INFORMATION

Board Agenda Item 6.1
June 20, 2023

OAKLAND COMMUNITY COLLEGE®
Excellence *Empowered.* ®

WINTER 2023
MONITORING REPORT

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Executive Summary

National reports show that community college enrollment saw a slight increase from Winter 2022 to Winter 2023, after three years of significant decline. OCC's enrollment mirrored that of Michigan undergraduate enrollment, which continued to show a slight decline. In response to recent trends for higher education, community colleges need to continually evolve to meet student demand for access and opportunity through diverse course modalities and robust support structures. While the public health effects of the pandemic may have lessened this year compared with prior years, the economic challenges faced in the community persist.

Access is a central tenet of a community college and throughout the pandemic years, that access included the development of expanded online and hybrid learning, innovative course delivery, additional 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 continue to serve the institution as it navigates the higher education landscape in the years ahead in service to students and the community.

Over the Winter 2023 semester, OCC has pursued several strategies through collaborative action teams to advance the College across core objectives. By aligning the Board Ends and Key Performance Indicators (KPIs) with the College's strategic directions and objectives, OCC can create purposeful actions and initiatives, then evaluate and track progress toward meeting institutional goals.

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

Mission, Values, Vision & Strategic Plan

Strategic Direction 1: Cultivate Operational Excellence and Sustainability

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

    1.2 Promote educational excellence, innovation, and support

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

Strategic Direction 2: Build a People First Organization

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

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

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

    3.1 Build an integrated diversity, equity, inclusion, and justice (DEIJ) infrastructure to support students, staff, and community

Board Ends and Strategic Objectives

According to Board of Trustee Policy 4.1, Oakland Community College's purpose is to provide affordable higher education services to the people of Oakland County and the regional community, which advance individual economic mobility, personal growth, and the local economy, at a cost commensurate with the value of services provided. The eight Board Ends and the updated Strategic Plan create an educational environment that fosters student learning and supports student success.
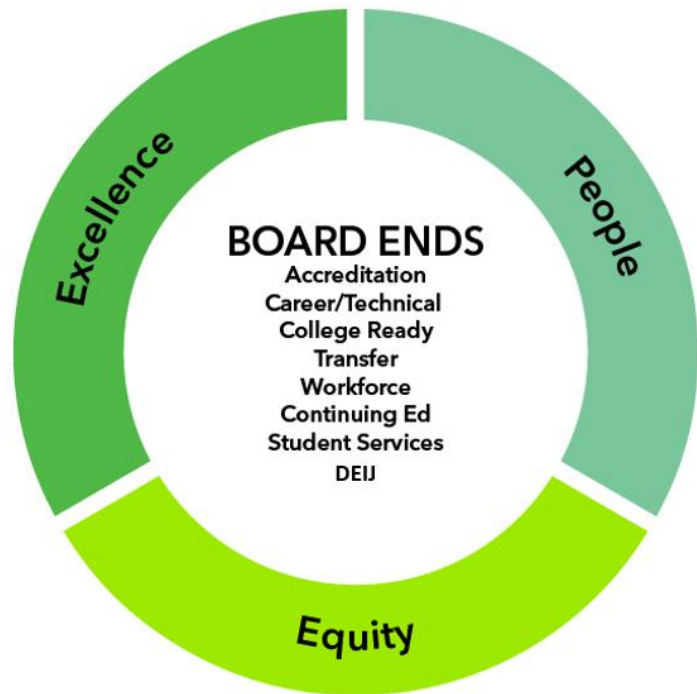
OCC is focused on the central messages of its strategic plan, to improve clarity, focus, and connection across its strategic plan collaborators collegewide. By working together, the College can increase student graduation and success while closing equity gaps.
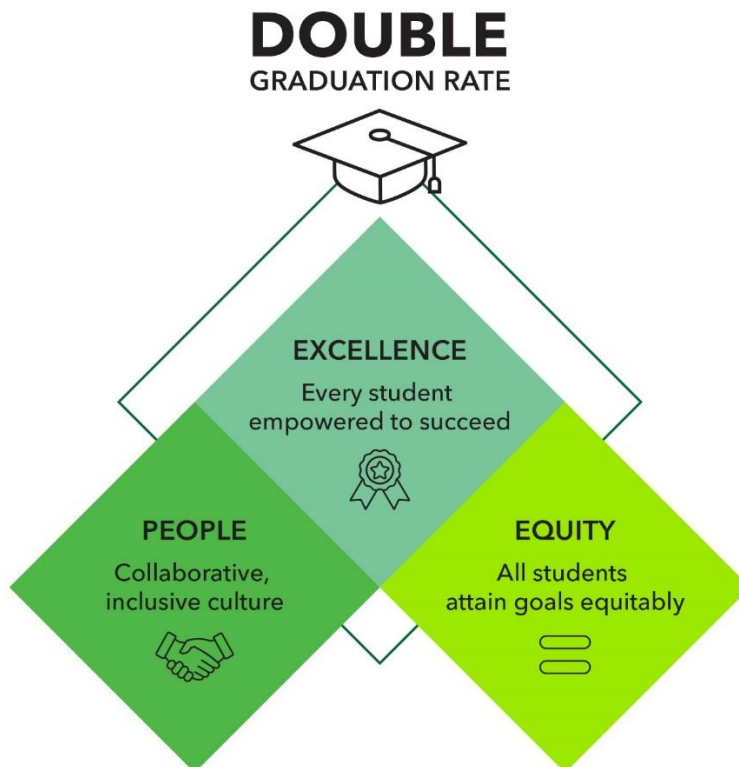
OCC Goals and Key Performance Indicators (KPIs)

