



OAKLAND COMMUNITY COLLEGE  
Excellence *Empowered.*

# INFORMATION

Board Agenda Item 1.4.a  
August 14, 2021

## ANNUAL 2020-21 MONITORING REPORT

## Table of Contents

Executive Summary .....	3
Mission, Values, Vision & Strategic Plan.....	4
Board Ends and Strategic Objectives.....	5
OCC Goals and Key Performance Indicators (KPIs).....	5
Key Performance Indicator (KPI) Tracking.....	6
1.1: Become a student-ready college, promoting agency, access, and success for all students.....	7
Admissions Highlights.....	7
Online Program Development .....	10
Office of Secondary Partnerships Highlights.....	11
Workforce Training & Continuing Education .....	12
College Readiness.....	14
Course Success, Retention & Persistence .....	15
Transfer Actions & Achievements.....	16
1.2: Promote educational excellence, innovation, and support.....	18
OCC Teaching and Learning Center (TLC) .....	19
Global Education .....	20
Curriculum, Student Learning, and Evaluation .....	21
Excellence in Career and Technical Education (CTE) .....	22
1.3: Engage in continuous improvement through organizational analysis to nimbly respond to external opportunities and threats .....	27
2.1: Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees.....	28
2.2: Promote a culture of communication, collaboration, respect, and civility.....	29
3.1: Build an integrated diversity, equity, and inclusion infrastructure to support students, staff, and community .....	30
Conclusion .....	31
Acknowledgements.....	31
Glossary .....	32

## Executive Summary

Students at Oakland Community College (OCC) persevered to earn over 2,200 postsecondary credentials in the past year. During the challenges of the COVID-19 pandemic, the College evolved to meet student needs while prioritizing health and safety. Whether through remote learning, the public health precautions needed for in-person learning, and the myriad services provided to students virtually, the entire community of students, faculty, staff, and administration came together to ensure the successful delivery of courses and programs. During this unprecedented time, thousands of students joined the many thousands who went before them to become OCC graduates and part of its broad-reaching alumni community.

[National reports](#) show that community college enrollment fell throughout 2020-21. OCC's enrollment fluctuations followed national trends, but outperformed them in every semester. While overall student enrollment declined, the [conversion rate](#) of new admitted to enrolled students and the [average enrolled credits](#) per student both increased, sometimes substantially, over the prior year. [Course success, retention, and persistence](#) experienced a decline as student lives, work, income, families, and educational plans adapted to economic and public health conditions.

Throughout 2020-21, OCC has engaged in substantial strategic planning and formed collaborative action teams to advance the College across several core objectives. By aligning the [Board Ends](#) and [Key Performance Indicators](#) with the College's [strategic directions and objectives](#), OCC can create purposeful actions and initiatives, then evaluate and track progress toward meeting institutional goals.

As the College prepares to welcome more students, faculty, and staff back to campus this Fall 2021, it can reflect back on the fortitude, perseverance, and ingenuity that saw it through the past year. Access is a central tenet of a community college and in 2020-21, that access included remote learning, innovative course delivery, expanded funding and resources for students, virtual student services and programming, and outreach by dedicated faculty and staff to help their students overcome obstacles and succeed. These experiences can continue to serve the institution as it navigates the higher education landscape in the years ahead in service to students and the community.

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

**#OAKLAND** *Together*  
COVID-19 Response  
*We'll get through this together*



## 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**

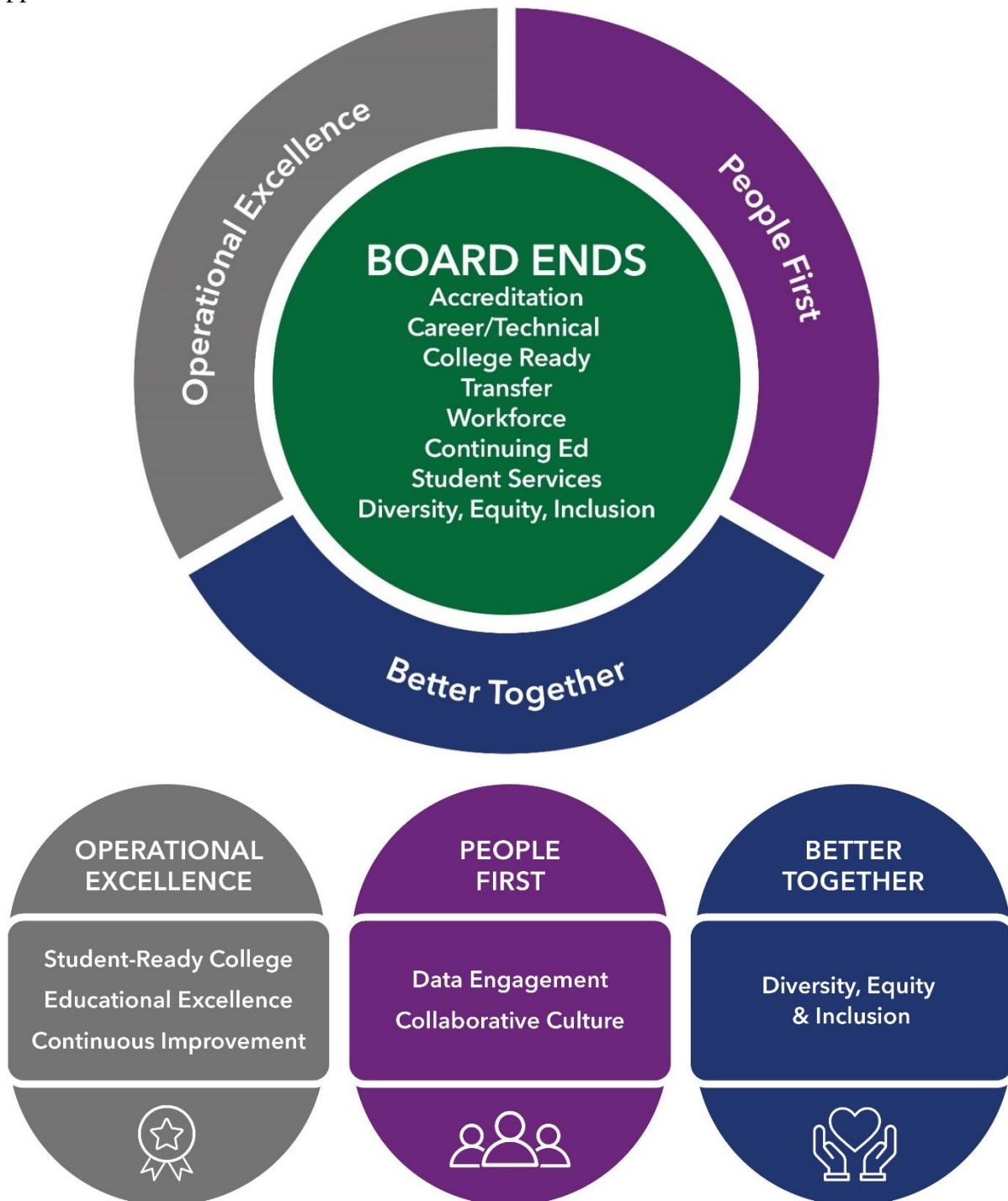
- 2.1 [Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees](#)
- 2.2 [Promote a culture of communication, collaboration, respect, and civility](#)

### **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.



## 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. Based on the monitoring report schedule, data columns include the preceding summer leading up through fall and winter semesters.
- Targets for each indicator were determined based on the range of normal fluctuation, a forecast aligned with recent performance, the current context inside and outside OCC, and the College's actions for improvement.
- Enrollment projections specifically use statistical ARIMA methods that incorporate past enrollment, the number of high school graduates, the unemployment rate, and student applicant activity to predict future enrollment. However, projections are particularly challenging with current external factors such as public health and economic impacts during the pandemic that are difficult to incorporate into the statistical model.
- 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.

