of June helped students preparing to transfer to a four-year college or university and those that were preparing to graduate and begin their job search. Further, the Director of Career Services and Cooperative Education has shared tips for students about their career search during COVID-19.

Global Education: OCC is one of 24 institutions (and one of only five community colleges) nationally to win a 2020 IDEAS grant. The grant will fund two virtual study abroad programs in Fall 2020 and help OCC design virtual exchange opportunities for a wide range of courses. One short-term, faculty-led program to Italy will also be offered in summer 2021. These program options will achieve the goal of providing affordable global opportunities, with transferable credits, to underrepresented community college students. OCC Faculty and Chair of English, Suba Subbarao, won an award from the League for Innovation in the Community College for her work in Leveraging Virtual Exchanges to Prepare Students for the Global Marketplace. Professor Subbarao will serve as a Virtual Exchange faculty coordinator and help expand virtual exchange to about fifteen classrooms in Fall 2020.

Currently, OCC partners with the International Research & Exchanges Board (IREX) for two classes, Soliya (with 125 current students), and overseas universities in its delivery of cross-cultural exchange. Eligible students receiving a Pell Grant can apply for a Gilman Scholarship to support their participation in study abroad, which can currently be used for virtual exchange. In Fall 2020, two Global Studies courses will focus on Global Issues and Challenges (GLS 2520) and the Regional and Multicultural Variation of Italy (GLS 2904). Five students have now completed their Global Literacy Endorsement, four who were able to complete and present during COVID-19, and two more are pending. There are future plans to expand recruitment of international students both locally and from abroad, to further enrich OCC's global community.

1.5: Implement Innovative, Comprehensive and Effective Student Support Services

Extensive support services guide students from the start and throughout their time at OCC. As represented in the 2019 Student Services Report, students have hundreds of thousands of documented contacts with these offices on an annual basis. Consistent, high-quality, and proactive student support services help students navigate their academic paths and overcome barriers. During the transition to remote learning and the challenges of COVID-19, the virtual delivery of services and engagement of students has been particularly important. The show rate for appointments, especially in Counseling, has been very high. The virtual delivery of services can increase access for students who have limitations of time, transportation, competing demands of work and family, etc.

Student Services Evaluative Framework

The establishment in 2019 of an ongoing evaluative framework allows continual review of major student service departments, to support ongoing improvement informed by data. This cyclical process helps each department reflect on operations, policies, procedures, and student satisfaction to identify strengths, challenges, and opportunities for improvement. One piece of this framework is the continual measurement of student feedback and satisfaction each semester across nine service areas (Counseling, Financial Aid, Academic Support Center, ACCESS, Career Services, Internships, Continuing Education via Workforce Training and CREST, and the Libraries). Over time, the growing volume and year to year tracking of survey responses can build insight and inform direction as part of the broader comprehensive evaluation.

2019-20 Student Satisfaction

Category	Satisfaction
Career Services staff were helpful in my job search, placement, or meeting career goals	100% (n=11)
CREST course provided work-related education/knowledge as hoped	98% (n=52)
Internship or co-op class/experience provided work-related education/knowledge as hoped	96% (n=24)
ASC services helped with course success	95% (n=719)
Librarian at the reference or circulation desk was helpful	95% (n=374)*
Counselor was able to answer questions/help with needs	94% (n=3,521)
ACCESS services helped with course success	94% (n=147)
WCE course provided work-related education/knowledge as hoped	94% (n=34)
Financial aid staff were knowledgeable & able to answer questions	88% (n=820)

Data Source: 2019-20 Student Surveys
*The Libraries implemented a one-time survey in 2019; their ongoing satisfaction surveys will begin in Fall 2020.

A Virtual Veterans Career Services Workshop was held in July, through a collaboration between the Director of Career Services & Cooperative Education and the Coordinator of Military & Veterans Services. The event focused on helping students with:

- Veterans Career Resource Information
- Resume (Military to Civilian)
- Interviewing Skills
- Networking (including social media)

In June, the OCC Libraries held their First Annual Outstanding Research Paper Award competition. A total of ten students received awards, with each campus library awarding both first and second place prizes.

In Winter 2020, OCC implemented two surveys to support students impacted by campus closures and COVID-19. These surveys helped the College identify and meet student technology needs, as well as evaluate the effectiveness of communication, remote instruction, and service delivery.

