



OAKLAND COMMUNITY COLLEGE  
Excellence *Empowered.*

# INFORMATION

Board Agenda Item 6.1  
October 19, 2021

## SUMMER 2021 MONITORING REPORT

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## Executive Summary

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

Summer 2021 showed stability across most performance metrics.

- The College exceeded its conversion rate goal again this year, with [36.2%](#) of newly admitted students enrolling in the summer term.
- Overall headcount enrollment held steady, down only [1.4%](#) from the prior year.
- Average enrolled credits increased for the fifth year in a row, from 5.36 in Summer 2017 to [6.10](#) in Summer 2021.
- Course success showed a decline to [74.5%](#) as students navigated the stress and complexity of the ongoing pandemic. However, this rate still exceeds the typical success rates for the Fall and Winter semesters.
- Numerous supports are in place to promote continued enrollment and academic success for students. During the pandemic, these supports have been bolstered by additional funding for students and the innovative delivery of online services and resources. Heading into Fall 2021, these innovations remain while the College returns to more in-person instruction. A blend of in-person, hybrid, and online instruction helps to meet varied student learning preferences, schedules, and competing demands of work and life. OCC serves a diverse student population and by providing options of different course modalities, students can choose which course sections best fit into their complex lives and learning needs.

OCC has supported students and employees through a time of tremendous change, finding new ways to work, teach, and learn, while keeping students on track and focusing on the health and wellbeing of the College community.

Now, as summer turns into fall, OCC once again joined the community at Royal Oak's outdoor [Arts, Beats, & Eats](#) festival. This celebration of art, music, food, and community was especially meaningful this year and OCC was proud to support the event while sharing college opportunities and connections with all who attended.



As Oakland County charts the course through the remainder of the pandemic, OCC continues to evolve and remains committed to excellence in academic offerings, professional opportunities, lifelong learning, and economic prosperity for the county and region.

## 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

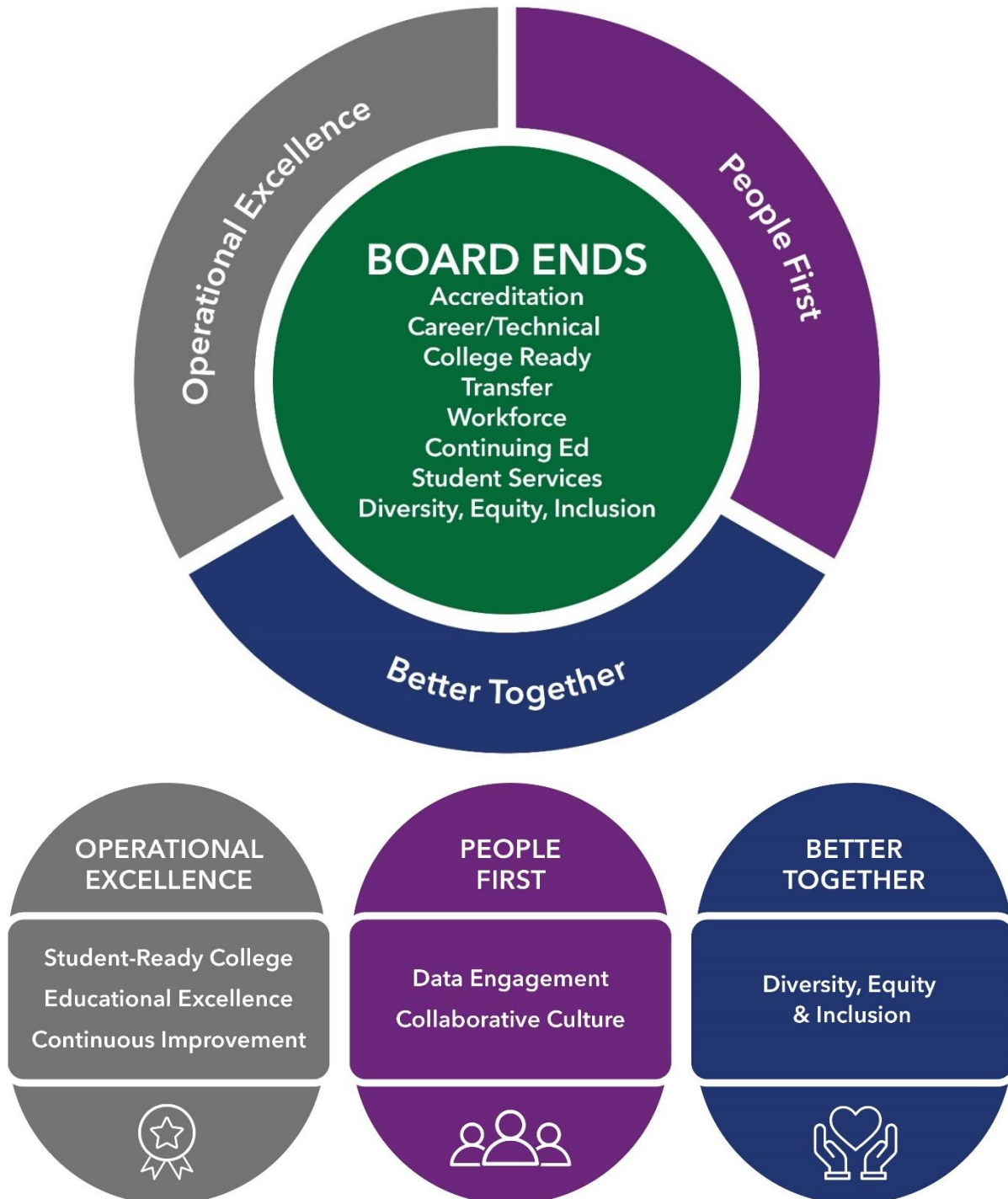
- 2.1 [Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees](#)
- 2.2 [Promote a culture of communication, collaboration, respect, and civility](#)

