INFORMATION

Board Agenda Item 6.1
June 15, 2021

WINTER 2021
MONITORING REPORT

Table of Contents

Executive Summary

Oakland Community College (OCC) has continued to adapt to meet dynamic student needs over a year into the COVID-19 global pandemic. In addition to the complex challenges students may be facing in their lives, this time has brought innovation, perseverance, and community. The College has continued to adapt and evolve, providing students with options to stay safe and stay on track.

National reports show that in Winter 2021, community college enrollment fell 9.5%. At OCC, while headcount enrollment is down 6.8% over the prior year, credit enrollment fell only 4%. Both changes still placed OCC as first in the region and in the top quartile statewide according to comparative data from early in the Winter semester.

Within this trend, average enrolled credits per student have risen from 7.98 to 8.20. Additional credit enrollment helps students accelerate progress toward achieving their academic goals. Further, the conversion rate of new admitted to enrolled students in the Winter semester has increased from 23.1% to 34.1% in the past five years.

Course success and fall to winter retention experienced a decline as student lives, work, income, families, and educational plans adapted to economic and public health conditions.

Finally, cohort-based metrics such as college readiness and Career and Technical Education (CTE) success via Perkins indicators allow the College to assess trends on broader student outcomes over time, and in comparison to peer institutions.

OCC continues to welcome new and returning students via the Michigan Reconnect program and to make significant investments in student success and equity as strategic priorities of the College.

Within the community, OCC Chancellor Peter Provenzano, Jr. serves on the reconvened 2021 COVID-19 Economic Recovery Task Force to help guide Oakland County's recovery from the pandemic and the investment in its long-term transformation.

The stories of students, faculty, and staff in this time are inspiring, as people have come together and found new ways to teach, learn, and support one another. The College remains a central partner in helping to achieve the County and State goals for postsecondary credential attainment via Oakland80 and Michigan Sixty by 30. OCC is committed in its mission to empower students and advance the community in higher education awareness, aspirations, access, and success. The College will continue to evolve to meet the needs of its students, to contribute to a skilled workforce and economic growth, to provide enrichment through lifelong learning and professional development, and to create innovative opportunities and pathways toward higher education credential attainment.

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.

Operational Excellence

People First

BOARD ENDS
Accreditation
Career/Technical
College Ready
Transfer
Workforce
Continuing Ed
Student Services
Diversity, Equity, Inclusion

Better Together

OPERATIONAL EXCELLENCE
Student-Ready College
Educational Excellence
Continuous Improvement

PEOPLE FIRST
Data Engagement
Collaborative Culture

BETTER TOGETHER
Diversity, Equity & Inclusion

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 Winter semester 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.
- 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.

Fall Semester KPIs	2018	2019	2020	2019-20 % Change	2020 Target	Target to Actual
Conversion rate	32.4%	33.0%	35.7%	+8.2%	33.0%	+2.7%
Headcount enrollment	15,942	15,668	14,727	-6.0%	15,668	-941
Average enrolled credits	8.17	8.18	8.51	+4.0%	8.60	-0.09%
Course success (all courses completed grade C or higher)	72.4%	72.5%	69.4%	-4.3%	73.5%	-4.1%
Fall to Fall persistence	54.1%	56.4%	52.3%	-7.3%	55.8%	-3.5%

Winter Semester KPIs	2019	2020	2021	2020-21 % Change	2021 Target	Target to Actual
Conversion rate	29.6%	33.9%	34.1%	+0.6%	33.0%	+1.1
Headcount enrollment	15,212	15,263	14,223	-6.8%	15,263	-1,040
Average enrolled credits	8.01	7.98	8.20	+2.8%	8.40	-0.2
Course success (all courses completed grade C or higher)	71.5%	70.9%[1]	69.5%	-2.0%	71.9%	-2.4
Fall to Winter retention	72.5%	73.0%	71.2%	-2.5%	72.4	-1.2

---

[1] Course success in Winter 2020 includes "Credit" grades for students who elected the Credit/No Credit option offered 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.