Students continue to receive financial support through Financial Aid, but also through the following sources:

- The Foundation opened a special Summer scholarship cycle and awarded more than 200 scholarships to students in the skilled trades, health professions, and service academies.
- The newly established Summer Momentum Scholarship encourages students to continue enrollment during the summer semester
- The Student Success Fund continues to support student emergency financial needs.
- Starting in May 2020, OCC began to distribute additional emergency grant funding to students via the CARES Act, for expenses related to the disruption of campus operations due to the Coronavirus, including eligible expenses under a student's cost of attendance such as food, housing, course materials, technology, health care and child care. Additionally, through this funding, eligible full-time students in the Fall 2020 semester can apply to receive one of 3,500 available laptops through the OCC CARES Laptop Program.
- Many students have called the Financial Aid office to express their gratitude for the additional support OCC has offered to them during these challenging times.

1.6: Advance Diversity, Inclusion, and Equity Policy and Practice

OCC is guided by its mission statement for diversity, equity, and inclusion:

> **The College will ensure that diversity, in all its forms, is respected and valued by fostering and promoting an environment of inclusiveness.**

- College and Campus Committees for Diversity and Inclusion to Diversity, Equity, and Inclusion guide initiatives, programming, policy, and practice
- From Fall 2019 through Winter 2020, nearly 2,800 participants joined events focused on race/ethnicity, language, nationality, culture, religion, military service, socioeconomic status, sexual orientation and gender identity, and mental health.
- Further, in 2018-19, 288 OCC faculty and staff completed a diversity and equity training.
- As an organization matures, it can progress from an appreciation of diversity to a focus on inclusion and equity.

DIVERSITY Respecting and valuing the entire range of human and cultural differences

INCLUSION Involvement, belonging, and empowerment of all - each perspective has worth and every voice matters

EQUITY Policies, practices, and resources provide equitable access, participation, and outcomes for all

"It is through education on college campuses like OCC, and conversations with those who are different from ourselves, that we can truly learn to listen for better understanding and make change for equity."
Chancellor Peter Provenzano

OCC's updated strategic plan includes an objective specifically intended to "Advance Diversity, Inclusion, and Equity Policy and Practice." The College is investigating comprehensive tools to help define, pursue, and track its progress in this area. Student enrollment and equity of outcomes are core measures to consider. Opportunities for education and training on diversity, equity, and inclusion (DEI) promote a culture to support intentional strategy and action. Inclusion and equity require ongoing growth of understanding and deep collaboration to foster an environment where all feel valued and can succeed.
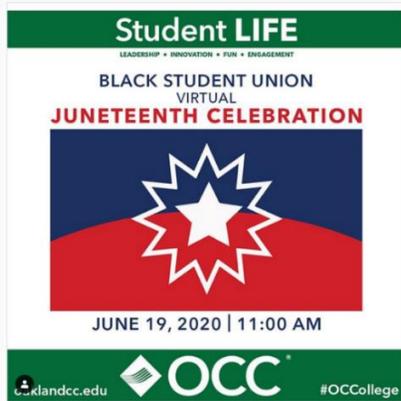
In its 2018 report, the W.K. Kellogg Foundation (in partnership with Altarum), analyzed "racial equity as both an imperative for social justice and a strategy for Michigan's economic development and growth." In their definition, "a racially equitable society is one in which neither race nor ethnicity determines opportunity and life outcomes. It is a society in which all groups have the ability to participate, prosper, and reach their full potential."[6]

- In February, OCC's Student Government and Black Student Union (BSU) presented a forum at Royal Oak on The Black College Experience, to discuss the unique experience of Black college students as they navigate academics, career, and life, including topics on the pressure of excellence, college readiness, challenges, and the community college path. Panelists included OCC faculty, the BSU President, and a Michigan Congressional Representative. Over 60 attendees joined.

- A Diversity Task Force was convened in June 2020 to address inequity and explore actions for improvement, including OCC administration, faculty, and staff.

OCC's Black Student Union (BSU) hosted a "Strange Fruit" virtual event on June 11. Nearly 100 attendees learned about the history of racism and the Black Lives Matter movement, how to protest safely, and ways to support the Black community. In the words of the BSU President, Ana'Stachia Clark, "Everyone has a role to create the society we want to see – a society that is more just." BSU plans to continue the discussion via ongoing events and by launching a podcast.