### 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.
- Targets for each indicator were determined based on the range of normal fluctuation, a forecast aligned with recent performance, the current context inside and outside OCC, and the College’s actions for improvement.
- Enrollment projections specifically use statistical ARIMA methods that incorporate past enrollment, the number of high school graduates, the unemployment rate, and student applicant activity to predict future enrollment. However, projections are particularly challenging with current external factors such as public health and economic impacts during the pandemic that are difficult to incorporate into the statistical model.
- Input from faculty and staff helped inform targets. Ongoing research and analysis will continue to refine targets and support alignment with the College’s strategic plan.

### Summer Semester KPIs

Summer Semester Core KPIs	2018	2019	2020	2021	2020-21 % Change	2021 Target	Target to Actual
<a href="#">Conversion rate</a>	31.2%	33.4%	48.5%	36.2%	-25.4%	33.0%	<b>+3.2</b>
<a href="#">Headcount enrollment</a>	10,779	10,161	10,323	10,183	-1.4%	10,686	<b>-503</b>
<a href="#">Average enrolled credits</a>	5.48	5.55	5.93	6.10	+2.9%	6.12	<b>-0.02</b>
<a href="#">Course success (C or higher)</a>	76.2%	77.9%	78.7%*	74.5%	-5.3%	79.2%	<b>-4.7</b>

\*Course success in Summer 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

Admissions is now aligned under the leadership of Marketing and Communications Vice Chancellor, Liz Schnell.

#### Summer 2021 Recruitment Season by the Numbers

##### **Expanded Virtual Offerings and e-Communication**

**20,000** registration reminder emails

**11,000** inquiries

**9,400** applications completed

**2,163** automated outgoing texts

**400+** retention calls to current students encouraging Fall 2021 registration

**40** virtual recruitment events with capacity for 600 students, including Live Admissions and Final Registration Assistance via Zoom to support student onboarding

##### **Return to Face-to-Face Events**

**500+** attendees interacted with OCC's admissions team at Milford Memories

**15+** schools to hold face-to-face recruitment events, including Live Admissions where 100+ students apply and complete the onboarding process. These events typically generate 27% enrollment conversion compared to about 9% at college fairs.

