



OAKLAND COMMUNITY COLLEGE
Excellence *Empowered.*

INFORMATION

Board Agenda Item 6.1
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ACCREDITATION MONITORING REPORT

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Executive Summary

Oakland Community College aligns with accreditors and standard-setting organizations throughout several levels of the institution. From its overall accreditation by the Higher Learning Commission (HLC), to program-level accreditation and alignment with external licensure and certification, to quality measures throughout its curriculum, the College continually improves the rigor and outcomes of an OCC education.

Compliance with such standard-setting bodies signals the value and benefit of OCC's programs and courses to current and prospective students, employers, and the overall community. Evaluating the College and its curriculum against external guidelines drives improvement in educational excellence and professional preparation. Ongoing, cyclical, comprehensive review also leads to innovation and strategies to improve student outcomes.

In 2019, OCC reaffirmed its accreditation with the HLC through 2029. The College is also steadily increasing its distance education offerings, while preserving a high level of quality in collaboration with several external organizations. The rigor within the development and delivery of distance education ensures an online educational experience that meets or exceeds the face to face classroom and campus. Significant improvements were made to the student concerns process and additional improvements are ongoing. Further, the College completed the Persistence and Completion Academy and continues to implement best practices learned from its participation. Additional actions to improve the student experience and student services are being implemented, including quality service surveys and the investigation of technology solutions to increase consistency, efficiency, and impact.

In terms of program accreditation, in 2019 the College drafted a set of detailed criteria by which potential accreditation options can be consistently evaluated. Obtaining and maintaining program accreditation offers several benefits to OCC's students, but also requires an ongoing commitment of the College's time and resources. In a cost-benefit analysis of accreditation options, several criteria can be considered: professional value, market standard/advantage, transfer implications, and sustainability. Currently the Collision Auto Repair (CAR) and Automobile Servicing (AUS) programs plan to obtain accreditation in 2020.

Annual reporting on Perkins-funded programs includes the number of programs and courses that prepare students for external licensure or certification. At OCC, this number spans 21 Career and Technical Education (CTE) disciplines, such as Nursing, Machine Tool, Welding, etc. An additional eight programs were approved for Perkins funding in 2019, with two more applications still pending approval. Approved programs must maintain statewide standards across several key metrics, benchmarked with peer institutions, driving quality and improvement in CTE.

Finally, OCC's internal processes provide a comprehensive, ongoing quality evaluation and continual improvement. Processes such as curriculum review, student learning assessment, and data-informed decision making integrate external standards and requirements into evaluative frameworks that allow the College to examine its success and improve its educational excellence.

Introduction

As indicated in Board of Trustee [Policy 4.4](#), Oakland Community College (OCC) is committed to continuously improving program and service quality. The College is further committed to maintaining programs and services that meet assurance standards set forth by affiliated professional organizations, as well as the Higher Learning Commission (HLC), the College's regional, institutional accrediting body.

Students benefit from professionally recognized and peer-reviewed programs and services, and from regional accreditation that allows them to access government financial aid and grants. Additionally, students benefit when their courses transfer to other accredited institutions and when courses and programs are aligned with professional standards that allow them to obtain industry-recognized credentials.

The College benefits when its programs and services are validated through benchmarking, audits and other means of inspecting their quality, conducted by professional organizations. Additionally, a systematic assessment framework allows for thoughtful evaluation and improvement of programs and services. The College receives value when programs and services are recognized for professional excellence by peer organizations. Moreover, the community benefits by the assurance that tax dollars are wisely spent.