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[6] Turner, A. & Beaudin-Seiler, B. (2018). *The Business Case for Racial Equity*, pp. 4,7. Battle Creek, MI: W.K. Kellogg Foundation. Retrieved from: https://www.wkkf.org/resource-directory/resources/2018/05/the-business-case-for-racial-equity--michigan

Each year on June 19, Juneteenth celebrates the end of slavery in the United States. Participants from OCC came together to commemorate the occasion via this educational event, hosted by Student Life and led by the Black Student Union.

- In June, OCC Library staff curated a Black Lives Matter research guide of e-books, streaming videos, and other web links to provide awareness and understanding of systemic inequality and racial bias, and encourage anti-racism.

In July, OCC's Mental Health Task Force and Human Resources held a Mental Health Awareness online workshop, "The Power of Advocacy," led by OCC Sociology faculty member, Michelle Fether-Samtouni. The workshop focused on social justice and the power of being an ally and advocate for members of the college community who have been negatively impacted by systemically oppressive forces. The workshop shared strategies for effecting positive and meaningful change through advocacy. Over 85 OCC faculty and staff participated. The Mental Health Awareness Lunch & Learn Series is offered throughout the year as professional development for all OCC employees

- In late August, OCC will launch a webpage and a new form for students to elect to use a 'chosen name.' This new process allows students in transition to maintain their privacy and have their chosen name used on class rosters and in their OCC email address, prior to a legal name change. This option for students is the result of extensive collaborations among Student Services, IT, Financial Services, Financial Aid, the Registrar, Legal Affairs, Counseling, and others.

- The Sociology of Diversity course (SOC 2620) will run in Fall 2020.
- An African American Literature course (ENG 2570) is scheduled to run in Winter 2021.

"Growth happens at the edges of our discomfort." - OCC Sociology Faculty Michelle Fether-Samtouni

"Everyone has a role to create the society we want to see – a society that is more just."
- BSU President, Ana'Stachia Clark

1.7: Improve Retention, Persistence, and Completion

Every student that enters OCC has a specific pathway from initial enrollment to goal completion. That path may not be direct or quick, as student goals can change and evolve, competing demands of work and/or family can impact progress, and life can get in the way. OCC continually strives to streamline processes, remove barriers, support diverse student needs, and provide a clear roadmap to goal completion.

Areas of focus for strategic objectives in 2020-21 include:
- Minimizing barriers to college admissions and enrollment
- Developing a Student Lifecycle Data Center
- Expanding the online portfolio
- Improving college readiness and success

From the time that students start at OCC, several academic milestones serve as indicators of their momentum and can alert the College of the need for outreach and support. A student's academic progress involves interrelated factors of academic performance and continued enrollment.

Credit and Course Success

- College Readiness: As a subset of course success, innovation in the curriculum and instruction of developmental education courses and pathways plays a major role in promoting the attainment of college readiness and student success. This strategic priority of the College can contribute to student momentum, retention, and academic progress.

- First Semester Course Success: From 2017 to 2018, the first semester credit success rate (credits completed with a C- grade or higher) of the two-year VFA FTIAC (First Time in Any College) cohort grew from 67% to 73%. This percentage can function as an important leading indicator of the early momentum of entering FTIAC students. It sets the stage for their retention and potential future academic performance.

- Overall Course Success: In relation, the overall course success rate includes all students enrolled in credit courses. It shows the percentage of all enrolled credit courses successfully completed with a grade of "C" or higher. While a "D" grade is considered passing for many courses, the "C" grade level optimizes transferability, the higher standard set by many program and course prerequisite requirements, etc.

**Course Success
(all courses completed grade C or higher)**

	2017-18	2018-19	2019-20
Summer	76.80%	76.20%	77.90%
Fall	73.60%	72.40%	72.50%
Winter	71.30%	71.50%	70.90%*

*Course success in Winter 2020 includes "Credit" grades for students who elected the Credit/No Credit option offered specifically during Winter and Summer 2020 due the impacts of COVID-19.

- Academic Support: In addition to the many supports and services students can access to improve academic performance, through the College's growing early alert system, faculty can alert counselors when students may need additional outreach and resources to stay on track.