## Student Recruiter (SR) Program

The [Student Recruiter](#) program connects current students at OCC with prospective students and their families. Now in its fourth year, the program continues to be one of OCC's best recruitment tools, while also providing students with social connection, professional development, and scholarship support.

## Admissions Staff Collaborations



## Adult Learners

**1,603** [Futures for Frontliners](#) students enrolled in Fall 2021

**1,130** [Michigan Reconnect](#) students enrolled in Fall 2021

**12** live, guided support sessions delivered via Zoom for participating Reconnect adult learners

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

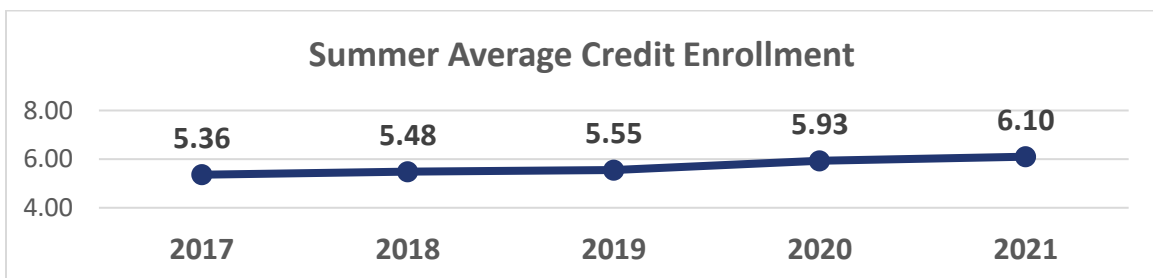
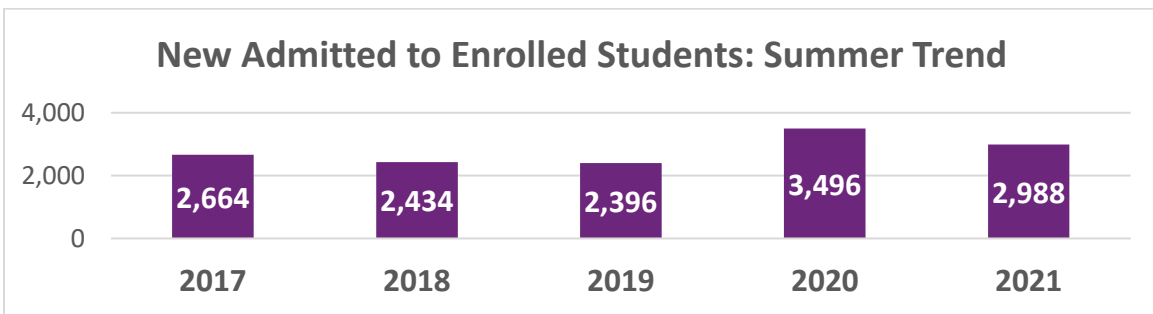
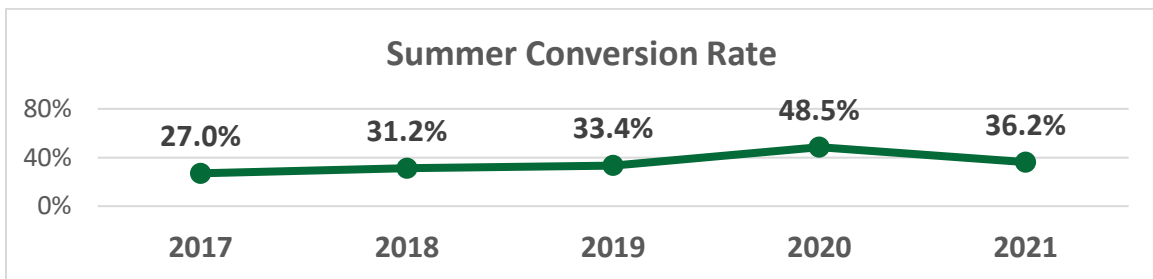