#	2020-21 Core KPIs	Semester	2018-19	2019-20	2020-21	Past Year % Change	2020-21 Target	Target to Actual	2021-22 Target
1	<a href="#">Conversion rate</a>	Summer	31.2%	33.4%	48.5%	+45.2%	33.0%	<b>+12.2</b>	33.0%
		Fall	32.4%	33.0%	35.7%	+8.2%		<b>+2.7</b>	
		Winter	29.6%	33.9%	34.1%	+0.6%		<b>+1.1</b>	
2	<a href="#">Headcount enrollment</a>	Summer	10,779	10,161	10,323	+1.6%	10,161	<b>+162</b>	10,686
		Fall	15,942	15,668	14,727	-6.0%	15,668	<b>-941</b>	14,878
		Winter	15,212	15,263	14,223	-6.8%	15,263	<b>-1,040</b>	14,284
3	<a href="#">Average enrolled credits</a>	Summer	5.48	5.55	5.93	+6.8%	5.80	<b>+0.13</b>	6.12
		Fall	8.17	8.18	8.51	+4.0%	8.60	<b>-0.09</b>	8.44
		Winter	8.01	7.98	8.21	+2.9%	8.40	<b>-0.20</b>	8.16
4	<a href="#">Course success (all courses completed grade C or higher)</a>	Summer	76.2%	77.9%	78.7%*	+1.0%	77.9%	<b>0.8</b>	79.2%
		Fall	72.4%	72.5%	69.4%	-4.3%	73.5%	<b>-4.1</b>	70.0%
		Winter	71.5%	70.9%*	69.5%	-2.0%	71.9%	<b>-2.4</b>	69.8%
5	<a href="#">Fall to Winter retention</a>	Winter	72.5%	73.0%	71.2%	-2.5%	72.4	<b>-1.2</b>	71.5%
6	<a href="#">Fall to Fall persistence</a>	Fall	56.4%	52.3%	--	-7.3%	55.8%	<b>-3.5</b>	53.0%

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

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

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

- Improvement of developmental education outcomes through access, placement, and corequisite models
- Expansion of online programs and courses
- Understanding and supporting the African American/Black Student Experience
- Building equity of student retention

Efforts to promote student success begin from when a student is first recruited and admitted to OCC, then continue throughout their pathway to goal completion.

### Admissions Highlights

- Expanded Virtual Offerings and e-Communication
- Tens of thousands of student contact points via email, text, phone, virtual events
- Adult Learner recruitment increased dramatically via [Future for Frontliners](#) and [Michigan Reconnect](#), state programs guaranteeing qualified residents a tuition-free associate degree and/or certificate.
- [Student Recruiters](#) connect with prospective students and families to share their OCC experience and encourage them to join the College. In its fourth year, this impactful program continues to grow and evolve.

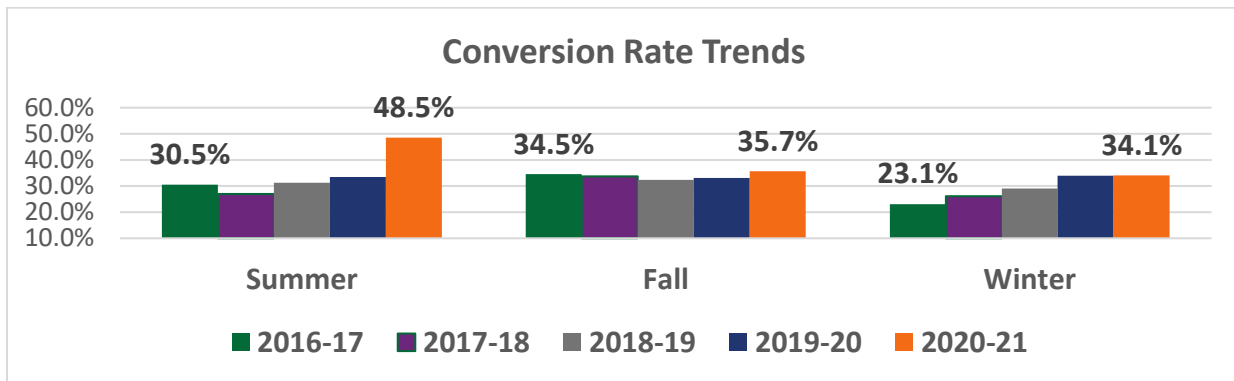
### Enrollment Data Trends

The efforts of Admissions and their collaborations across the College have led to a higher rate of student conversion and an increase of new incoming students.



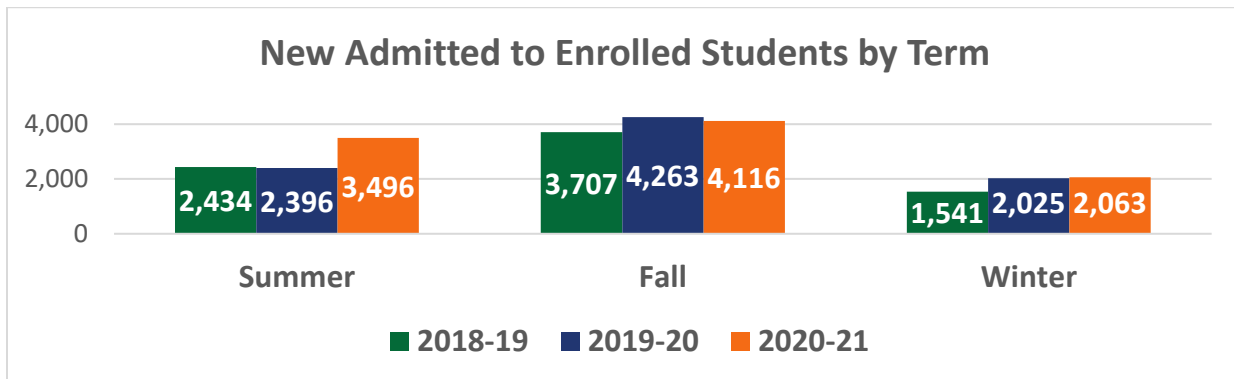
Several external and internal factors impact enrollment, including economic changes, public health, demographics, marketing and outreach, competition from other higher education institutions, admissions and onboarding, awareness and timely completion of the financial aid process, course scheduling and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

In 2020-21, the average conversion rate (yield) at four-year public colleges reporting data in Michigan was 27.8%. (Note: Community colleges rates are not collected.) OCC exceeded its target of 33.0% in all three semesters of 2020-21.



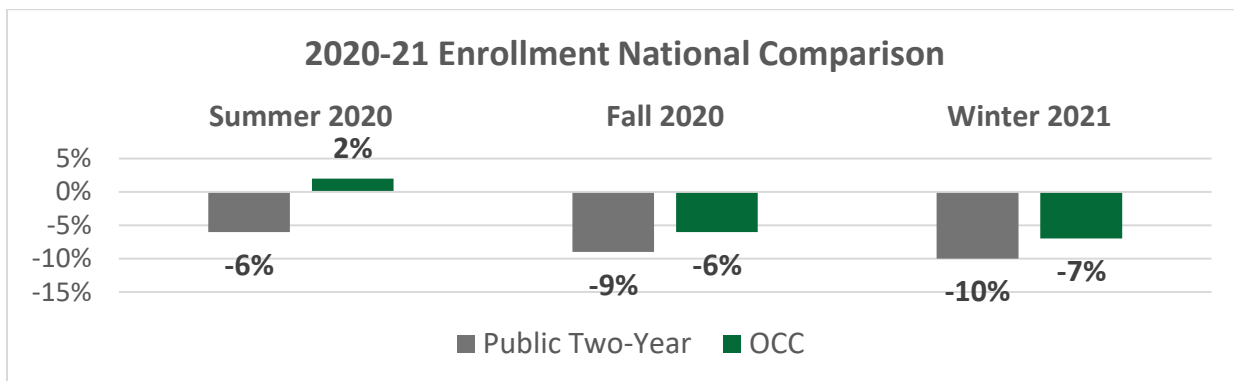
Source: Institutional Effectiveness

The chart below 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.