Enrollment, Retention, and Persistence

- How many credits students can take and their sustained enrollment allows them to make continual progress toward goal completion. At OCC, where the majority of students attend part-time, success means ongoing engagement across multiple years while balancing external life responsibilities. It requires the College to understand and design structures and processes to meet part-time student needs, whether via scheduling and completeability, options for online/hybrid/remote courses and student services, wraparound supports related to financial and life needs, etc. OCC's Curriculum Review process currently provides information on full-time and part-time students to help programs analyze and plan for student enrollment. The data dashboards, such as the Student Lifecycle Data Center, in development by Institutional Effectiveness will add another dynamic tool to understand and promote student progress and the equity of student success.

- Retention data below includes students that enrolled in the fall semester and were retained to enroll again in the following winter semester (term to term retention), minus those that graduated or transferred to a four-year institution.

- Persistence data below includes students that enrolled in the fall semester and persisted to enroll again in the following fall semester (year to year persistence), minus those that graduated or transferred to a four-year institution.

Retention and Persistence Trends

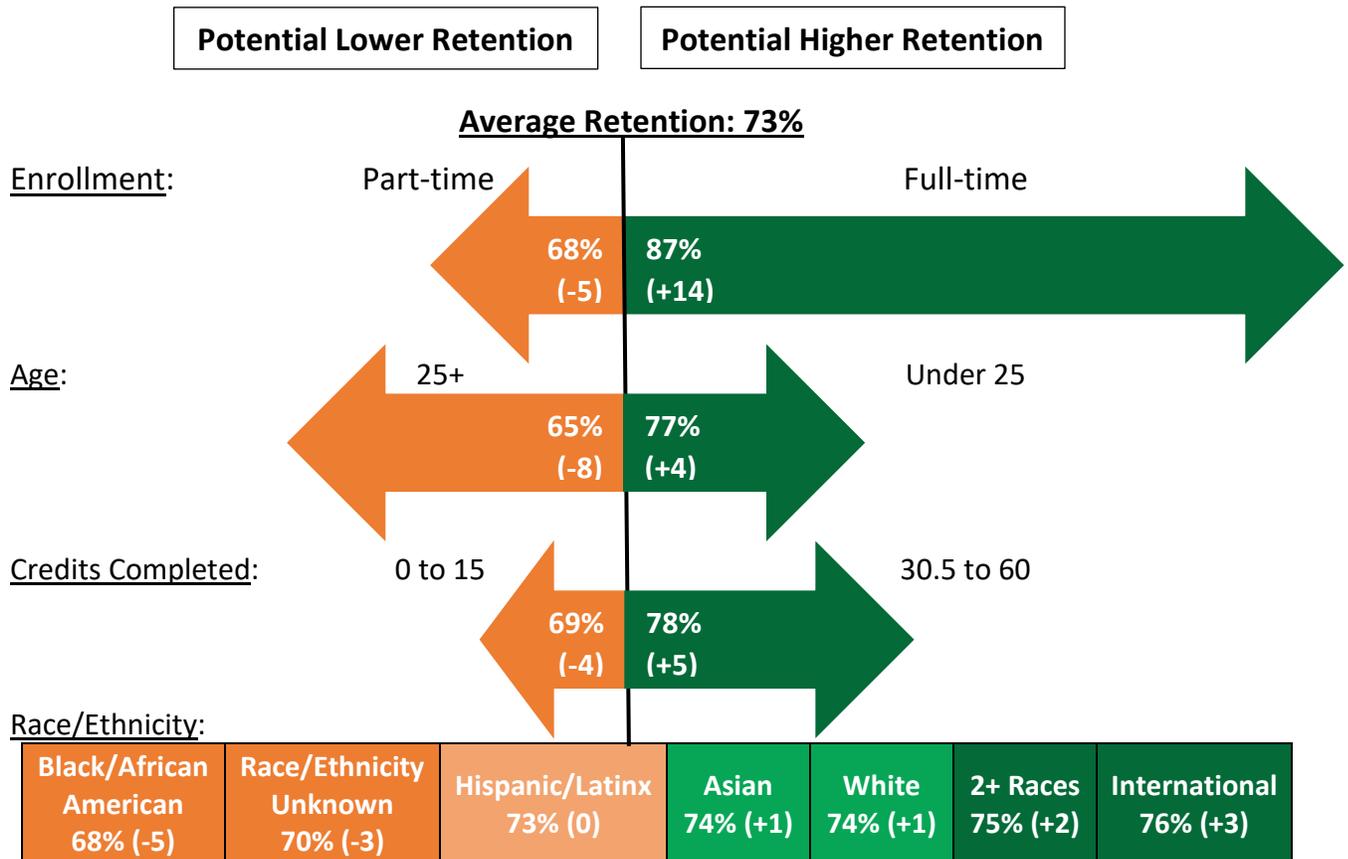| Year	Fall to Winter Retention	Fall to Fall Persistence
2014-15		48.5%
2015-16	71.3%	52.1%
2016-17	71.8%	54.3%
2017-18	71.5%	54.1%
2018-19	72.5%	56.4%
2019-20	73.0%	