## Enrollment Data Trends

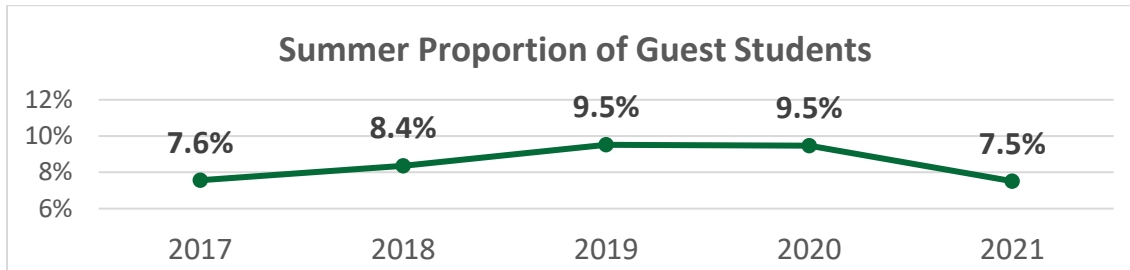


Several external and internal factors impact enrollment, including economic changes, public health, demographics, marketing and outreach, competition from other higher education institutions, admissions and onboarding, awareness and timely completion of the financial aid process, course scheduling and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



Data Source: Institutional Effectiveness, End of Session Data

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



Data Source: Institutional Effectiveness End of Session Data

### Summer 2021 Enrollment Insights

- Stable enrollment from 2020 to 2021
- MI Reconnect boost in students age 25 and over (+732 over 2020; 24% increase)
- More returning students (+590; 8% increase)
- Peer comparison difficult in summer; start dates and term structures vary widely

Category	Summer 2020	Summer 2021	# Change	% Change
Total Headcount	10,325	10,184	-141	-1%
Total Credits	60,940	61,814	+874	+1%
Average Credits	5.90	6.10	+0.2	+3%

Comparison as of day 170 of registration (8.24.21)

Source: Institutional Effectiveness Registration Dashboard

## 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](#) launched 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.

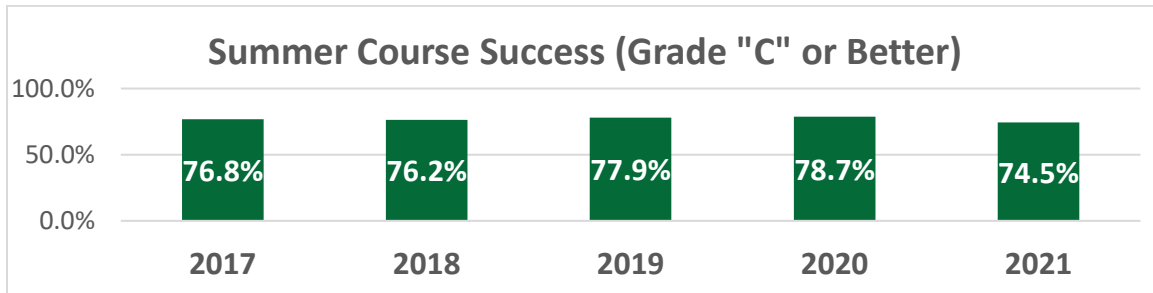
### Math:

- 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

The economic and public health aspects of the pandemic continue to affect student lives in complex ways, including an impact on course success. OCC has ongoing and expanded resources to support students to promote their success in a context of increased stress and financial strain.



### Counseling:

- Counselors guide & support students, referring them to numerous resources to promote their wellbeing and success
- Goal to expand Early Alert utilization; support academic achievement & course completion
- Additionally, credit-based [courses](#) in Counseling provide sustained experiences for personal growth and development
  - 1-2 credits each, offered online and in-person throughout campuses
  - Orientation to College, Enhancing Self-Esteem, Career Planning, Personal Assertiveness

### Academic Support Center (ASC):

- Counselors/Faculty can connect students to the Academic Support Center (ASC), with both virtual and in-person options to grow academic and personal skills
- In addition to numerous [services](#) for tutoring, supplemental instruction, seminars, and academic support, the ASC offers credit-based [courses](#) in College Success Skills, Textbook Learning Strategies, Lecture Learning Strategies, and Critical Thinking Strategies.