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

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

Fall Semester Core KPIs	2020	2021	2022	2021-22 % Change	2022 Target	Target to Actual
Conversion rate	35.7%	32.5%	33.8%	+4.0%	33.0%	+0.8
Headcount enrollment	14,727	14,174	13,677	-3.5%	13,666	+11
Average enrolled credits	8.51	8.19	8.37	+2.2%	7.87	+0.50
Fall to Fall persistence	52.3%	52.6%	54.1%	+2.9%	53.2%	+0.9

Winter Semester Core KPIs	2021	2022	2023	2022-23 % Change	2023 Target	Target to Actual
Conversion rate	34.1%	30.2%	32.3%	+7.0%	33.0%	-0.7
Headcount enrollment	14,223	13,776	13,574	-1.5%	13,111	+463
Average enrolled credits	8.21	8.06	8.24	+2.2%	8.36	-0.12
Fall to Winter Retention	71.2%	73.7%	73.7%	0.0%	73.1%	+0.6

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

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

- D3C3: Grow K-12 Alignment, Partnerships, Dual Enrollment
- D3C3 + NISS: Proactive Systematic Student Success Structure

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

Enrollment Data Trends

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

OCC's conversion rate is defined as the percentage of admitted students who enroll and remain enrolled at the college past the drop/add deadline for the semester. The Winter semester conversion rate has historically been the most challenging one to improve. Recent years have shown overall improvement and in Winter 2023, OCC was just short of its 33% goal.
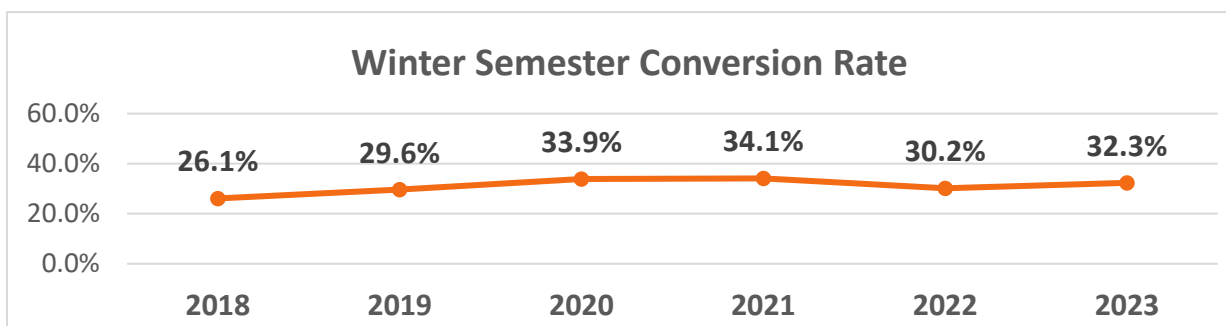
Source: Institutional Effectiveness