Data Source: Institutional Effectiveness, Live Data as of 5/15/2020 & End-of-Session Data
Note: Slight updates to data may occur from report to report. Metrics are updated twice a semester with the most recent data from the National Student Clearinghouse (NSC) showing student transfer outcomes.

- Retention and persistence involve an intersection of variables in relation to full-time versus part-time enrollment, FTIAC status, college readiness placement, financial aid eligibility, race and ethnicity, age, credits completed so far, in-district vs. out of district, etc. Each of these variables, among other aspects of a student's life, can impact the ability for continued enrollment. The diagrams below attempt to highlight some of the more salient variables and their impact.

Fall 2019 to Winter 2020 Retention by Student Attributes

Potential Lower Retention	Potential Higher Retention

Average Retention: 73%

Enrollment: Part-time / Full-time

68% (-5) | 87% (+14)

Age: 25+ / Under 25

65% (-8) | 77% (+4)

Credits Completed: 0 to 15 / 30.5 to 60

69% (-4) | 78% (+5)

Race/Ethnicity:

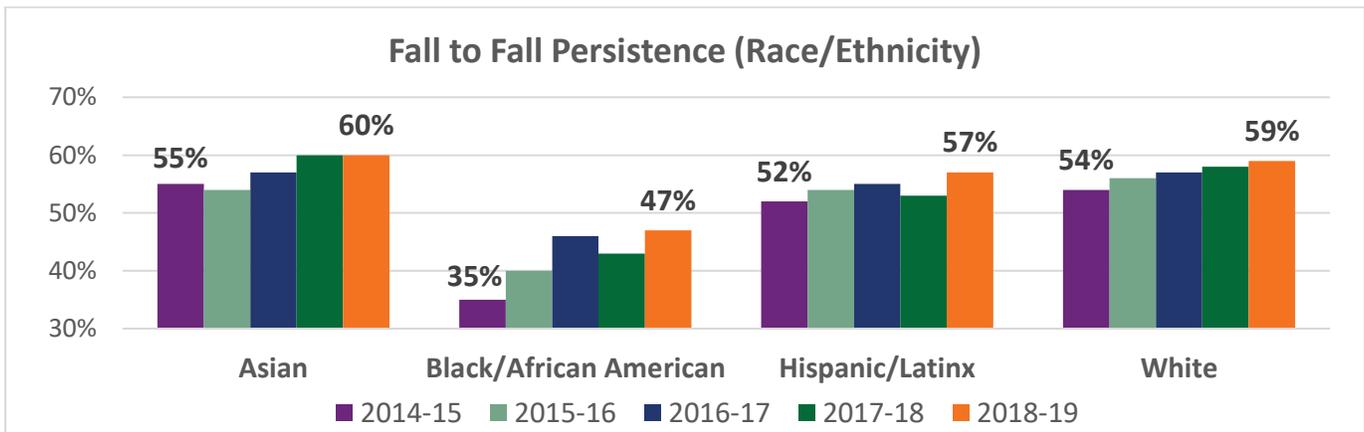| Black/African American 68% (-5)	Race/Ethnicity Unknown 70% (-3)	Hispanic/Latinx 73% (0)	Asian 74% (+1)	White 74% (+1)	2+ Races 75% (+2)	International 76% (+3)

- Full-time enrollment reduces the time to goal attainment and is generally associated with better outcomes. However, most OCC students choose to enroll part-time, which lengthens the time needed to complete a program or other academic goal and increases the potential for an intervening life experience to assume priority over college

- Students under 25 are more likely to attend full-time. In 2019-20, 31% of students age 18-24 attended full-time compared to 18% of students age 25-29, 13% of students age 30-39, and 10% of students age 40-49.
  - Note: Students under age 25 also include Early Middle College (EMC) students (497 enrolled in 2019-20). Their program is highly structured and creates a higher retention level in its design and student selection.