## Online Program Development

Ongoing faculty training and curriculum development continue to increase [OCC Online](#) program options for students. Ten total online programs are available 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. An Online Taskforce worked diligently over the summer and prepared to serve students wishing for 100% online programs this Fall. This work included refining the OCC ChatBot, updating the application, refining admissions processes, etc. Nearly 50 students have already enrolled in the OCC Online degree and certificate programs, and 353 students have declared an online degree program as their major. Additional program development is underway.



## Initial Fall 2021 Enrollment Data

- Focus on stability through pandemic; single digit drop in headcount and enrolled credits
- Other community colleges saw double-digit decline in 2020-21; room to innovate, recruit, and capture additional markets
- Need to boost average credits to encourage student momentum, progress, and completion

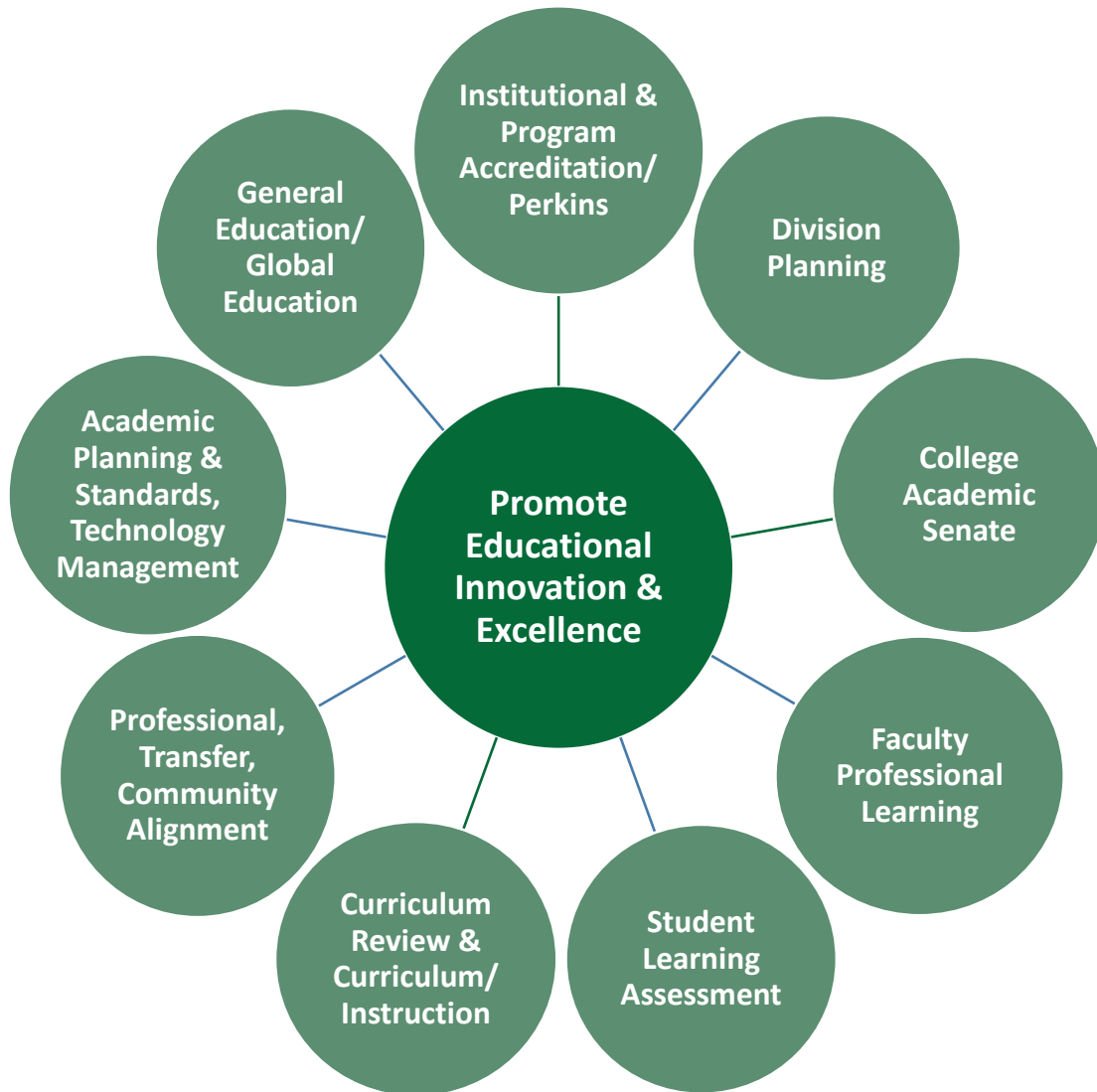
Category	Fall 2020	Fall 2021	# Change	% Change
Total Headcount	14,673	14,113	-560	-4%
Total Credits	125,146	115,570	-9,576	-8%
Average Credits	8.53	8.19	-0.34	-4%