Community colleges nationwide saw a slight increase in enrollment in Winter 2023, but in Michigan, undergraduate enrollment still experienced a slight decline and OCC mirrored that trend.
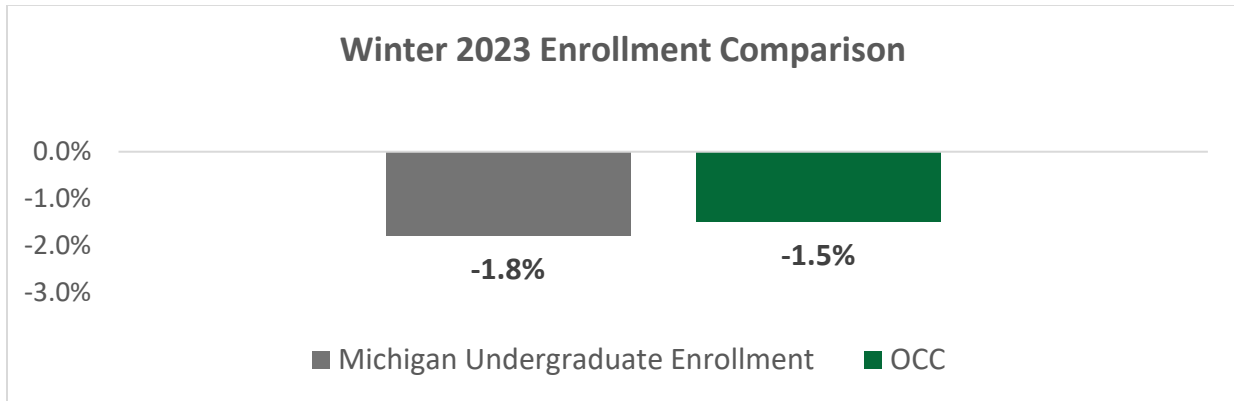
Comparison Data Source: National Student Clearinghouse (NSC) via https://nscresearchcenter.org/stay-informed/

Michigan Reconnect and Futures for Frontliners are two state initiatives to fund tuition for eligible students. These programs have helped thousands of students to return to OCC or attend for the first time.
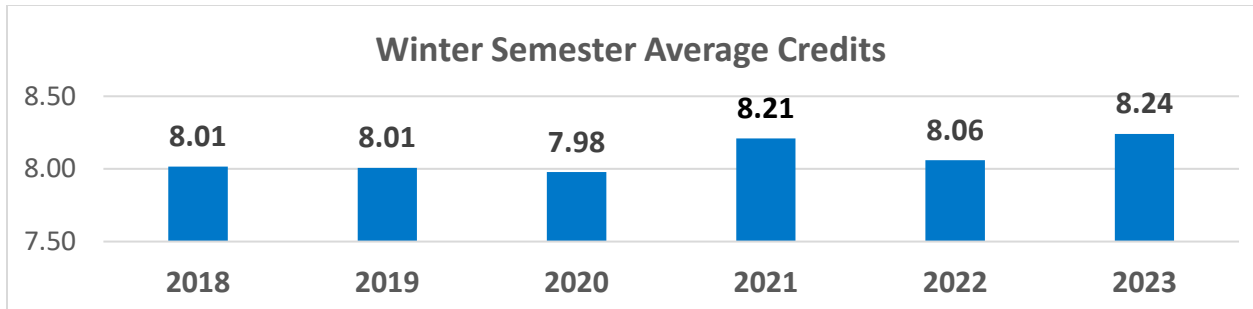
The Michigan Reconnect Grant Act was amended in December 2022 and the updated version includes several new requirements for colleges. These requirements focus on:
- A movement away from remedial course structures in English and math to more extensive corequisite models
- An expanded integration of credit for prior learning opportunities that allow a student to receive credit for prior knowledge and experiences
- Collaboration with the new Michigan Center for Adult College Success that will be established by the State
- Data on the increased income of graduates
- A significant increase in student completion by 2-3% annually to maintain Reconnect eligibility