Institutional Accreditation

College Standing with the Higher Learning Commission

Accreditation Reaffirmation

- The [Higher Learning Commission \(HLC\)](#) completed its comprehensive visit in March 2019. Within the ten-year accreditation cycle, the next visit will occur in 2029. All five criteria received approval, with a four-year follow-up on institutional culture as part of normal reporting processes.
 - ✓ Criterion 1 – Mission
 - ✓ Criterion 2 - Integrity: Ethical and Responsible Conduct
 - ✓ Criterion 3 - Teaching and Learning: Quality, Resources, and Support
 - ✓ Criterion 4 - Teaching and Learning: Evaluation and Improvement
 - ✓ Criterion 5 - Resources, Planning, and Institutional Effectiveness

Distance Education

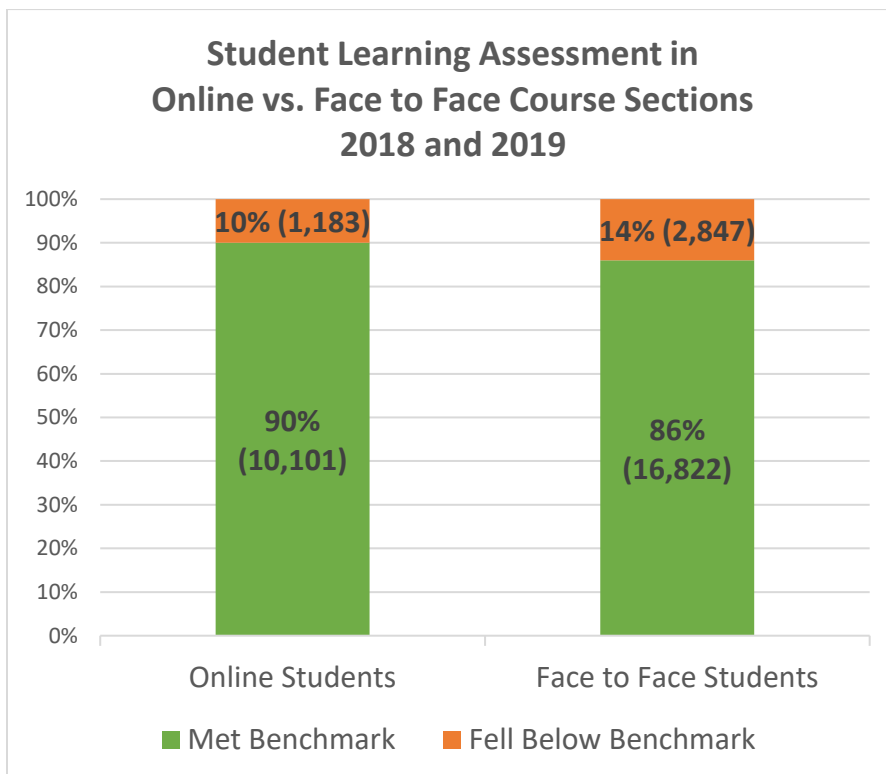
- In response to the rapid growth and demand of online education, the HLC adopted strict program [standards](#) to which member institutions must adhere.
- Throughout the expansion process, the College has maintained a strong commitment to quality of instruction and services. This quality has resulted in OCC being approved to develop any courses or programs it deems appropriate for online delivery. Several organizations guide and support this academic rigor:
 - As a [Quality Matters™](#) institution, OCC meets and maintains a high level of evidence-based standards in the development and delivery of online education.
 - In 2018, the College joined [SARA \(the State Authorization Reciprocity Agreement\)](#), a voluntary agreement among member states and U.S. territories that established comparable national standards for interstate offering of post-secondary distance-education courses and programs. This membership helps students take online courses offered by post-secondary institutions based in another state and circumvents the need for OCC to obtain permission from other institutions on a course-by-course basis.
 - Further, through participation in [Michigan Colleges Online \(MCO\)](#), the College facilitates the successful transfer of online courses to help students meet their goals based on course availability and scheduling at various institutions. Online students can also take [proctored exams](#) at other MCO sites or another approved location.
 - Membership in [ETOM \(the Educational Technology Organization of Michigan\)](#), provides the College with ongoing professional development opportunities, research and resources on the latest improvements in distance education.
 - OCC was one of the first colleges to enforce two-star level ADA compliance in its courses and programs, initially exceeding the standard set by federal guidelines.
 - The instructional designers and technologists within the College's Academic Technologies Group (ATG) ensure courses follow the principles of universal design, meeting the needs of diverse learners.
 - ATG staff offer extensive support to students and faculty in their use of technology such as the [D2L](#) learning management system. Students prepare for successful online learning via the [Online Learning Readiness Course \(DIST 1000\)](#). Students can receive

all student services [online](#) and attend remote Counseling appointments using [Zoom](#) technology.