Winter 2021 Admissions Highlights

Collaborated with Marketing and Institutional Effectiveness to advance strategic enrollment management

- Expanded Virtual Offerings and e-Communication through Winter 2021 Recruitment Season
- Four coordinators and one CRM specialist now support eight inboxes, five texting lines, and all virtual events, in addition to serving on over a dozen committees at the College and throughout the State.
  - Nearly 14,000 emails sent to Winter semester prospects
  - Over 4,000 texts sent since October 2020
  - Over 600 recruitment calls placed to Guest Students and FTIAC (First Time in Any College) who indicated Summer 2021
  - More than 100 virtual recruitment events
    - Over thirty 60-minute Michigan Reconnect Zoom sessions completed, providing live guided support for up to 15 students in each session (NEW)
    - Admissions designed and delivered its first Virtual Transfer Fairs with more than 50 University partners in attendance, generating over 150 prospects during two evening sessions (NEW)
    - FTIAC engagement and recruitment initiatives included the addition of Virtual Escape Rooms and Virtual Brown Bag Series (NEW)
    - Admissions kicked off its lunchtime professional development series for counselors with of the nation's fastest growing professions, Cybersecurity (NEW)

In partnership with the State of Michigan, Financial Aid and Marketing—Adult Learner recruitment increased dramatically Winter 2021 with the additions of Future for Frontliners and Michigan Reconnect, state programs guaranteeing qualified residents a tuition-free associate degree and/or certificate.

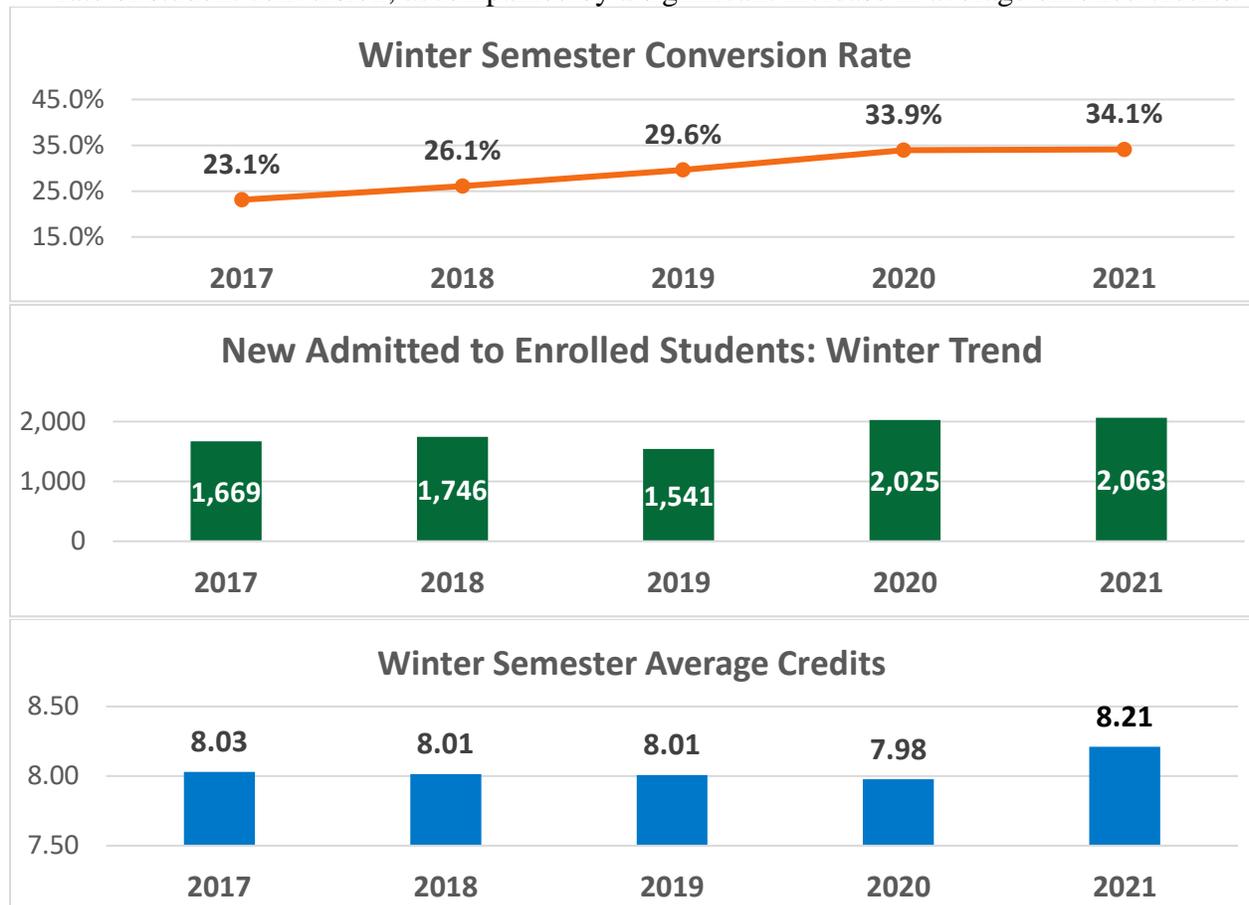- Michigan Reconnect set record-breaking applications rates February 2-5