OCC's strategies are already focused on achieving all these goals. With the amended Reconnect Act, our work to attain these practices is tied to the State funding we receive.

Average Enrolled Credits

Students continue to look for flexibility in their course options, to fit their college learning into their complex lives. As the College grows its course modalities of online, hybrid (both online and in person), compressed (shortened semester), and block scheduled courses (meet one day a week), students can have additional choices to help them earn more credits each semester. This metric is particularly important to track as it contributes to student momentum and accelerates academic progress toward meeting a degree or transfer goal.

Winter Semester Average Credits

Year	Average Credits
2018	8.01
2019	8.01
2020	7.98
2021	8.21
2022	8.06
2023	8.24

Source: Institutional Effectiveness

This increase in average credits is particularly impacted by students taking both on-ground and online classes. This growing group of students shows not only an ability to enroll in more credits, but an ability to increase the credits they successfully earn in a semester. This success builds momentum toward completion and can reduce the time to goal attainment.

Winter 2023 Student Type (based on course-taking behavior)	# of Students	Total Enrolled Course Credits	Average Enrolled Credits per Student	Credit Success per Student (C or better)
Exclusively On-Ground Classes	4,678	35,016	7.49	5.45
Exclusively Online Classes	4,778	34,178	7.15	4.64
Both Online and On-Ground Classes	4,101	42,542	**10.37**	**7.56**
Total	13,557	111,735	8.24	5.80

Winter 2023 and Early Summer 2023 Enrollment Data

Category	Winter 2022	Winter 2023	# Change	% Change
Total Headcount	13,783	13,573	**-210**	**-2%**
Total Credits	111,211	111,788	**+576**	**+1%**
Average Credits	8.07	8.24	**+0.17**	**+2%**

Comparison as of day 190 of registration (5.1.23), Source: Institutional Effectiveness Registration Dashboard

| Category	Summer 2022	Summer 2023	# Change	% Change
Total Headcount	9,097	9,584	**+487**	**+5%**
Total Credits	53,969	58,933	**+4,964**	**+9%**
Average Credits	5.93	6.15	**+0.22**	**+4%**

Comparison as of day 84 of registration (5.28.23), Source: Institutional Effectiveness Registration Dashboard

College Readiness

Already, new corequisite courses have improved student outcomes in English and Math over the past year and a half. By scaling corequisite innovations to reach more students, OCC can further advance student success and close equity gaps in student attainment of college-level coursework. Additional analysis in 2023 and future years will include the persistence and completion success of corequisite students. OCC has also selected corequisite expansion as its Quality Initiative project for the Higher Learning Commission (HLC).

Fall to Winter Retention

For the past two years, OCC has achieved a higher retention rate than in the past. The College will continue to strengthen retention and focus on the equity of student population success.