- ATG offers weekly workshops and provides monthly newsletters to support faculty professional development related to teaching with technology. They also connect faculty with [Turnitin®](#), a program to prevent plagiarism.
- ATG works closely with the Office of Institutional Effectiveness, partnering to ensure faculty design courses around the common course outcomes and assess student learning appropriately.
- The high level of quality and rigor mandated in OCC’s online curriculum, including course design, course delivery, student support services, and student learning assessment, give OCC a competitive edge over other institutions.
- In total, 60 faculty have successfully completed a rigorous training program that prepares them to teach online.
- Student enrollment in online education is also growing (see chart below).

Academic Year (Fall, Winter, Summer)	# of Sections with Online Component	# of Students in Sections with Online Component
2016-2017	142	3,665
2017-2018	180	4,794
2018-2019	228	6,035

- Student learning assessment findings demonstrate overall student learning online that meets or exceeds the learning in face to face instruction:
Of students assessed in 122 courses in 2018 and 2019, 90% (10,101/11,284) met the benchmark for student learning in online sections versus 86% (16,822/19,669) in traditional sections (including ASC, CRJ, ENG, HIS, HUM, MAT, PHI, POL, SOC).



- In order to successfully develop an online course, curriculum should be up to date, student learning assessment should be occurring and providing meaningful results and reflection, and faculty should be available to design and teach the course online.
- Currently, the [Criminal Justice – Generalist](#) program is offered online and other programs are in development.
- The Library Services and Technology (LIB.AAS) program, after discussions with its Advisory Board and college leadership, is prioritizing the development of additional online courses. Once all courses are fully approved for online delivery, the full program can be completed online. Further curricular updates and improvements will be made, with a future goal of obtaining [American Library Association \(ALA\)](#) certification. In this program, certification occurs at the course level, and the program plans to submit the first two courses for certification in 2019-20. The program has also expanded publicity and recruitment, including a booth at the [Michigan Library Association](#) Conference in Fall 2019. Program expansion is particularly beneficial as OCC has the only [library technician program](#) available in Michigan and Ohio.
- Additional programs currently pursuing online development include:
 - [Computer Information Systems - Business Systems Analysis Option \(CIS.BSA.AAS\)](#)
 - [Fire Fighter Technology \(FFT.AAS\)](#)

Federal Compliance

- The areas of compliance are comprehensive and range from Title IV federal financial aid regulations to program details, publications and processes, records of student complaints, and student learning assessment. OCC submitted a [Federal Compliance](#) report prior to the HLC reaffirmation site visit, demonstrating the College’s compliance with Federal regulatory requirements.
- Consistent Management of Student Concerns
 - In order to continue to grow and support student satisfaction and experience, in 2019 the College created a concerns webpage where students may submit non-academic concerns and feedback to the College via one centralized, consistent point of contact. The website outlines different types of concerns and the regulatory bodies and organizations responsible for reviewing them, i.e. Higher Learning Commission, the State of Michigan's Department of Licensing and Regulatory Affairs (LARA), the Military OneSource Postsecondary Education Complaint System, etc. Student concerns are then routed to the appropriate person, department or office.
 - Per procedure, academic issues are discussed first with faculty and then, if unresolved, with the department Chair. The Dean of Student Services Office at each campus is available to assist students in these matters.
 - Further, in 2018-19 a cross-departmental team reviewed three versions of software that could help the College manage and respond to student concerns efficiently and effectively. After a thorough evaluation, Maxient software was selected and will be implemented in 2020.