Source: Institutional Effectiveness

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



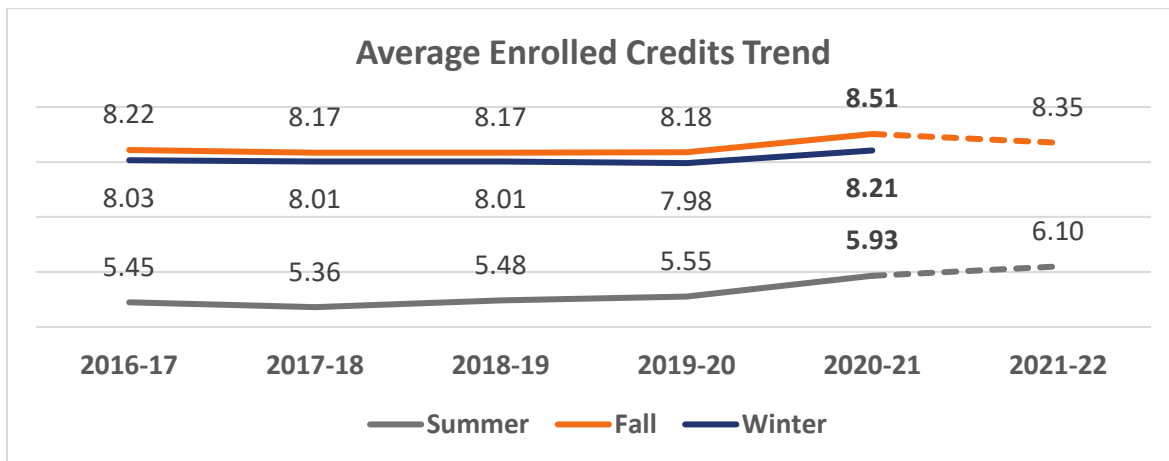
Note: NSC source includes national data <https://nscresearchcenter.org/stay-informed/>





[Michigan Reconnect](#) and [Futures for Frontliners](#) are two state initiatives to fund tuition for eligible students. As of May 31, 2021, these scholarships had been given to 1,000 OCC students and many more could potentially receive one. Further, OCC won a competitive grant through a partnership of the [Michigan Department of Labor and Economic Opportunity \(LEO\)](#) and the [Michigan College Access Network \(MCAN\)](#) to support the success of these student cohorts through credit for prior learning opportunities and coaching.

During the pandemic impacts of 2020-21, students lost employment or saw their work hours reduced at the same time as access to college courses opened up through remote and online formats. As such, while the College experienced some decline in enrollment, the credit enrollment increased and students took more courses at once. This metric is particularly important to track as it contributes to student momentum and accelerates academic progress toward meeting a degree or transfer goal.



Source: Institutional Effectiveness, end of session and live data as of 8.4.21

### Early Summer 2021 and Fall 2021 Enrollment Data

Looking ahead, Summer 2021 enrollment shows stability in relation to the prior year. Early Fall 2021 data show an increase in both student headcount and credit enrollment, but a decline in average credits. 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 as the dynamics of the pandemic continue to evolve.

Category	Summer 2020	Summer 2021	# Change	% Change
Total Headcount	10,309	10,179	-130	-1%
Total Credits	60,882	61,767	+885	+1%
Average Credits	5.9	6.1	+0.2	+3%

Comparison as of day 150 of registration (8.4.21), Source: Institutional Effectiveness Registration Dashboard

Category	Fall 2020	Fall 2021	# Change	% Change
Total Headcount	7,280	9,145	+1,865	+26%
Total Credits	62,986	76,328	+13,342	+21%
Average Credits	8.65	8.35	-0.30	-4%

Comparison as of day 24 of registration (8.4.21), Source: Institutional Effectiveness Registration Dashboard

## Online Program Development

Ongoing faculty training and curriculum development continue to increase online program options for students. Ten total online programs will be available beginning in Fall 2021, 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.



## Office of Secondary Partnerships Highlights (i.e Dual Enrollment/Early Middle College)

Many initiatives broadened secondary partnerships in 2020-21.

- **College in High School Power Hour**  
Educates Oakland County high school students and their parents about the various ways to earn college credit before graduating from high school via [Oakland Early College, Oakland ACE, and Oakland Technical Early College](#)
- **Bridging the Gap (BtG) Collaborative**  
Aligns secondary and postsecondary mathematics and English Language Arts (ELA) curricula to improve student success upon entry into college by bridging academic gaps. Partners include 16 committed educators from Pontiac, Oak Park & Hazel Park districts.
- **Articulation Agreements**  
Developed and disseminated an articulation agreement matrix to Counselors. As of January 2021, OCC had active articulation agreements with 18 school districts in 51 career and technical education courses.
- **Paperless Dual Enrollment Process**  
Sparked by the pandemic, OCC launched an electronic dual enrollment process allowing high schools and students to use electronic signatures to apply for dual enrollment courses.
- **Virtual Career Club at OCC (VCC@OCC)**  
As a spin-off from the Middle School Empowerment Experience with the Pontiac School District, OCC launched a virtual speakers bureau to provide 8<sup>th</sup> graders in Pontiac with exposure to practitioners in the graphic arts arena.
- **Detroit Area Pre-College Engineering Program (DAPCEP) Partnership**  
OCC is partnering with the non-profit DAPCEP to deliver a Saturday Cyber Security class to high school students from multiple districts during six weeks over the Winter 2021 term and six weeks in the Fall 2021 term.
- **Bridge to Success (BtS) Summer Program**  
As a part of OCC's Strategic Planning efforts, the BtS program was designed to help increase the number of dually enrolled students at OCC. The 3-week experience will be piloted in 2022 for three invited districts and will include two college readiness courses, along with seminars to help high school students establish positive mindsets about college.
- **Middle School Empowerment Experience (MSEE)** – a virtual field trip for all 8<sup>th</sup> graders in Pontiac aimed to cultivate a college-going mindset, foster a sense of belonging, and eliminate wealth as a perceived obstacle to degree attainment. OCC's Phi Theta Kappa (PTK) students played a major role in hosting the event and OCC's Foundation gave support.