Fall to Winter Retention

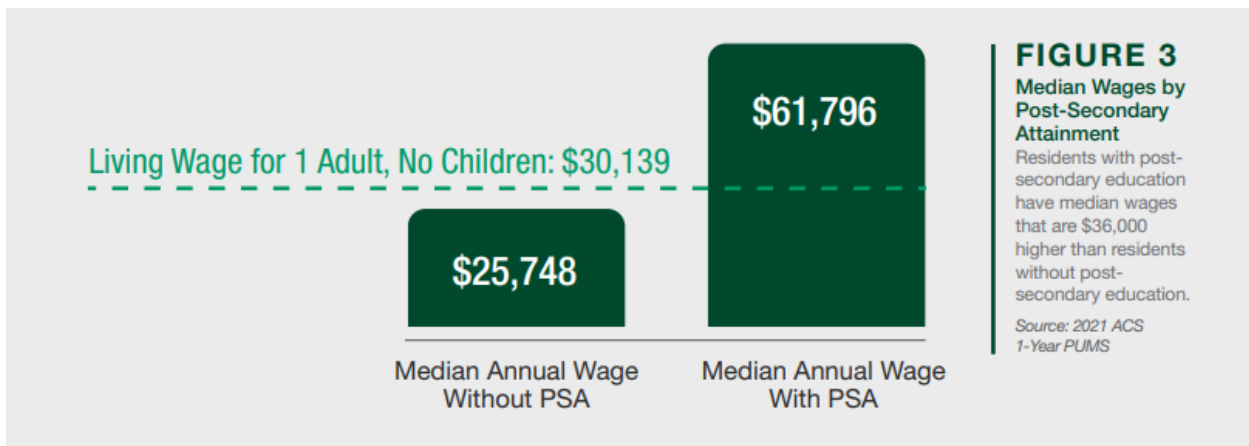|	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	71.5%	72.5%	73.0%	71.2%	73.7%	73.7%
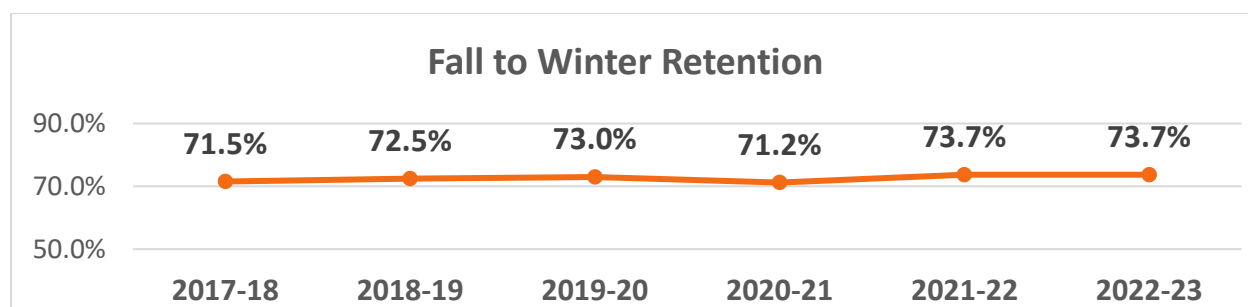
Completion

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

Recent research through the Oakland80 initiative makes clear the impact of postsecondary credential attainment on both employment and income. To increase the prosperity and equity of communities throughout Oakland County and the region, in service to OCC's mission, the College needs to increase the proportion of students who successfully obtain a postsecondary credential.

01 Post-Secondary Attainment in Oakland County

An Economic Imperative

FIGURE 1
Labor Force Status by Post-Secondary Attainment Status
Residents with post-secondary education have higher employment and labor force participation rates compared to residents without post-secondary education.

Source: 2021 ACS 1-Year PUMS

With PSA: Employed 82%, Not in Labor Force 15%, Unemployed 3%
Without PSA: Employed 70%, Not in Labor Force 24%, Unemployed 6%

Legend: Employed (Civilian or Military); Not in Labor Force; Unemployed

FIGURE 3
Median Wages by Post-Secondary Attainment
Residents with post-secondary education have median wages that are $36,000 higher than residents without post-secondary education.

Source: 2021 ACS 1-Year PUMS

Living Wage for 1 Adult, No Children: $30,139
Median Annual Wage Without PSA: $25,748
Median Annual Wage With PSA: $61,796

[1]Content from: https://www.oakgov.com/home/showpublisheddocument/17324/638199161881470000

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

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

A rigorous study by the Community College Research Center (CCRC) used data from all community colleges in three states, including over 500,000 students across more than 75 colleges. By focusing on these leading metrics, OCC can track progress toward an increase in the longer-term completion rate.