- Compliance also includes tracking and reporting student outcomes to meet various state and federal requirements. The student outcome data (including rates of retention, transfer, degree attainment, licensure exam pass rates, etc.) impact multiple processes at the College to drive improvement, such as:
 - Strategic planning initiatives
 - Cyclical curriculum review process
 - Assessment of student learning
 - Data-informed decision making
 - Student services

For example, the increase in online instruction and retention of students in online courses (among other data) brought about the need to implement a pointed orientation for students taking online courses at the college.
 - Marketing

With enrollment decline, the college has increased marketing campaigns and designed targeted campaigns for certain programs.
 - Transfer and articulation

Data regarding course transfer rates allows the college to refine or develop articulation agreements with post-secondary institutions.

- Student outcome data at the program level are provided via individual program webpage when available.
 - For instance, the [Radiologic Technology](#) program provides specific data related to [student outcomes](#).
 - Over the five years (2013-2017) currently reported to the accreditor, [JRCERT](#) (Joint Review Committee on Education in Radiologic Technology), 100% of graduates (40/40) passed the American Registry of Radiologic Technologists (ARRT) credentialing examination on the first attempt.
 - Further, of graduates that replied to a follow-up survey, 100% (38/38) found employment within twelve months of graduation.

 - The Associate Degree Nursing Program also provides program [outcomes](#) to its accreditor, the [Accreditation Commission for Education in Nursing](#). The program also carries full approval of the [Michigan Board of Nursing](#) within the State's [Department of Licensing & Regulatory Affairs \(LARA\)](#).
 - From January-June 2018, 90.6% of graduates passed the NCLEX-RN licensing exam on the first attempt.
 - As of July 2017, 100% of graduates were employed in the nursing profession after passing the NCLEX-RN.
 - Finally, in July 2017, 95% of OCC Associate Degree Nursing graduates reported that the quality of education was very good to excellent.

Quality Initiative

- As a requirement of the accreditation reaffirmation process, HLC institutions in the [Open Pathways](#) model undertake a quality initiative that addresses a major aspect of college operations.

- For its quality initiative, the College completed the three-year [HLC Persistence and Completion \(P&C\) Academy](#) in June 2019. Through this work, the College:
 - Improved communication of academic pathways to students
 - Improved student service processes
 - Increased the level of engagement between faculty and students
- Additional initiatives include the development of two innovative scholarship programs to improve student persistence and completion:
 - Completer Scholarship – Scholarship program to help students finish the last one or two courses in their program (Piloting in Fall 2019 or Winter 2020)
 - Summer Momentum – Summer scholarship program intended to encourage students to return in the Fall semester (begin Summer 2020)
- A proposal for OCC’s next Quality Initiative (QI) is due between September 1, 2023 and August 31, 2026. The QI final report is due between September 1, 2027 and August 31, 2028.

Institutional Actions

- Student Concerns Process
 - 2018 Action Completed: Investigate software applications to improve efficiency of the student concerns process.
 - 2019 Action Update: After comprehensive review, [Maxient](#) software was selected and will be implemented in 2020.
- Quality Services Surveys
 - 2018 Action: Implement a quality service survey in order to help maintain a high level of service to our students.
 - 2019 Action Update: Quality service surveys are being developed in summer 2019 and will be implemented in fall 2019 in Financial Aid, Counseling, ASC, ACCESS, Library, Student Life and Career Services. These surveys will focus on student satisfaction with the service provided and allow each area to implement action plans for improvement quickly after receiving student feedback.
- Distance Education
 - 2019 Action: Work with Academic Senate to identify additional online programs.
 - 2019 Action: Pilot software for remote online exam proctoring, to allow students to take tests fully online verified and monitored by the service selected.
- As the College updates its strategic plan, these actions continue to align with four current [strategic plan initiatives](#):
 - Improve the student experience.
 - Create a culture of customer service and innovation.
 - Enhance utilization of people, processes, and technology.
 - Enhance and innovate educational offerings.