Comparison as of day 81 of registration (9.30.21)

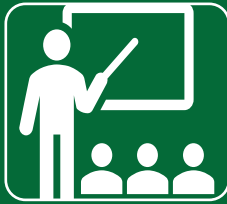
Source: Institutional Effectiveness Registration Dashboard

## 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.



## 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.

## Curricular Development

New and innovative programming continues to provide opportunity and pathways to successful careers for prospective and current students.

A free five-week [Pre-Apprenticeship program](#) provides students with basic manufacturing skills such as shop math and blueprint reading, as well as an opportunity to earn [OSHA 10](#) and [MikeRowe WORKS Employability Skills](#) certifications, job search training, and networking with area employers. The program is also a great transition into the College's Apprenticeship program, which offers students the opportunity to receive paid on-the-job training with one of OCC's partner employers while also taking specific courses at OCC necessary to complete the apprenticeship and earn an appropriate certificate or associate degree.



Through [ServSafe Courses](#) on restaurant food safety and sanitation techniques, OCC meets a community need that has increased greatly during the COVID-19 pandemic. OCC's Culinary Institute experts help prepare students to take the [ServSafe Certification](#) exam, offered in class and administered by the Educational

Foundation of the National Restaurant Association. Upon successful course and exam completion, certified individuals will be qualified to train personnel in sanitation techniques, food borne illness, safety, personal hygiene, inspections, communicate with representatives of health departments, recognize sanitation deficiencies, and initiate improvements.

Starting in Fall 2021, OCC is [launching](#) a pre-engineering [Associate of Applied Science \(AAS\) degree](#) that enables students to earn almost half of the required credits needed to earn an engineering bachelor's degree when they transfer to a four-year institution. In addition to preparing for transfer to a four-year program, students who complete the Pre-Engineering AAS degree will also be qualified to work as an engineering technician in the electrical, mechanical, computer, or industrial industries.





## 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.

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



### OCC Cares

OCC has made the Federal government's HEERF (Higher Education Emergency Relief Fund) grant available to [all registered students](#) in Fall 2021, with eligibility and award based on enrollment. In total, through 2021-22, OCC will give \$14 million directly to students through this latest federal emergency relief funding program, continuing to make College more accessible and affordable while providing students with additional support during the pandemic.



The College launched the [Scholarship Universe](#) website to make applying for scholarships easier. The system matches students to their best scholarship opportunities and enables them to apply online to multiple scholarships through a personalized portal with customized alerts and automated reminders. For the second year, the [Summer Momentum Scholarship](#) and summer semester Foundation scholarship opportunities overall continue to support student credit attainment and academic progress. In Summer 2021, the Foundation awarded 218 scholarships totaling over \$135,000. This second year of robust summer awards is part of OCC's strategy to help students complete their studies more quickly.



The Garden Party Foundation  
*Invites you to Grow a Career*

The Oakland Community College Foundation raised \$240,910 through [The Garden Party](#) - the highest amount in the history of TGP. Proceeds from the event provide professional trade scholarships to young adults in need and ensure students attain professional skills, empowering them to achieve self-sufficiency. Over 450 students have benefitted since the first event in 2009, in their pursuit of programs such as Computer Information Systems; Engineering, Manufacturing & Industrial Technology programs; Nursing and other Health Sciences programs; Culinary Studies; and First-Responder programs and academies.