- [F4F](#) and [Michigan Reconnect](#) 24/7 web support developed, robust virtual pages containing dozens of linked resources and contacts
- Dedicated F4F and Michigan Reconnect inboxes established and supported
- Over 30 live, guided support sessions delivered via Zoom for participating F4F/Reconnect adult learners. Coordinators, Student Recruiters and Financial collaborated to provide live guided support during the 60-minute sessions

[Student Recruiters](#) connect with prospective students and families to share their OCC experience and encourage them to join the College.
- In the fourth year of the program, Student Recruiters provided over 400 hours of recruitment and support for more than 100 events
- Admissions added a new leadership role for second-year participants who will now support training, coaching, and scheduling
- The Student Recruiter program continues to be one of the best recruitment tools with talk of expansion. The current Student Recruiters are highly dedicated students with inspirational backgrounds from around the globe.

Data Trends

The efforts of Admissions and their collaborations across the College have led to a higher rate of student conversion, accompanied by a significant increase in average enrolled credits.

Winter Semester Conversion Rate

Year	Conversion Rate
2017	23.1%
2018	26.1%
2019	29.6%
2020	33.9%
2021	34.1%

New Admitted to Enrolled Students: Winter Trend

Year	Students
2017	1,669
2018	1,746
2019	1,541
2020	2,025
2021	2,063

Winter Semester Average Credits

| Year	Average Credits
2017	8.03
2018	8.01
2019	8.01
2020	7.98
2021	8.21

Source: Institutional Effectiveness, End of Session Data

Winter 2021 Initial Enrollment Comparison Data

Nearly all Michigan community colleges saw declines in student headcount and credit enrollment in Winter 2021 compared to the prior year.

- OCC ranked **#8** out of 27 community colleges in terms of student headcount change. The colleges ranged from -26% to -2%.

Michigan Community Colleges
% Change in Headcount Winter 2020 to Winter 2021
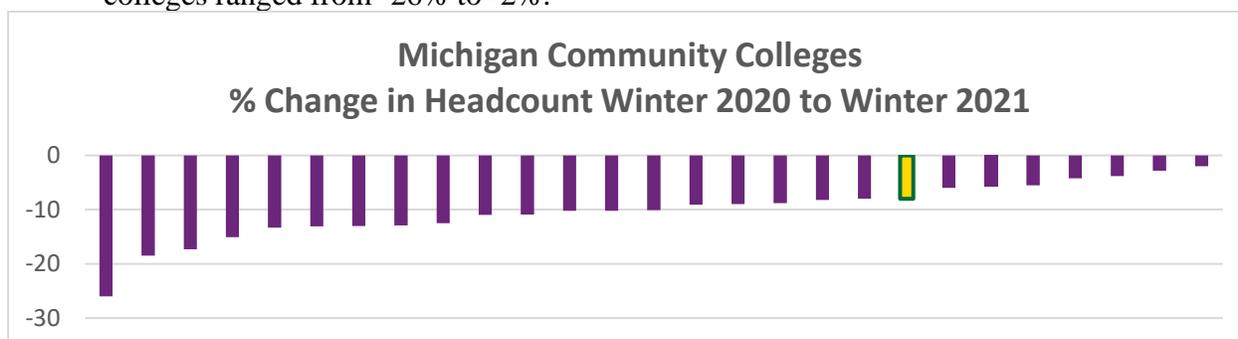
- OCC ranked **#6** out of 27 community colleges in terms of credit hour enrollment change. The colleges ranged from -24% to +2.3%.