External Program Recognition

Program Accreditation

Accreditation for eligible [programs](#) at the College provides alignment with academic and professional standards that support the development of relevant curriculum with the best practices of each profession. OCC has seventeen programs that have relationships, specialized accreditation, or professional recognition among eighteen external bodies. These bodies, and the programs they recognize, can be found on OCC's [program accreditation page](#). Further, students are also notified that a program is recognized by an external body on the individual program pages on OCC's website. Examples include the [Dental Hygiene](#) program, [Culinary](#) programs and [Police Academy](#). All of OCC's programs with external accreditation are currently in good standing with their respective governing or coordinating body.

- Seventeen OCC programs have received and maintain external accreditation.
- Two programs are in the process of seeking external accreditation.
- See full listing of program accreditation details in [Appendix Table 1](#).

OCC's programs in [Collision Auto Repair \(CAR\)](#) and [Automobile Servicing \(AUS\)](#) are seeking accreditation from the National Automotive Technicians Education Foundation (NATEF), which in 2018 [expanded](#) into the [ASE Education Foundation](#). Currently, the programs are in the process of establishing a review committee and scheduling a site visit, though recent staffing changes have postponed some of this work. Still, accreditation is expected in 2020.

Validation by external associations can increase rigor, opportunity, and community connection.

- As just one example, the Fire Fighter I & II training offered by the [Oakland Fire Training Institute](#) is [Pro Board](#) approved through membership with the [Regional Alliance for Firefighter Training \(RAFT\)](#). RAFT provides training to fire academies and fire departments to ensure skills are kept up to date and training is current.
 - This association with RAFT and Pro Board allows the CREST facilities to be rented and utilized for national certification testing.
 - Similar to other accreditations, good standing with Pro Board requires an onsite visit and OCC's Fire Academy is scheduled for its first visit in 2020-21.
 - Further, OCC holds responsibility for being the primary fiduciary for the State and demonstrates OCC's strong commitment to the profession and level of good standing with national standard-setting bodies.

Guidelines for Program Accreditation

The Office of Curriculum, Student Learning & Evaluation within Institutional Effectiveness has proposed guidelines for evaluating the benefit of specific program accreditations based on the time and resources needed to acquire and maintain them. The following broad criteria developed in collaboration with OCC's Academic Deans can guide decision making when the College is considering the pursuit of external recognition for a program:

- **Accreditation holds professional value:** External accreditation will significantly enhance the ability of graduates to obtain employment, or employment in the field is not possible

without a degree from an institution with external accreditation. Two examples include the [Police Academy](#) and [MCOLES \(Michigan Commission on Law Enforcement Standards\) or Nursing](#) and [ACEN \(Accreditation Commission for Education in Nursing\)](#).

- **Market standard/advantage:** College competitors for the same program are widely externally accredited, displaying market standard for this degree level or type of education.
- **Transfer implications:** Transfer institutions widely accept credit for program, or line of study, only from accredited institutions.
- **Accreditation requirements do not exceed the college's resource capacity:** Two examples include the ability to afford annual accreditation fees and provide staffing to meet requirements (i.e. requirement of accreditation requires employing a program manager in addition to instructional faculty and college cannot fiscally support such staffing).
- **Sustainability:** It is determined that the external accreditation, once obtained, is sustainable with current college staff and resources.
- **Benefit:** By evaluating program accreditations against consistent standards, the College and its faculty can determine the most value-added use of time and resources for student learning and professional outcomes.

Programs approved by the State to receive [Perkins](#) funding

State approval makes programs eligible to receive available [Perkins](#) funding to improve the educational experience and occupational preparation via equipment, professional development, etc. Access to Perkins funds helps students benefit from up-to-date technology and supports program faculty so they can access the latest instructional techniques, methodologies, training, etc.

- In 2018, 48 OCC programs were Perkins approved. Due to applications submitted to the State in the prior year, OCC now has 56 approved programs (including Collision Auto Repair, Construction Management, Criminal Justice, Police Academy, and Fire Fighter Technology).
- Two additional programs are pending approval (EMS-Paramedic, EMT).