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[1] Williams, Megan Elyse, Chris Webb, and Alex Breen. "Expanding Post Secondary Attainment: The Road to Economic Success in Oakland County." Corporation for a Skilled Workforce. May 2023.

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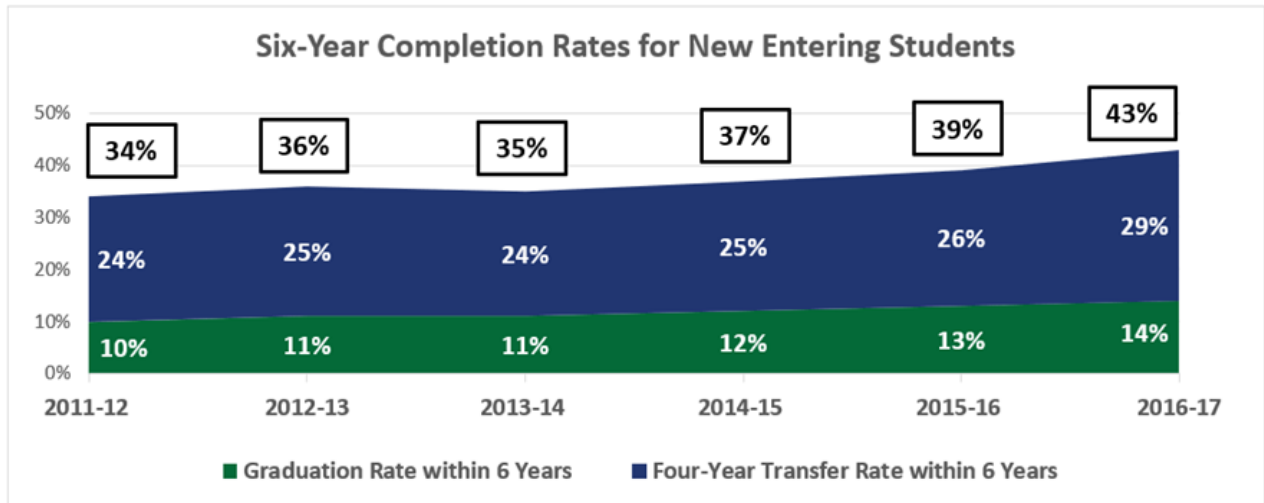
Six-Year Completion Rates for New Entering Students

1.2: Promote educational excellence, innovation, and support

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

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

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.

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

Beginning in Fall 2021, OCC implemented the Ruffalo Noel Levitz Student Satisfaction Inventory, a validated survey tool benchmarked against both regional and national peer institutions. Action strategies based on the results have been deployed from Winter 2022 through Summer 2023 and will be assessed via the second administration of the survey in Fall 2023, to measure and evaluate progress toward specific goals for the student experience at OCC. The survey will continue to run every other year, for a continuous process of improvement and evaluation.

Credit for prior learning (CPL) is an important strategy that recognizes the learning that occurs outside the classroom and in the workforce. CPL evaluates student knowledge and abilities in order to award credit for the learning that students bring with them to college. Particularly for adult students and underserved student populations, CPL has a significant positive impact on their credit attainment, retention, momentum, and completion. Multiple pieces of legislation from the State in 2022 require an expansion of CPL tied to the funding that the College receives. OCC has formalized its CPL opportunities and will continue to scale them in the coming semesters.

In 2023, through the D3C3 grant, OCC will launch a strategy for Gatekeeper Course Enhanced Instruction. This work will embed an additional hour of instruction and guidance into courses with high rates of drop/fail/withdraw (DFW) that act as barriers to student progress (similar to corequisite impact but for additional courses in other key disciplines such as Math, Biology, Accounting, Computer Information Sciences, English, Business, etc.)

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

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

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

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

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

In 2022-23, OCC launched a collaboration with rpk GROUP, focused on optimizing OCC's structures and processes to intentionally invest in our mission and future success. This work will continue through summer 2023, then advance to a second stage of establishing departmental KPIs to help the college achieve its strategic goals on behalf of students and the community.