- Race/ethnicity is a core student demographic category with differences in retention equity. The relationship of race/ethnicity to equity of student educational outcomes is a complex and systemic issue that needs to be understood and addressed in order to fulfill the College's mission in service of all students and the community. (Note that International students often need to maintain enrollment to meet visa requirements.)

- Retention outcomes noted above align with current research and national trends of community college student success. That said, innovations across the country provide models of structures, processes, and programs that drive improvement across multi-faceted and diverse student populations. Significant research efforts provide a roadmap of possibilities to help increase the equity of student outcomes.

- Two student attributes that show the greatest difference in terms of student persistence in recent years are college readiness placement and race/ethnicity.

- The fall to fall persistence of students placed into college readiness courses has risen nearly twenty points in the past five years. That time period also involved substantial changes to college onboarding, college readiness placement tools and processes, curricular pathways and course content, etc. (Please refer to the 2019 College Readiness report for additional details on these changes.)

Fall to Fall Persistence (College Readiness)

Year	No College Readiness Needed	College Readiness Course Placement
2014-15	50%	43%
2015-16	53%	50%
2016-17	55%	53%
2017-18	54%	59%
2018-19	56%	62%

- The equity of student progress is a significant area of focus in the College's updated strategic plan. Strategic objective action teams will review essential data to guide the formulation of strategies, initiatives, actions, and processes that can increase equity based on student attributes such as race and ethnicity. As a community college, OCC is committed to serving, supporting, and empowering all its students to succeed.

Fall to Fall Persistence (Race/Ethnicity)

	2014-15	2015-16	2016-17	2017-18	2018-19
Asian	55%	54%	57%	60%	60%
Black/African American	35%	40%	46%	43%	47%
Hispanic/Latinx	52%	54%	55%	53%	57%
White	54%	56%	57%	58%	59%

- The dedication and commitment of the Persistence and Completion committee and the Foundation have made innovations such as the Summer Momentum Scholarship possible. In 2020, its inaugural year, 408 students received the scholarship and the total amount awarded nearly doubled the initial budget to meet all student needs. This award encourages eligible students to enroll in the summer semester, accumulating additional credits and maintaining momentum toward their goal. In Fall 2020, OCC will analyze the impact of the award on enrollment persistence and academic success.

Completion

- OCC contributes to the postsecondary attainment and advancement of its students in several ways:
  - Completion of degree or certificate
  - Transfer of credit leading to degree/credential
  - External certification or licensure
  - Training and professional development

- The improved tracking of student intent is a complex yet important endeavor. Students can be unsure of their initial goal and may change it along the way. Helping students understand their options, the timeline and specific steps needed to attain their goal, the specific benefits of goal completion in terms of academic, economic, and career outcomes, etc. requires intensive and ongoing interaction that helps the student remain responsive and engaged. A more accurate and current record of what students want to achieve can help the College guide them and measure progress toward that specific goal.

On August 8, OCC celebrated commencement and recognized every graduate through a virtual event. All graduates received a special Grad Box at their home, in acknowledgement of their accomplishments.

Reporting Year (Proceeding Summer, Fall, Winter)	# of Associate Degrees Granted	# of Certificates Granted	# of Certificates of Achievement Granted	Total
2015-16	2,691	191	310	3,192
2016-17	3,152	189	254	3,595
2017-18	2,365	158	304	2,827
2018-19	1,985	142	257	2,384
2019-20	2,359	128	254	2,741

- The Degrees When Due initiative reached out to students who met degree requirements but did not complete the award process. The initiative also reengaged students who were close to earning a degree but left without meeting final requirements. These efforts resulted in 530 additional earned associate degrees in Fall 2019.
- Additional initiatives to increase completions are in development or in progress, but it may take more than one year for their impact to be fully realized. The College analyzes where students are in meeting their requirements when developing strategies and setting targets.
- The Dean of Health Professions has set an 85% graduation rate as a goal for all programs within that division.
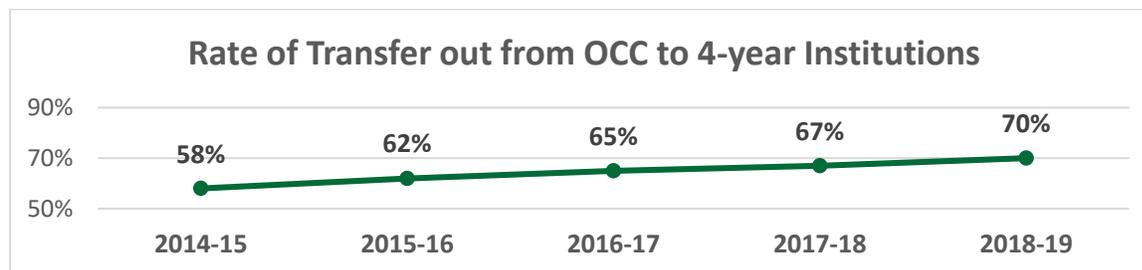
Transfer