Programs and courses leading to certification or licensure

- Out of the Perkins approved programs, currently 14 career and technical programs lead to professional licensure or certification (see Table A below). Additionally, 24 career and technical courses lead to industry-recognized licensure or certification (See Table B below). These outcomes are reported to the State and benchmarked with peer institutions via Perkins metric 1P1.
- Alignment with licensure and certification standards provides employment and occupational benefits to students, without the additional staffing that accreditation often requires. In the case of certain technical fields, such as HVAC/R Systems, Machine Tool, and Welding, these certifications are not required for employment, but give OCC students a competitive edge, additional skills, and the opportunity for promotion.

Table A: CTE programs leading to professional licensure/certification

Program Code	Program Title
CUL.AASX	Culinary Arts
DHY.AASX	Dental Hygiene
DMS.AASX	Diagnostic Medical Sonography
MDA.AAS	Medical Assisting
MDA.CT	Medical Assisting
MDA.MOA.CA	Medical Assisting: Medical Office Administrative Procedures
MDA.MIC.CA	Medical Assisting: Medical Insurance Coding and Billing
MDA.PHT.CA	Phlebotomy
NUR.AAS	Nursing
NUR.TPN.AAS	Nursing: Transitional LPN to ADN Track
RAL.AASX	Radiologic Technology
RSP.AASX	Respiratory Therapy
SLI.AAS	Sign Language Interpreter
SUR.AASX	Surgical Technology

Table B: CTE courses leading to industry-recognized licensure/certification

Course Code	Course Title
CIS 1305	CCNA Studies I: Introduction to Networks
CIS 1310	CCNA Studies II: Routing and Switching Essentials
CIS 1320	CCNA Studies III: Scaling Networks
CIS 1330	CCNA Studies IV: Connecting Networks
CMN 1400	Construction Safety
CUL 1010	Food Standards, Sanitation and Hygiene
HVA 1210	Domestic and Commercial Refrigeration
HVA 1220	Commercial Refrigeration II
HVA 1430	Residential and Commercial Control Systems
HVA 1630	Heating Technology II
HVA 1650	Troubleshooting Air Conditioning
MTT 1100	Introduction to Machine Tools
MTT 1200	Machine Tool Setup & Operation
MTT 1300	Advanced Machining Processes
MTT 2100	Introduction to Computer Numerical Control (CNC)
MTT 2200	G&M Code CNC Programming
ROB 2400	Robotic Automated Systems Applications
WEL 1000	Introduction to Welding: Theory and Practice I
WEL 1050	Defects and Discontinuities in Welding
WEL 1100	Introduction to Welding: Theory and Practice II
WEL 1310	Gas Metal & Flux-Cored Arc Welding (GMAW & FCAW)
WEL 1320	Gas Tungsten Arc Welding (GTAW)
WEL 1330	Shielded Metal Arc Welding
WEL 2100	Layout Theory and Fabrication

OCC Processes to Assure Quality Education

Even when programs do not have external accreditation, OCC has processes in place to ensure quality programs are offered with quality curriculum and expert faculty. Advisory committees and curriculum review are two ways the College does this.

Advisory committees help:

- Improve program quality and align student/program outcomes with industry/community needs.
- Assist in the planning, evaluating, and revising of programs.
- Provide an alternate source of ideas and perspectives, and advocate for the program in the community.
- Facilitate relevant communication and advocacy with stakeholders, both internal and external to the College.
- Contribute to program reviews, accreditations or re-accreditations, curriculum improvement initiatives, and quality of learning outcomes.

Operation of these committees may be governed by State or other regulatory agencies in addition to OCC's guidelines.