- **HELEN (Higher Education Liaison EMC Network):** OCC’s Secondary Partnership unit co-founded HELEN as a means of sharing promising operational practices among early middle college and dual enrollment peers at postsecondary institutions across the state. Two virtual conferences were held during 2020.
- **District Profiles:** Multiple data points were researched and compiled into district profiles for the top ten economically disadvantaged districts in Oakland County. The profiles are used to develop concentrated outreach efforts aligned with OCC’s access and equity goals.
- **2020 College Success Award** was given to the [Oakland Early College](#)

## Workforce Training & Continuing Education

OCC’s programs for [Economic and Workforce Development](#) continue to create and promote partnerships and pathways for in-demand, well-paying jobs:

- In Fall 2020, OCC offered the [Connected Vehicle Professional Credentialing Program](#) in collaboration with [The NEXT Education](#).
- [NC3 \(National Coalition of Certification Centers\)](#) launched new work certification and OCC is one of only two Michigan schools to participate.
- Collaboration with the [Michigan Boating Industries Association \(MBIA\)](#) will help bring a Marine Technician education program to OCC in 2021.
- [Training program](#) for programmable logic controller (PLC) and robotics technicians, administered by [Oakland County Michigan Works!](#), in partnership with Oakland Community College (OCC) and the [Workforce Intelligence Network for Southeast Michigan](#). Tuition for the 14-week program is covered by federal and state grants for eligible participants.
- Eight-week training program to prepare for entry-level [CNC machine operator](#) positions.
- OCC’s new, no-cost [Pre-Apprenticeship Program](#) can provide students with a career path in manufacturing or an employer-sponsored apprenticeship.
- OCC’s Economic and Workforce Development has partnered with [William Beaumont Hospital](#) and the [Oakland County- Michigan Works! Agency](#) on a [12-week training program](#) to prepare students as certified Sterile Processing Technicians
- Logistics training via [Oakland County Michigan Works!](#) and [Oakland Next](#), in partnership with OCC and PepsiCo. Free 8-week program gives eligible students certification, a training completion bonus, and scholarship funds.



- [Continuing Education](#) continues to offer a wide range of in-person and online programming for personal and professional growth.

Multiple grants and largescale collaborations help OCC invest in and advance workforce development programs and partnerships, leading to skilled training and employment opportunities for students, filling employer needs, and fueling economic growth.

**Closing the Skills Gap \$4,000,000 Department of Labor Grant**

- Lead Fiduciary – OCC
- Start Date 03/01/2020 End Date 02/29/2024
- Partners – 13 community colleges and Michigan Works Agency
- Grant Outcomes: 720 Registered Apprentices & 3200 Participants
- Working with partners to get them up and running using OCC’s AGS Prime database to track their participant data and bring on new employers.

**Strengthening Community Colleges \$5,000,000 Department of Labor Grant**

- Lead Fiduciary – Grand Rapids Community College
- OCC receiving \$734,426
- Start Date 03/01/2021 End Date 01/31/2025
- Grant Outcomes: Onboarding 4 new short-term training programs: Central Sterile Processing, Certified Nursing Assistant, Mammography and Vascular by January 2025.

**Metro-Detroit Regional Vehicle Cybersecurity Institute - Department of Defense Grant**

The U.S. Department of Defense has awarded a Detroit Mercy-led regional Cybersecurity consortium a [\\$1.12-million grant](#) to establish the Metro-Detroit Regional Vehicle Cybersecurity Institute. OCC will participate in this consortium to enhance the cybersecurity engineering workforce through an applied curriculum developed in consultation with industry partners. The U.S. Bureau of Labor Statistics reports that employment of cybersecurity engineers will grow 31% between 2019-29.

**Perkins**

- Local Annual Grant \$758,051.00 State of Michigan funding
- Local Leadership Grant \$9,200.00 State of Michigan funding



In the first year of [Perkins V](#) legislation for strengthening career and technical education, OCC exceeded all state targets and most state averages. OCC faculty and academic deans continue to review their program-level Perkins data as part of the cyclical program review process and provide action plans for improvement when needed.

## College Readiness

Throughout 2020-21, faculty, staff, and administration engaged in extensive collaborative planning to design corequisite course options in English and Math, supported by cross-functional teams through strategic planning. The corequisite support options will shorten the time to completion for students who otherwise would have placed into lower-level prerequisite developmental courses. Funding from OCC's Foundation will allow students to enroll in the corequisite courses for no additional cost. Through the significant efforts and dedication of faculty and staff across the college, these new corequisite courses will launch in Fall 2021. Their impacts on student success and equity will be evaluated for continuous improvement.

### English:

- 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. The discipline plans to offer dozens of sections of the new course in Fall 2021 and instructors will be trained on corequisite course delivery and pedagogy.
- 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 in order 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.

### Math:

- Four new Math corequisite courses in Fall 2021 will allow 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 pilot courses place students a level higher than previously & increase access to college-level math within one year

Already, improvements to developmental education placement, practices, and curriculum have improved student outcomes in English and Math over the past several years. It is hoped that corequisite innovations can further advance student success and close equity gaps in student attainment of college-level coursework.

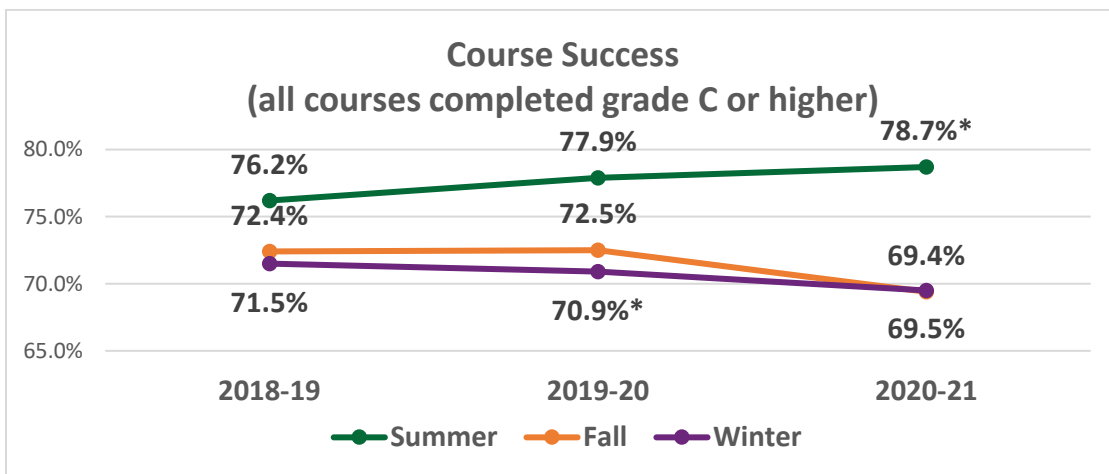
## Course Success, Retention & Persistence

The economic and public health impacts of the pandemic continue to affect student lives in complex ways. In 2020-21, that impact included a decline in student course success, retention, and persistence. OCC has expanded resources and provided additional support to students to promote their success in a context of increased stress and financial strain.

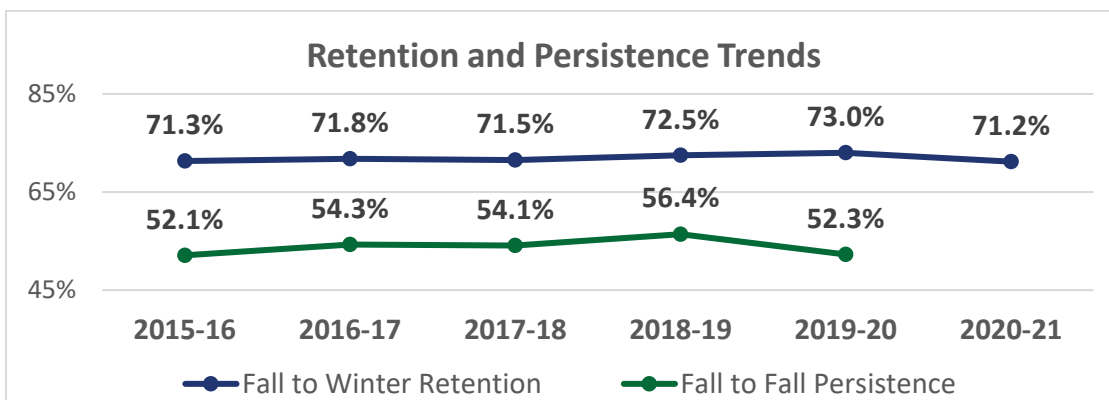
In a Fall 2020 survey on financial stability, 1,288 students responded:

- 86% of respondents agreed or strongly agreed that COVID-19 has added to their level of stress, anxiety, or depression.
- 58% say that their family’s finances have worsened as a result of the pandemic.
- 54% have more of an obligation to support their family financially compared to before COVID-19.
- 38% of respondents showed signs of food insecurity and 46% showed signs of housing insecurity

OCC continues to expand and innovate supports to meet diverse student needs, to help promote their stability and academic success. Through these efforts and the hopeful improvement of pandemic conditions, student progress and outcomes can begin to return to pre-pandemic rates.