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

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

A collaborative decision-making (CDM) portal fully launched on InsideOCC in January 2023. Faculty, staff, and administration worked together over many months to craft this portal and process, which OCC employees can use to encourage and recognize collaboration at the College. By developing examples, making a video, and speaking to groups across the College, the CDM subcommittee continues to foster a culture of inclusion at OCC. Now, a robust communications strategy is helping to share the model collegewide, to encourage its use and cultural impact as we work together toward common goals focused on student success.

In 2023, work on this strategic objective will include a committee focused on further evolving institutional culture, to grow norms of respect, civility, and support throughout the institution and our day-to-day work.

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

OCC is continually strengthening and expanding its commitment to diversity, equity, inclusion, and justice (DEIJ). In the words of the College's Director of Diversity, Equity, Inclusion, and Justice, Kristina Marshall, when it comes to the work of DEIJ, "We don't just say it. We live it." College and Campus Committees for Diversity, Equity, Inclusion & Justice continue to support initiatives, programming, policy, and practice

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

DIVERSITY – We recognize and understand that diversity is all the differences between us based on our experiences in which we encounter advantages and barriers to opportunities. Diversity includes differences in race, gender identity and expression, sexual orientation, age, socioeconomic status, size, (dis)ability status, religion, language, culture, national origin, veteran status, political perspective, etc.

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

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

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

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

The Global Diversity, Equity & Inclusion Benchmarking Project (GDEIB) was first launched in 2021-22. This multi-faceted national tool helps OCC understand its strengths, challenges, and opportunities for improvement related to creating an inclusive and equitable climate for all students and employees. Results from the initial survey cycles are being used to inform continuous improvement and additional implementation of the tool will track the college's progress in advancing this work.

OCC's Office of DEIJ implements extensive programming, training, and opportunities for personal and professional development focused on DEIJ. This work fosters the interpersonal understanding and equity-based commitment that helps OCC succeed as an institution and fulfill its mission for students and the community.

2023-24 Strategic Directions

D3C3 REGIONAL COLLABORATIVE

OCC is thrilled to be a partner in the Detroit Drives Degrees Community College Collaborative (D3C3). D3C3) is a cross-sector collaborative that elevates the role of community colleges in working towards regional talent pipeline transformation in Southeast Michigan. Three clusters of work propel this initiative toward regional goals: 1) student success, 2) K-12 alignment, and 3) employer-led sector pathways/career connectedness.

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

Henry Ford College

Macomb Community College

Monroe Community College

Oakland Community College

Schoolcraft College

Washtenaw Community College

Wayne County Community College District

Detroit Drives Degrees

Detroit Regional Chamber CEO Talent Council

Detroit Regional Chamber Foundation

CivicLab

National Institute for Student Success at Georgia State University

MICHauto

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

OCC's D3C3 strategies will strive to expand the equity of postsecondary access and preparation countywide. Once students are enrolled at the college, the College will leverage and grow its dynamic analytical data systems to track their progress and to close equity gaps at every stage of the student lifecycle. D3C3 will allow OCC to grow the sophistication, timeliness, and accuracy of this work, to embrace a proactive, systematic student support infrastructure modeled after the National Institute for Student Success (NISS) at Georgia State University. The NISS model is a proven approach to student success that has significantly improved student graduation and equity at several institutions and across multiple states nationwide. Their work is a fundamental guide for D3C3 and their mission is to "increase the ability of colleges and universities to identify and resolve institutional barriers to equity and completion by increasing their capacity (1) to implement proven student-success systems and data-informed interventions and (2) to enact systemic change to institutional processes and structures." Finally, the mobility cluster pf D3C3 will allow OCC to create new, innovative pathways to successful careers that bring options for growth and prosperity to a diverse population of students and a wide range of employers in partnership with MICHauto.

Conclusion

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

Acknowledgements

Glossary

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

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.

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.

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.