Transfer education continually develops and grows relationships with institutions throughout Michigan and beyond to maximize the utilization of OCC coursework for students. Extensive ongoing collaboration is required to finalize transfer articulation agreements at the course and program levels that facilitate the transition from OCC to many four-year institutions. OCC currently has 243 program articulation agreements with 15 institutions. Counselors and faculty raise student awareness and understanding of how transfer opportunities impact their academic progress and the value of their course and program credits.

New and revised transfer agreements build off of the Michigan Transfer Network (MTN) and the specific transfer information for each institution. Due to the decentralized nature of Michigan's higher education system, curricula vary significantly by institution and agreements require a very thorough review to determine course equivalency and the ability to transfer as general elective credit, equivalent credit, or to meet a major requirement for the transferring student.

Further, OCC continues simplify transfer for students interested in attending four-year institutions in Michigan through MiTransfer Pathways. Pathways are roadmaps for students who know what bachelor's degree major they would like to pursue even if they have not yet selected a four-year transfer destination. Pathways help students begin their academic pursuits at OCC and maximize their credits earned in pursuit of their end goal.

Efforts to expand transfer opportunities have seen a steady increase in the proportion of student transfers to four-year institutions over the past several years.

Rate of Transfer out from OCC to 4-year Institutions

	2014-15	2015-16	2016-17	2017-18	2018-19
	58%	62%	65%	67%	70%

Top Transfers to and from OCC 2017-18

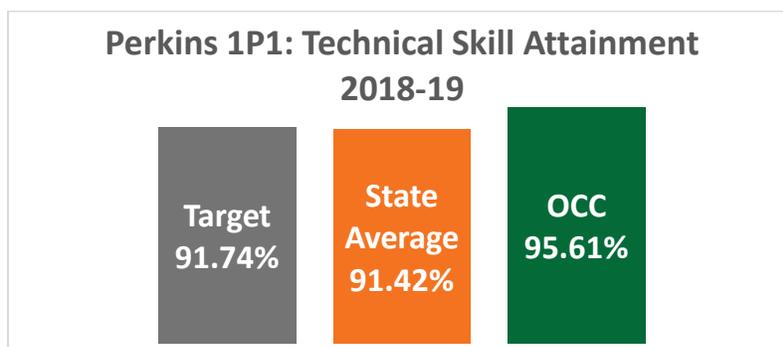| Top Transfers Out from OCC				Top Transfers Into OCC		
College/University	#	%		College/University	#	%
Oakland University	703	14.7%		Oakland University	333	12.4%
Out of State 4-Year	581	12.1%		Macomb Community College	255	9.5%
Wayne State University	426	8.9%		Unknown	240	8.9%
Macomb Community College	353	7.4%		Wayne CCCD	170	6.3%
Wayne CCCD	276	5.8%		Wayne State University	150	5.6%
Schoolcraft College	252	5.3%		Schoolcraft College	116	4.3%
Michigan State University	246	5.1%		Michigan State University	110	4.1%
Out of State 2-Year	215	4.5%		Baker College	97	3.6%
Eastern Michigan University	166	3.5%		Central Michigan University	87	3.2%
Walsh College	124	2.6%		Henry Ford College	82	3.0%

Source: MI School Data

Transfer Actions:
- Improve the current Transfer Credit Agreement Guides (Articulation Agreement Guides) by adding new fields that include the minimum residency credit hours, the minimum bachelor's degree/program credit hours, if the program is available online, and a link to transfer resources via a specific partnership page. (In Development)
- Require an annual report by the partnering institution for each articulation agreement with the number of OCC applicants, admissions, enrollment, and graduates of those students utilizing the agreement to assist with future planning. (Implementing)
- Four-year institutions that offer a corresponding bachelor's degree for the A.A.S. programs have been identified and several agreements are in discussion, drafting, or final stage.
- Unique and specialized online and accelerated graduate programs have been identified and contacted to develop partnerships.