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



## Transfer Actions & Achievements

A significant proportion of OCC students earn credits, certificates, and degrees before transferring to four-year institutions. The ongoing expansion and improvement of transfer pathways streamlines the process for students and maximizes their progress toward future goals while saving both time and cost.

- Continued exploration, development, and enhancement of articulation agreements and institutional relationships
- Clarified course transferability details and pursued evaluation of additional courses to enhance the ability for student course transfer via internal transfer credit equivalency systems and/or the [Michigan Transfer Network \(MTN\)](#)
- Requested a reevaluation of courses receiving departmental, elective or no credit in targeted areas such as computer information systems, manufacturing, engineering, and industrial technology. These efforts resulted in an increase in the transferability, equivalency and utilization of courses, particularly in computer information systems.
- Ongoing improvements to the [College Transfer Events](#) and [Transfer Credit Agreements Guides](#) websites continue to guide students through transfer options and processes.
- Achievements in 2020-21 included numerous new and renewed articulation agreements with a dozen colleges and universities across the state.
- An [Equity in Transfer Initiative \(ETI\)](#) grant will support a partnership with [Wayne State University](#), [Jackson College](#), and [Oakland Community College](#) to advance transfer and completion outcomes for First Generation, Adult, African American, and Hispanic students.

## Completion

The graduating class of 2021 has overcome a great deal in pursuit of their goals. The perseverance of students, faculty, and staff made it possible for students to continue to advance in their postsecondary attainment even in the midst of a global pandemic and all the challenges that came with it. Their hard work and accomplishment are to be celebrated and OCC is immensely proud to welcome them as [alumni](#) during this historic time.

Students were [personally recognized](#) during the ceremony, through their participation in social media, and at a special Commencement car parade. Congratulations to this historic class of graduates, for this accomplishment and for all they will go on to achieve.

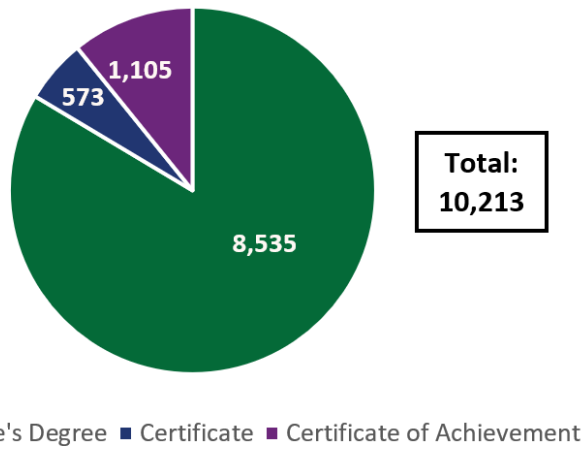


OAKLAND  
COMMUNITY  
COLLEGE®  
Excellence *Empowered.*®





### Credentials Awarded 2017-21



- In the midst of the pandemic, students persevered to earn 2,261 credentials from Summer 2020 through Winter 2021 (1,826 Associate's Degrees, 145 Certificates, 290 Certificates of Achievement)
- 10,000+ credentials were awarded over the past four years and thousands of students also transferred credits toward baccalaureate attainment
- These awards have a significant impact on [Oakland80](#) and [Michigan Sixty by 30](#) goals for postsecondary attainment



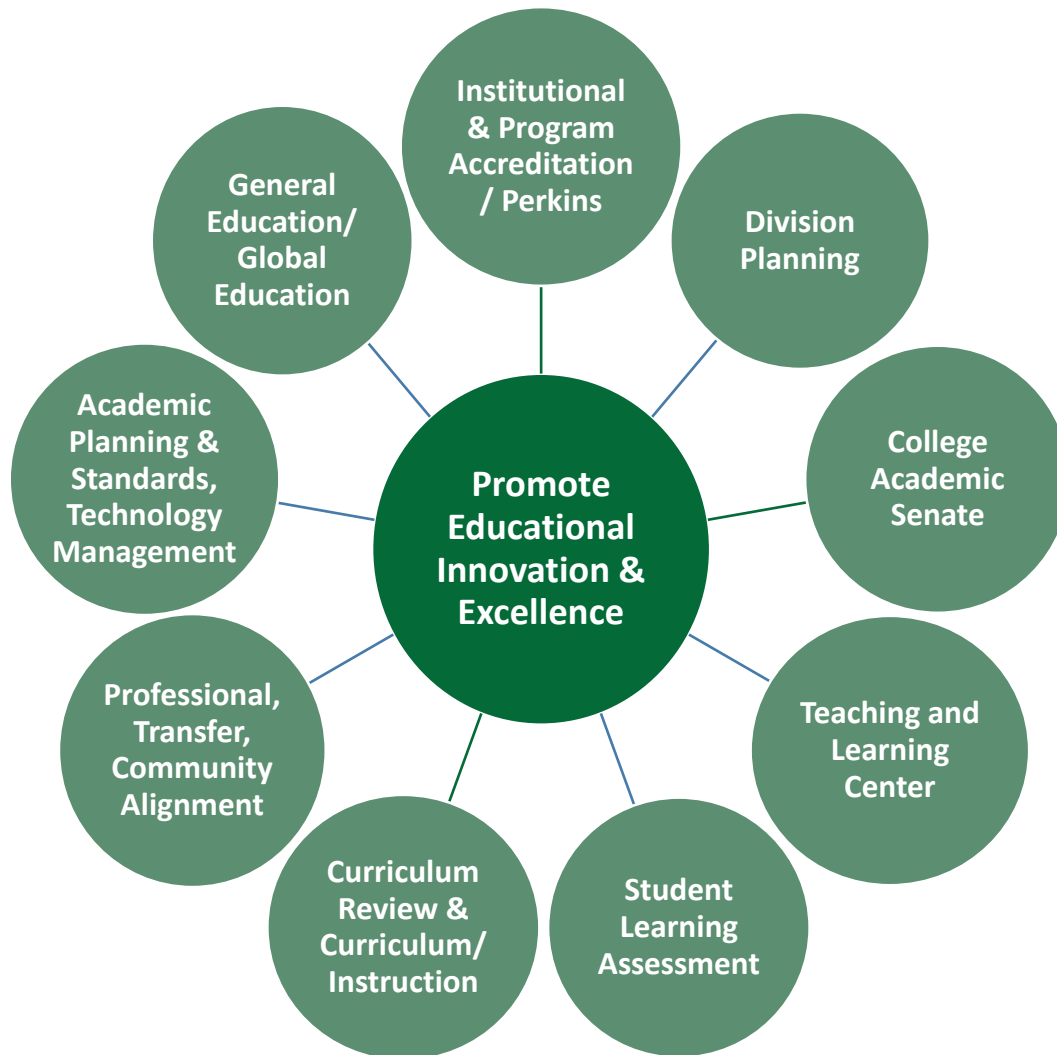
*"Being involved in OCC built my personality and made me the person who I am today. If had to choose again whether I want to attend OCC or go straight to a four-year institution, I would definitely choose OCC again and again." - [Razan Alali](#)*

OCC graduates celebrated remotely and through a live car parade filled with their cheering supporters from throughout the college community.