The [curriculum review](#) process:

- Uses data and information relating to student learning, enrollment, completions, curriculum design, program sequencing, student grades, and past initiatives to inform the extent to which program/discipline goals, institutional priorities, and accreditation requirements are supported in a program or discipline. Data and information are interpreted by program/discipline faculty and their academic dean.
- In terms of supporting accreditation requirements, there are pointed sections of the review, that discuss external accreditation and standing with external bodies.
- Additionally, when reviewing the results of student learning assessment faculty are asked to identify how learning outcomes are guided by external accrediting entities and reflect on alignment with external accreditation requirements and standards.
- For applicable programs, there is a sub-section of the curriculum design section that provides program and institution-level performance on the Perkins Core Indicators from the previous academic year. Faculty are asked to respond to their programs' performance on these indicators, in context of the College's overall performance, and formulate actions for improvement when necessary.
- Program Accreditation
 - 2018 Action: Establish a set of guidelines to determine if eligible programs should seek accreditation, based on benefit to the student, College and community.
 - 2019 Action Update: Criteria have been drafted and are under review (see [pages 9-10](#)).
- State/Perkins Approval:
 - 2018 Action: Submit additional applications for State/Perkins approval, aligned with the curriculum review process.
 - 2019 Action Update: Eight additional applications were approved in 2018-19

and two more are pending.

- Performance on Perkins Indicators
 - 2018 Action: Incorporate Perkins Core Performance Indicators (CPI) into the College's cyclical curriculum review process, to ensure standards are met or exceeded. Expected implementation: 2018-19.
 - 2019 Action Update: This action was successfully completed in 2018-19 and will benefit curriculum review processes going forward.
- As the College updates its strategic plan, these actions continue to align with two current [strategic plan initiatives](#):
 - Enhance utilization of people, processes, and technology.
 - Enhance and innovate educational offerings.

Appendix

Table 1: List of programs eligible for external accreditation, name of accreditor, status

	Program Title / Code	Predominant Accrediting Agency	Accreditation Status	Reaffirmation Date
1	Police Academy (CRJ.OPA.CA)	State of Michigan - Michigan Commission on Law Enforcement Standards	Accredited / Approved	Annual Process*
2	Culinary Arts (CUL.AASX)	Primary: American Culinary Federation (Secondary: National Restaurant Assoc.)	Accredited / Approved	Dec 2019
3	Dental Hygiene (DHY.AASX)	American Dental Association Commission on Dental Accreditation	Accredited / Approved	2020
4	Diagnostic Medical Sonography (DMS.AASX)	Commission on Accreditation of Allied Health Education Programs	Accredited / Approved	2025
5	Emergency Medical Services (EMS.AAS)	Primary: Committee on Accreditation for the EMS Professions (CoAEMPS) (Secondary: Michigan Department of Health and Human Services)	Accredited / Approved	2022
6	EMT (EMS.EMT.CA)	Primary: Committee on Accreditation for the EMS Professions (CoAEMPS) (Secondary: Michigan Department of Health and Human Services)	Accredited / Approved	2022
7	Paramedic Certificate (EMS.PAR.CT)	Primary: Committee on Accreditation for the EMS Professions (CoAEMPS) (Secondary: Michigan Department of Health and Human Services)	Accredited / Approved	2022
8	Fire Academy (FFT.CA)	Primary: Pro Board Fire Service Professional Qualifications System (Secondary: State of Michigan - Michigan Fire Fighters Training Council)	Accredited / Approved	Annual Process*
9	Medical Assisting (MDA.AAS)	Commission on Accreditation of Allied Health Education Programs	Accredited / Approved	2021
10	Medical Assisting Certificate (MDA.CT)	Commission on Accreditation of Allied Health Education Programs	Accredited / Approved	2021
11	NUR Transitional LPN from LPN to AND (NUR.TPN.AAS)	Primary: Accreditation Commission for Education in Nursing (Secondary: Michigan Board of Nursing)	Accredited / Approved	2022
12	Paralegal (PLG.AAS)	Primary: American Bar Association (Secondary: American Association for Paralegal Education (AAfPE))	Accredited / Approved	2022
13	Paralegal Post Baccalaureate	Primary: American Bar Association	Accredited / Approved	2022