The College continues to participate in the Detroit Institute of Art's [Inside/Out](#) program, bringing reproductions of the museum's art collection to enrich OCC's [five campuses](#).

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.

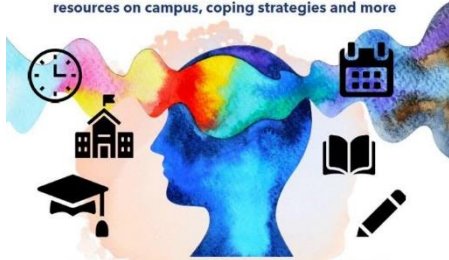


OCC's Mental Health Task Force launched the JED Foundation [Healthy Minds Study](#) for the second time in March 2021. Of nearly 1,300 respondents, 86% reported experiencing emotional/mental distress in the past month that distracted them from their academic performance. Overall, results showed that students had experienced financial hardship in the past and that the pandemic has exacerbated those struggles, including 34% with food insecurity. That said, overall students were satisfied with their experience at OCC and 90% were confident in finishing their degree despite the challenges they face. As a whole, the survey results pointed to a need for increasing student awareness about mental health resources and other supports for basic needs. The full report will be used by the task force to implement initiatives and actions in the year ahead.

## Moving Beyond the Pandemic

Oakland Community College Counseling Department Presents  
Mental Health & Wellness Virtual Seminars

Topics focus on re-entry anxiety, mindfulness,  
resources on campus, coping strategies and more

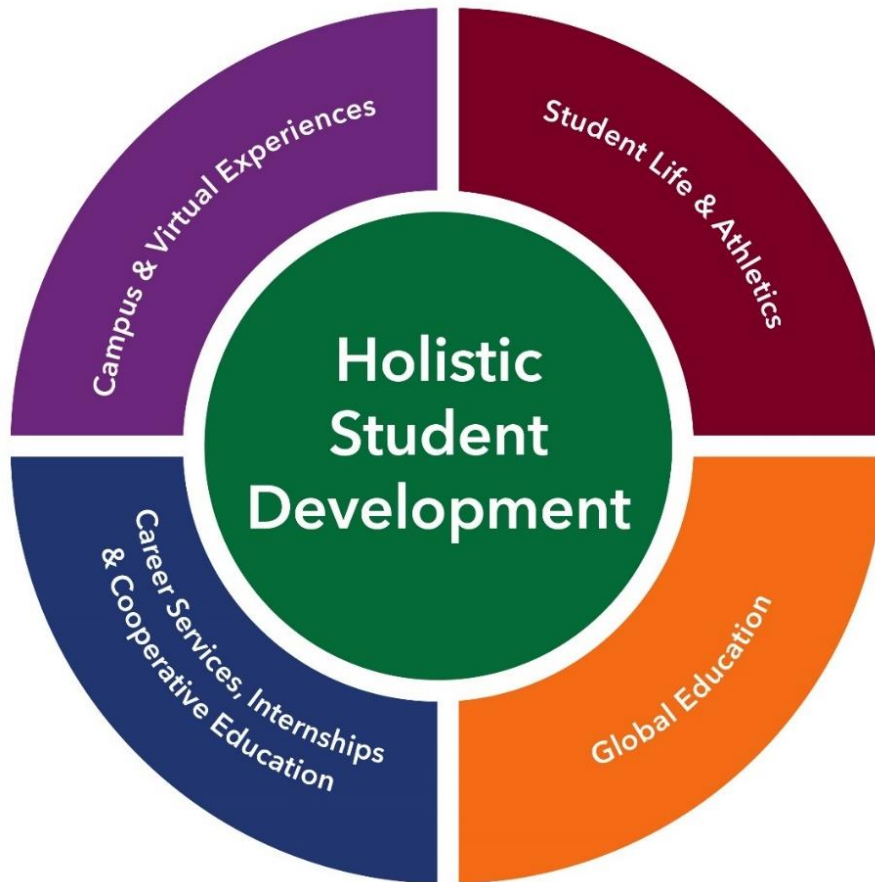


VIRTUAL SEMINARS EVERY WEDNESDAY  
August 4 - September 8 • 12 - 1 pm

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

Topics included:

- 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



College learning and development happens both inside and outside the classroom. OCC offers opportunities for students to get involved that contribute to their intellectual, professional, social, and cultural growth. Extracurricular experiential learning activities enrich the college experience and support student success.