## 1.2: Promote educational excellence, innovation, and support

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



### Achieving Academic Excellence at OCC

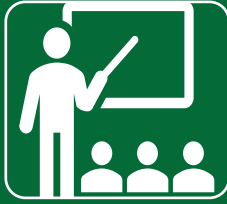


2021 Inspiring Tomorrow Award from the [Troy Chamber of Commerce](#)

Earned national [ASE accreditation](#) for the [Automobile Servicing program](#). Exemplary status and a 7-year grant of accreditation by the [American Culinary Federation](#) for OCC's [Culinary Studies Institute](#).



## 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.

The OCC Teaching and Learning Center (TLC) houses the new Academy for Teaching Excellence and existing Institute for Academic Technology and Instructional Innovation. The TLC has identified professional learning in the area of diversity, equity, inclusion, and justice as a central focus for its work in 2021 and beyond.

### Academy for Teaching Excellence

Both full-time and adjunct faculty benefit from multiple opportunities for professional learning throughout the year, including interactive workshops led by their peers and external organizations. Workshops cover a wide range of topics and skills, including active learning, student engagement, inclusive teaching strategies, visual thinking strategies, trauma-informed instruction, and incorporating technology into teaching.

The work of the TLC is supported by the engagement of OCC faculty, including several leadership roles focused on global education, adjunct faculty engagement, student success and inclusive classroom strategies, teaching excellence, and technology innovation. The work of these faculty leaders will continue in 2021-2022, with a focus on continued outreach and workshop delivery.

### Institute for Academic Technology and Instructional Innovation

The Institute for Academic Technology and Instructional Innovation, also known as ATG, has offered training workshops on an ongoing basis since its conception in 2004. In 2021, the Institute started coordinating its offerings with the Teaching and Learning Center. This transition provides optimal opportunities for faculty attendance and ensures that efforts are not duplicated across the professional learning sessions offered. Fifteen different academic technology themed workshops help faculty gain additional understanding and skills for their teaching and course delivery throughout the year. In addition to developing and facilitating workshops, the Academic Technology Group has participated in the Department Chairs Retreat, Adjunct Faculty Orientation, and monthly Town Hall meetings.

## Global Education

### Virtual Exchange

- Fall 2020 – 14 faculty, 20 courses, 12 disciplines, 503 students
- Winter 2021 – 10 faculty, 19 courses, 9 disciplines, 415 students
- Faculty have joined Community of Practice to share best practices



### Virtual Study Abroad

- Fall 2020 – 2 faculty, 2 courses, 2 disciplines, 33 students
- Winter 2021 – 2 faculty, 2 courses, 2 disciplines, 55 students
- Summer 2021 – 1 faculty, 1 courses, 1 disciplines. 10 students
- New process established to assess eight student outcomes regarding their experiences with Virtual Exchange and Virtual Study Abroad by administering pre and post surveys.



### Conversation Partner Program

- Fall 2020 – transitioned to virtual format, 36 participants
- Winter 2021 – 82 participants
- OCC staff, and faculty, and native English-speaking students participate and build connections with international students
- Communications, English and ESL faculty have joined Community of Practice to continue working on development and integration of CPP into curriculum



### International Student Club (ISC)

- Global Education has supported the ISC virtually, encouraging domestic and international student bonding, involvement, and support throughout the pandemic.
- Auburn Hills campus ISC has opened doors to students collegewide, with welcome events at the start of each semester, as well as regular coffee hours and student virtual game nights, helping many participants and new students stay connected and involved at OCC.



### Programmings and Grants

- From April 2020 through July 2021, GE held 19 virtual cocurricular and extracurricular events, including two faculty and staff training events.
- OCC continues to exceed grant deliverables and goals for its IDEAS grant, while building toward future success



## Curriculum, Student Learning, and Evaluation

The [Office of Curriculum, Student Learning, and Evaluation \(CSLE\)](#) within Institutional Effectiveness works collaboratively with OCC faculty and staff to provide data and information that supports effective teaching, learning, and services for OCC students.



- **Expanded Degree Audit Summaries** of current and recent students help faculty reach out to students in an effort to increase persistence and completion. These processes use data to help faculty and program staff track and encourage student progress toward degree or transfer goal attainment. Their outreach and efforts can help students meet with counseling for guidance and complete their remaining requirements.
- **Curriculum Review** occurs on an ongoing, five-year cycle for every program, discipline, and general education outcome at OCC. Through an in-depth review of curriculum, initiatives, student outcomes, and goals, faculty and academic leadership track progress and develop actions plans for improvement.
- **Student Learning Assessment** efforts are supported by staff throughout the year. Additional workshops and an annual Assessment Day engage faculty in their understanding and implementation of effective assessment practices and their impact on improving student learning and success.
- **Student Services Evaluative Framework** includes a comprehensive, cyclical review of data and information related to student service departments at OCC. This three-year review cycle of each department guides continuous quality improvement and gives OCC staff data and information to guide decision-making and the development of improvement plans.

## Excellence in Career and Technical Education (CTE)

### Library Science

- A new Certificate of Achievement in Library Services and Technology was offered for the first time this year and can be completed entirely online.
- With the help of several local public libraries and the OCC Auburn Hills campus library, students have been able to complete their library practicums this year despite the pandemic.

### Culinary

- An Executive Director in Culinary, DawnMarie Yelcho, was hired, and planning has begun for the new Culinary building at Royal Oak.

### Engineering, Manufacturing, and Industrial Technologies

- A new Associate in Applied Science in Pre-Engineering degree will be launched in Fall '21.
- A new Associate in Applied Science in Heavy Equipment Repair will be launched in Fall '21 (this program is in partnership with AIS Construction in New Hudson).
- A new Pre-Apprenticeship program was launched this semester.
- The Automobile Servicing program received national accreditation by the ASE Education Foundation. The Collision Auto Repair program will now work to achieve national accreditation by the ASE Education Foundation.

### Nursing

- Currently 100% NCLEX pass rate for October and December time test takers.
- Spring 2020 graduates – 100% employment in nursing.

### Dental Hygiene

- Spring 2020 graduates – 100% clinical board pass rate; 90% written national board pass rate.
- 90% of graduates employed in dental field.

### Diagnostic Medical Sonography

- March 2020 cohort (14 students) – 100% pass rate on specialty exams.
- First OCC graduate to take vascular exams, passed on her first attempt.
- 13/14 graduates employed within two months of graduation.

### Radiology Technology

- Class of 2020, all but one student took the national registry exam and all passed.

### Surgical Technology

- December 2020 had 17 total graduates; 88% pass rate on certification exam.
- 14/15 of those who passed found employment. This is our first Detroit Medical Center cohort.

### Respiratory Therapy

- 2020 graduates = 100% pass rate on Therapist Multiple Choice Exam (1<sup>st</sup> board exam) and 93% on the Clinical Simulation Exam.
- All but one graduate are working in the field as respiratory therapists from neonatal to critical care ICUs.

Medical Assisting

- All students who graduated in 2020 with either a medical assisting certificate or an AAS in medical assisting passed the CMA (AAMA) – American Association of Medical Assistants exam.