	Professional Certificate (PLG.CT)	(Secondary: American Association for Paralegal Education (AAfPE))		
14	Radiologic Technology (Extended) (RAL.AASX)	The Joint Review Committee on Education in Radiologic Technology	Accredited / Approved	2024 (with 2020 interim report)
15	Respiratory Therapy (RSP.AASX)	The Commission on Accreditation for Respiratory Care (CoARC)	Accredited / Approved	2020
16	Sign Language Interpreter (SLI.AAS)	Commission on Collegiate Interpreter Education	Accredited / Approved	2025
17	Surgical Technology (SUR.AASX)	Commission on Accreditation of Allied Health Education Programs	Accredited / Approved	2023
18	Automobile Servicing (AUS.AAS)	National Automotive Technicians Education Foundation (now ASE)	Seeking Accreditation	Anticipated 2020
19	Automobile Servicing Certificate (AUS.CT)	National Automotive Technicians Education Foundation (now ASE)	Seeking Accreditation	Anticipated 2020
20	Collision Auto Repair: Non-Struct Repair Tech Certificate (CAR.NRT.CT)	National Automotive Technicians Education Foundation (now ASE)	Seeking Accreditation	Anticipated 2020
21	Detailer / Painter Assistant (CAR.PRT.CA)	National Automotive Technicians Education Foundation (now ASE)	Seeking Accreditation	Anticipated 2020
22	Collision Auto Repair: Paint & Refinish Tech Certificate (CAR.PRT.CT)	National Automotive Technicians Education Foundation (now ASE)	Seeking Accreditation	Anticipated 2020
23	Library Technician (LBT.AAS)	American Library Association	Seeking Accreditation	Pursuing Course Certification
24	Library Technician Certificate (LBT.CT)	American Library Association	Seeking Accreditation	Pursuing Course Certification
25	Business Administration - Concentration in Accounting (ACC.ABA)	Accreditation Council for Business Schools and Programs	Eligible for Accreditation	
26	Business Administration (BUS.ABA)	Accreditation Council for Business Schools and Programs	Eligible for Accreditation	
27	Baking and Pastry Arts Certificate (CUL.BPA.CT)	Primary: American Culinary Federation (Secondary: National Restaurant Association)	Eligible for Accreditation	
28	Early Childhood Education (ECE.AAS)	National Association for the Education of Young Children	Eligible for Accreditation	
29	International Commerce (ICM.INT.AA)	Accreditation Council for Business Schools and Programs	Eligible for Accreditation	
30	Medical Insurance Coding & Billing (MDA.MIC.CA)	Commission on Accreditation of Allied Health Education Programs	Eligible for Accreditation	
31	Medical Office Admin. Procedures (MDA.MOA.CA)	Commission on Accreditation of Allied Health Education Programs	Eligible for Accreditation	
32	Phlebotomy (MDA.PHT.CA)	Commission on Accreditation of Allied Health Education Programs	Eligible for Accreditation	

33	Associate of Arts - Music	National Association of Schools of Music	Eligible for Accreditation	
34	Music Certificate	National Association of Schools of Music	Eligible for Accreditation	
35	Restaurant Management	National Restaurant Association	Eligible for Accreditation	
36	Cybersecurity (CIS.CYS.AAS)		Eligible for Accreditation	
37	Cybersecurity Certificate		Eligible for Accreditation	
38	Machine Tool - Numerical	National Institute for Metalworking Skills (NIMS)	Eligible for Accreditation	
39	Machine Tool - Numerical	National Institute for Metalworking Skills (NIMS)	Eligible for Accreditation	

* The Police Academy and Fire Academy accreditations are unlike traditional program accreditations, which require a self-study on a cyclical basis and often annual reports and site visits.

Once received, the police academy accreditation is reliant on yearly operational plans, and site visits after graduation of each cohort that serve as applications to extend the accreditation. A full self-study evaluation is only necessary when requested by the accrediting body, MCOLES. The operational plans are reviewed by MCOLES and when requested revisions are made until a final, agreeable, contract is established. This contract approval grants OCC permission to run a recognized police academy that meets the standards of, and is recognized by, MCOLES.

Once received, the fire academy accreditation is reliant on yearly operational plans that serve as applications to extend the accreditation. These plans are reviewed by a committee, in this case the Pro Board Committee on Accreditation, and an informal email of approval is sent to the Fire Academy Program Manager.