### 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.



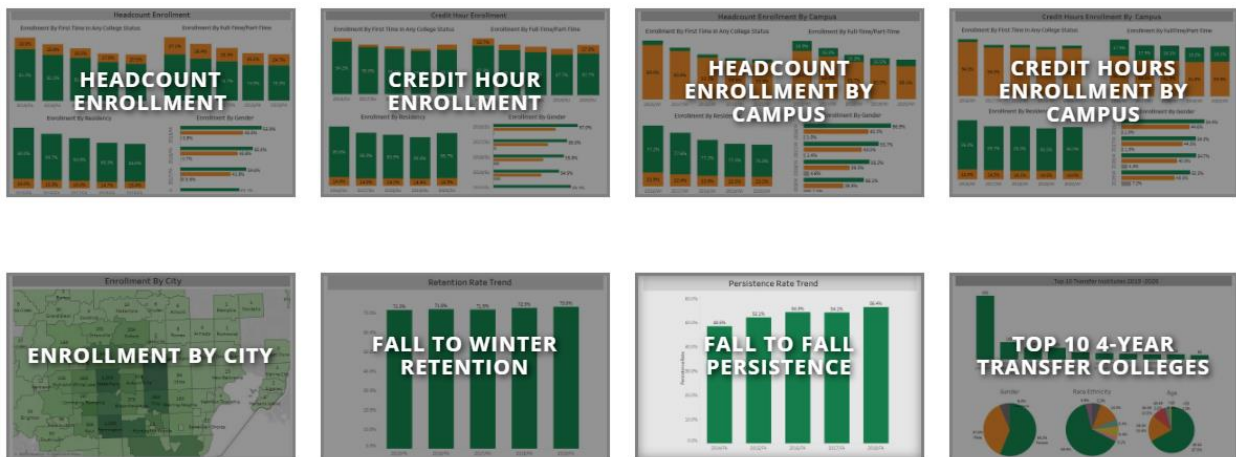
**Data and Shared Goals**

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](#) support 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

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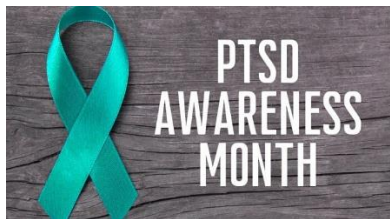
*“As a mission-based organization, we are steadfast in upholding our core values for all whom we are privileged to educate and employ – and to ensure we foster an environment that is inclusive and empathetic to the inherent differences that exist within our community.” – Chancellor Peter Provenzano Jr.*

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In 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.

In May, the College recognized [Asian Pacific American Heritage Month](#) and the Auburn Hills Committee for Diversity, Equity and Inclusion shared resources and programming so employees could explore, embrace, and celebrate the heritage, history and contributions of Asian Pacific Americans.

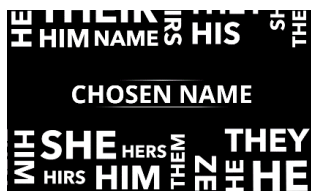


In June, OCC recognized Posttraumatic Stress Disorder (PTSD) Awareness Month by building [awareness](#) and sharing [resources](#) to support those affected by PTSD. At the invitation of OCC Veteran & Military Services, programming included a virtual event with U.S. Senator Gary Peters, a former Navy Reserve Officer and Combat Warfare Specialist, who talked with OCC veterans, students and employees about national policy and the impact of PTSD, trauma and stress in academics and everyday life.

Also in June, OCC celebrated Pride Month, in acknowledgement and support of the LGBTQIA+ community. OCC’s [Spectrum Club](#) offers a supportive, welcoming, inclusive environment for LGBTQIA+ students and allies.







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.

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.



## Conclusion

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

## Acknowledgements

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

## Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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