Public Services

- The Police Academy is now a certificate program; students are now awarded 30 credit hours instead of the 15 they were previously awarded.  
- All of the part-time Fire Academy graduates passed the written and state practical exams to become firefighters.

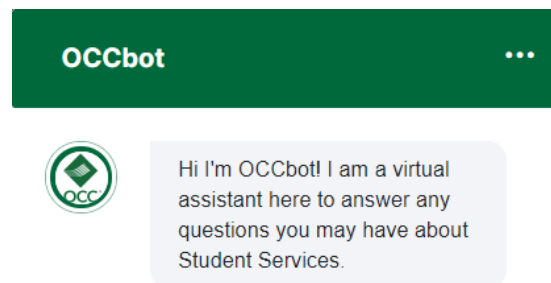
**Myriad services provide essential guidance and support for students at every step of their college journey:**



## OCC Cares

The College is committed to meeting student needs during this unique and challenging time.

- [Reduced student academic suspension](#) through counselor intervention and 24/7 online workshops through the customized orientation platform
- The OCC Foundation honored scholarship recipients and acknowledged sponsors for their generosity during the 29<sup>th</sup> Annual Virtual Scholarship Recognition Event, [showcasing](#) how scholarships have help OCC students reach their goals. A record 809 scholarships were awarded to students in Summer 2020, Fall 2020 and Winter 2021.
- The Student Success Fund Matching Gift Challenge exceeded its fundraising goal. Thanks to the generosity of employees, retirees, alumni, and sponsors, \$96,530 was raised during the Matching Gift Challenge to [help students in crisis](#).
- [OCC CARES Laptop Program](#): OCC is one of the only community colleges in Michigan using CARES Act funds to provide direct technology assistance to full-time students. The \$1 million laptop giveaway was designed to address increased technology needs of OCC students during this time of remote learning. 3,500 total laptops were available for students via the OCC CARES program in 2020-21 and Winter 2021 enrollment requirements changed to eight credits to allow more students to be eligible. OCC's VDI system uses data on each student's semester class schedule to automatically provide access to the appropriate virtual software required for their classes.
- OCC received an additional \$3.7 million of funding to provide to students as part of the Higher Education Emergency Relief Funds from the Federal government through the [Coronavirus Response and Relief Supplemental Appropriations Act 2021](#). Students can use the funds for the cost of attending college or emergency costs due to the Coronavirus including tuition, food, housing, health care, or childcare. Financial aid students with a high level of financial need (such as Pell eligible students) automatically received the additional funding during Winter 2021.
- The Libraries lent hundreds of books, [mobile hotspots](#), and calculators to students via [contactless pickup](#). Further, four OCC librarians were recognized statewide for the exceptional work they do providing services to students.
- [Open Educational Resources \(OER\)](#) are free online textbooks and learning materials. OCC's OER project is funded through a [Foundation](#) grant from the Provenzano Innovation Fund. In academic year 2020-21, over 3,000 students saved nearly \$300,000 by using low or no-cost course materials at OCC. More Faculty in the English and Communications disciplines have plans to adopt OERs in 2021.
- Students receive 24/7 guidance and answers to their questions via the OCC Chatbot.

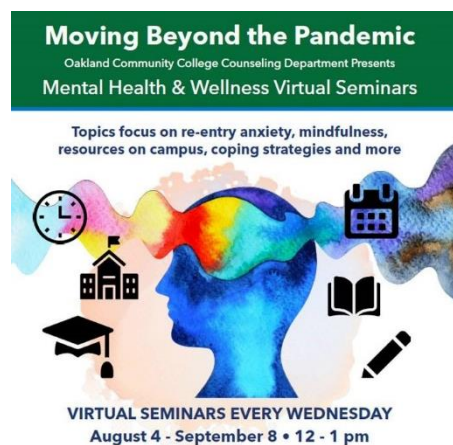




**OCC's Mental Health Task Force** launched the JED Foundation Healthy Minds Study again in March 2021 (originally launched in 2017-18). Results are forthcoming and will be used to guide the directions/actions of the committee moving forward. The [Healthy Minds Study](#) is a collaboration with the JED Foundation and conducted by the University of Michigan. The national online survey assesses student mental health and provides evidence to advocate for services on campus, illustrates economic advantage of investing in resources and strengthens grant applications.

The Mental Health Task Force is continuing to pursue major actions developed after the first round of the study (Jahquan Hawkins is contact):

- Mental Health Training of Internal Stakeholders
- Mental Health Leave Policy
- Promote Connectedness



The Counseling Department is offering seminars throughout the summer to support students and staff with the return to in-person work and school.

Topics include:

- Counseling at OCC: What We Do, How We Can Help
- Finding Financial Help and Other Resources for College
- Moving Beyond the Pandemic: Re-Entry Anxiety
- Cognitive Behavioral Strategies to Combat Pandemic Related Anxiety
- Mindfulness Meditation & Mindset
- Planning for the Future While Staying in the Present

The [OCC Safe App](#) provides a campus alert device for emergency notifications, including emergency contacts, location sharing, support resources, reporting function to communicate with Public Safety, etc.



Survey results show that interest in student organizations climbed from 25% in Fall 2020 to 40% in Winter 2021. Research has found that student engagement can boost retention and academic success.

Veteran's Services supports students in several ways:

- Continually certify and record student Veterans/dependents enrolled throughout the year, helping them utilize and process their [Veteran's benefits](#) for education.
- Expand OCC Veteran social media communication with the Student Veterans of America (SVA) Club and newly hired VA Work Study.
- Share community and employment opportunities with student veterans/dependents, including a Veterans Career Resources Virtual Workshop each semester.
- Hold monthly Military & Reserve/Guard Virtual Open Houses for prospective students
- Rotate office presence throughout all five campuses to meet in-person student needs.



# Student Experience Quotes



"OCC has proven to be a constant for me. Providing me with good experiences in different decades now. A gateway to accomplishing my goals."

"Although OCC is not the closest community college to me, I chose this school because of the staff."

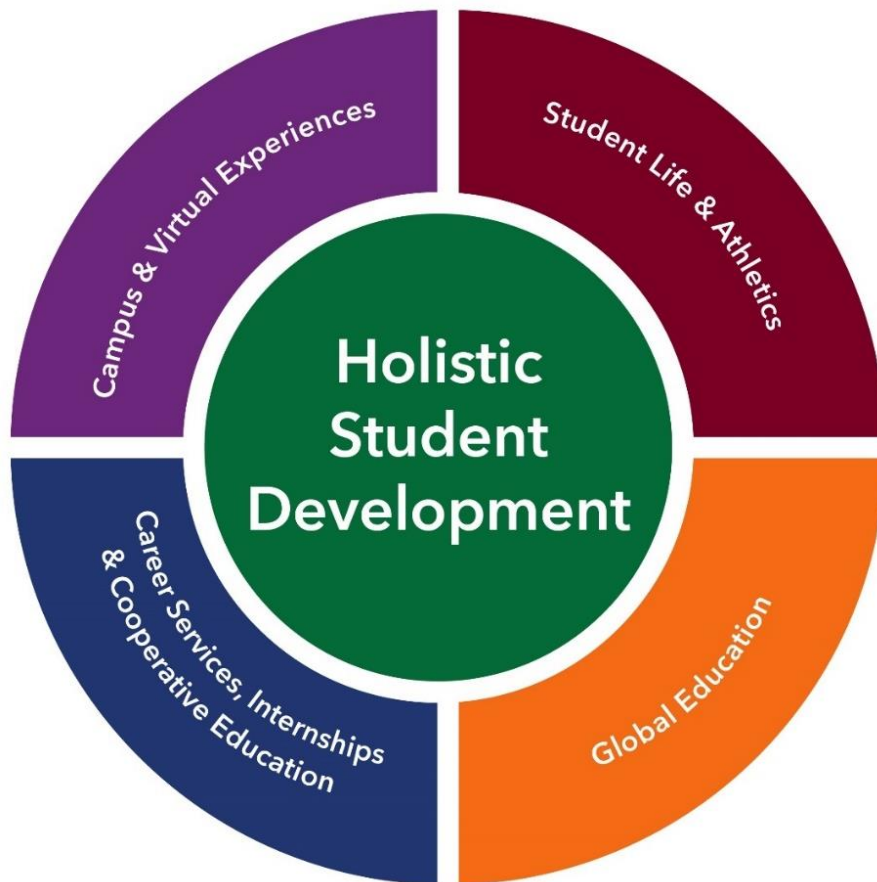


"I am enjoying online classes as our living environment changes. I hope this can continue. Thank you!"