Perkins 1P1 Technical Skill Attainment

This indicator of the Carl D. Perkins Vocational and Technical Education Act measures the "number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year." This measure tracks the success rate of Career and Technical Education (CTE) students or graduates who take technical skills assessments aligned with their profession. Such assessments can be a vital part of licensure, certification, and professional expertise for employment in a diverse range of CTE fields.

For 2019-20, data will be reported under the revised Perkins V indicators and not comparable to prior years. The new 1P1 indicator will measure the employment, military/volunteer service, or continued enrollment of CTE graduates. Under the new definitions, the target set by the State for all participating colleges will be 11.72%.

**Perkins 1P1: Technical Skill Attainment
2018-19**

Target
91.74%

State
Average
91.42%

OCC
95.61%

Data Source: Perkins Core Indicator State Performance Levels

Strategic Direction 2: Improve Institutional Culture & Climate

The dynamic environment of the educational landscape requires institutions to be nimble, cohesive, and responsive. To achieve this, the College needs to grow a culture focused on inclusivity, positivity, and collaboration. Through mutual accountability, transparency, and effective communication, the College will successfully attain its goals.

STRATEGIC DIRECTION: IMPROVE INSTITUTIONAL CULTURE & CLIMATE

- Accountability to Shared Goals
- Sharing Essential Institutional Data
- Intentional Communication Structures & Systems
- Culture of Collaboration & Civility

Data and Shared Goals:

- Shared institutional performance metrics and an ongoing use of data support continuous improvement while building transparency and trust. The development of data dashboards throughout the College (such as the Student Lifecycle Data Center) will provide up to date information to help identify areas for improvement, set targets, and measure the

success of actions and initiatives. The Strategic Planning Action Teams will help shape these efforts, with the support of Institutional Effectiveness.

- Existing cyclical processes in student learning assessment, curriculum review, and the student services evaluative framework use a wealth of data to enrich discussions, analysis, and future direction.
- Data reporting at the national, state, and institutional level provides trend performance data within established definitions and cohorts, while also allowing external benchmark comparisons with peer institutions where appropriate.
- The monitoring reports document and share data through the key performance indicators (KPIs) and contextual information that addresses the Board Ends as established via Board Policies. These reports try to capture the extensive efforts occurring to support educational excellence and student success across a large and complex institution, to inform and update the Board and community.

Communication and Collaboration:

- 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. Through policy and practice, such as the initial recommendations and work of the College's TRAC (Trust, Respect, Accountability, and Communication) Work Group, OCC can foster an inclusive environment that values diverse voices and perspectives.
- So far, TRAC has:
  - Developed a statement on bullying, which was added to the Discrimination and Harassment policy
  - Developed and implemented OCC's Idea Board
  - Developed a model for Collaborative Decision Making
  - Reviewed models for institutional communication and settled on Cascading Communication (renamed Open Communication Cycle)
  - Revised bereavement communication policy

  This group will now merge with the Strategic Plan Action Team focused on "Promoting A Culture of Collaboration and Civility," where it will further develop, implement, and expand upon this work.
- Through externally benchmarked assessment tools and surveys, as well as integration of relevant metrics into the College's internal data processes, goals for improvement can be created and tracked.

Conclusion

As the first annual report within the new monitoring reports structure, this document can help provide a context for future performance. By addressing how OCC's Strategic Plan efforts connect to the Board Ends, the reports can tie actions and initiatives into the broader policy structure of the College. OCC is increasing its data maturity and sophistication, then integrating those systems into its strategic efforts. Bringing these processes together can improve efficiency and impact, while allowing greater insight and connection across the College.

By continually improving systems and structures, supported by data, the College can better serve its students and the community. Community college goal attainment can be complex and span multiple years. Many students attend part-time while juggling responsibilities of work, family, etc. Students may stop out and return multiple times on their pathway to completion. The wide range of student ages and backgrounds means that OCC provides opportunity for students across the lifespan and throughout their careers. Meeting these diverse and dynamic student needs requires agility and an understanding of the economic and public health factors that are impacting higher education today. Throughout its history and especially today, OCC continues to offer access and value to help students pursue and fulfill their college and life aspirations.

Acknowledgements

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

Glossary

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

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

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

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