"I'm glad that OCC is managing things very efficiently. OCC had provided quick, effective virtual solutions and resources for students during this time."



"OCC does a fantastic job with accomodating students so they are able to succeed."





OCC's [Phi Theta Kappa \(PTK\)](#) chapters, [Student Government](#), [Student Ambassador](#) program, and many more active [student organizations](#) and [Student LIFE](#) opportunities enrich student experiences, development, connections, leadership, and growth. During the challenges of COVID-19, OCC still has many ways for students to get involved, stay engaged, get to know their peers, make a difference, and explore their future goals.

In 2020-21, OCC's [Office of Career Services](#) provided virtual workshops on job search techniques and interview skills, as well as virtual job fairs focused on various fields and careers. [Counseling](#) also offered multiple virtual seminars on academic success, career exploration, and career goals.



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

- OCC is developing actions and evaluative processes related to this strategic objective.
- 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 can provide a structure for the College to utilize in its self-assessment and strategies for improvement

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



OCC's [Analytical Studies Department](#) serves as a resource for the college community, by providing accurate and timely information to a variety of stakeholders. Data, research, and analysis can support college decision-making and policy development through a variety of analytic activities, reports, and projects. The department operates as a strategic partner across the college community, promoting a culture of evidence-based decision-making and institutional improvement through collaboration and engagement.



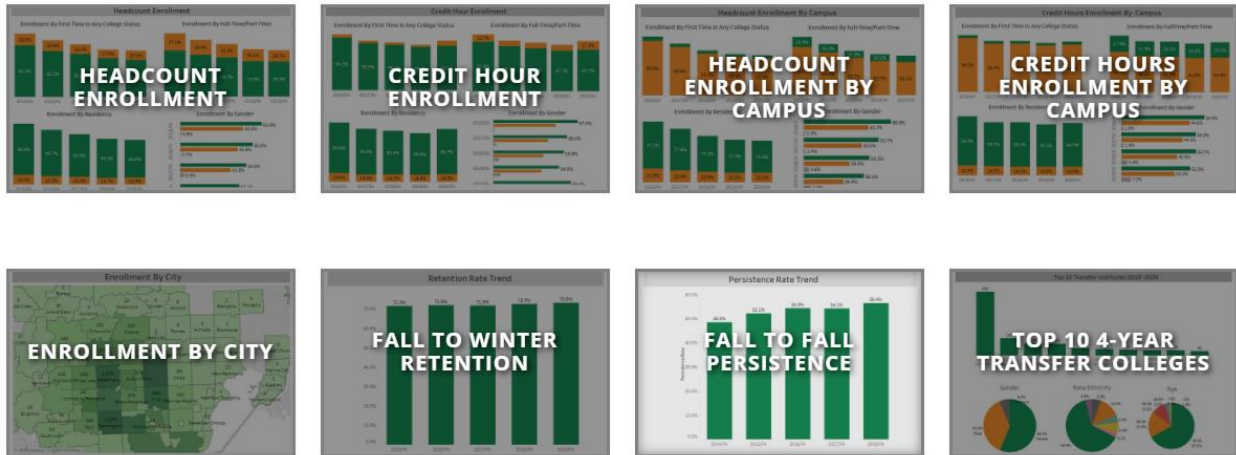
### **Data and Shared Goals**

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

### **Data Dashboards**

After a comprehensive development process, OCC has launched a dynamic, multi-faceted, interactive [data](#)

[dashboard](#) with 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



### 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, fostering an inclusive environment that values diverse voices and perspectives.

Current strategic actions for this objective include:

- Student Communication Governance
- Collaborative Decision-Making Model

### 3.1: Build an integrated diversity, equity, and inclusion infrastructure to support students, staff, and community

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, Equity, and Inclusion](#) help guide initiatives, programming, policy, and practice
- As an organization matures, it can progress from an appreciation of diversity to a focus on inclusion and equity.
- A current strategic action for this objective is to deploy a DEI Climate Assessment tool, to evaluate the College across several areas, benchmark against peer institutions, and develop goals and strategies for improvement.

<b>DIVERSITY</b>	Respecting and valuing the entire range of human and cultural differences
<b>INCLUSION</b>	Involvement, belonging, and empowerment of all - each perspective has worth and every voice matters
<b>EQUITY</b>	Policies, practices, and resources provide equitable access, participation, and outcomes for all

---

*“As a mission-based organization, we are steadfast in upholding our core values for all whom we are privileged to educate and employ – and to ensure we foster an environment that is inclusive and empathetic to the inherent differences that exist within our community.” – Chancellor Peter Provenzano Jr.*

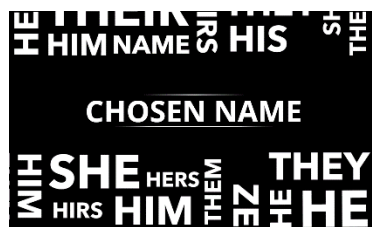
---



In Winter 2021, OCC began the development of a new DEI team led by OCC’s first ever [Vice Chancellor for Human Resources and Diversity, Equity and Inclusion, Andre Poplar, JD](#). In Summer 2021, that team expanded to include a [Director of Diversity, Equity, Inclusion, and Justice, Kristina Marshall, JD](#), and an Administrative Assistant, Erica Bednarski. Their efforts can lead the College forward on sustained DEI work across the institution, further establishing a culture, climate, and system in which all are valued and can succeed.

Throughout the year, OCC holds numerous events focused on DEI understanding, organized and led by several diverse groups across the College. In 2020-21, the College has innovated to continue to provide such valuable programming and conversations in a virtual format. Through collaborative efforts of college and campus DEI committees, as well as Counseling, the Libraries, Global Education, student organizations, and other faculty and staff groups, OCC and the broader community continue to advance in their DEI awareness and commitment. Highlights from the past year include:

- A weeklong convocation honoring the legacy of Dr. Martin Luther King, Jr.
- A monthlong celebration, discussion, and learning during Black History Month
- International events sharing cultures and experiences from around the world
- Events and structures acknowledging gender identity and the struggle for gender equity
- Active student organizations such as the [Black Student Union](#), [International Student Club \(ISC\)](#), and [other groups](#) provide opportunities to connect, learn, and grow in DEI understanding and action.



Expressing someone’s chosen name and [pronouns](#) is one way our college community can help support transgender and nonbinary students and educators. It shows respect for a person’s identity and creates a more inclusive environment for all. The College has been proactive in recognizing students, employees and others we interact with may use a [chosen name](#) other than their legal first name to identify themselves.

## Conclusion

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

## Acknowledgements

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

## Glossary

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

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

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

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

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

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

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

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

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

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

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