Michigan Community Colleges
% Change in Credit Hours Winter 2020 to Winter 2021
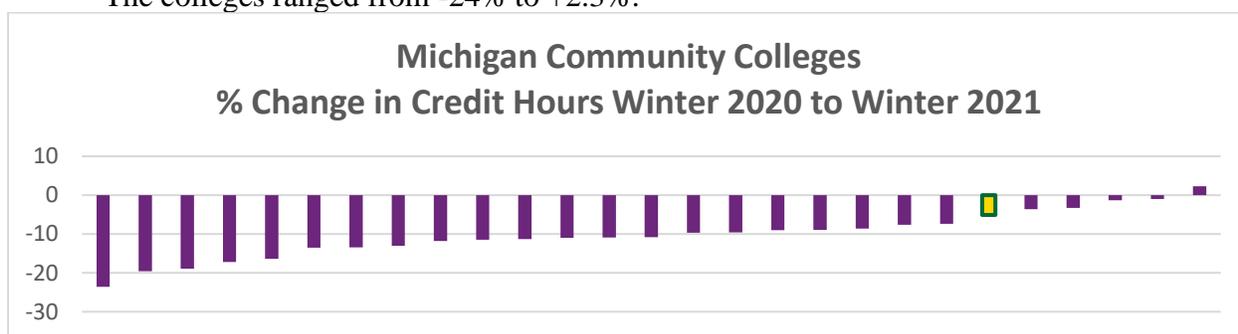
Source: Weekly report via https://www.mccssa.org/ as of 1/19/21, with institution-level reports ranging from 1/4 through 1/19 and OCC Data from 1/19. These are not official final reports; comparison is limited by differing dates.

Early Summer 2021 Enrollment Data

- Slight increases on all metrics over prior year
- MI Reconnect boost in students age 25 and over (+823 over 2020; 28% increase)
- More returning students (+712; 10% increase)
- Peer comparison difficult in summer; start dates and term structures vary widely

Category	Summer 2020	Summer 2021	# Change	% Change
Total Headcount	10,026	10,042	+16	+<1%
Total Credits	59,961	61,398	+1,437	+2%
Average Credits	6.0	6.1	+0.1	+2%

Comparison as of day 88 of registration (6.3.21), Source: Institutional Effectiveness Registration Dashboard

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

- **College in High School Power Hour**
  This first-time event was designed to educate Oakland County high school students and their parents about the various ways to earn college credit before graduating from high school. Leaders from Oakland Early College, Oakland ACE, and Oakland Technical Early College discussed the value of their programs and how to enroll. OCC staff explained the vast number of support services that can help students succeed in dual enrollment, Early Middle College, and Career and Technical Education articulated programs. Finally, participants at the virtual event heard four compelling student testimonials about how college in high school helped propel them toward their educational goals while saving money. Sixty-five people from across the county registered for the virtual event.

- **Bridging the Gap (BtG) Collaborative**
  BtG aims to align secondary and postsecondary mathematics and English Language Arts (ELA) curricula for the purpose of improving student success upon entry into college. The year-long project involves coaching by and between designated secondary and postsecondary instructors to promote understanding of literacy/writing and math expectations. Intensive workshops, local and national speakers, along with innovative deliberate design sessions have shaped meaningful dialogue and long-term relationships. The project will yield useful curriculum guides and alternative assessment tools to help bridge academic gaps, thereby mitigating the need for remediation. Partners include 16 committed educators from the Pontiac, Oak Park and Hazel Park school districts. Participants will earn continuing education credits from MDE.

- **Articulation Agreements**
  Developed and disseminated an articulation agreement matrix to Counselors. As of January 2021, OCC had active articulation agreements with 18 school districts in 51 career and technical education courses. Comparative metrics for secondary articulation agreements between 2015 and 2020 are as follows:

	2015	**2020**
# of distinct students who requested credits	218	110
# of courses requested	265	242
# of credits processed	42	171
# of students awarded credit	31	90

- **Paperless Dual Enrollment Process**
  Sparked by the pandemic, OCC launched an electronic dual enrollment process allowing high schools and students to use electronic signatures to apply for dual enrollment courses. Using the newly purchased DocuSign product, OCC combined the dual enrollment and FERPA authorization forms and converted it into a fillable PDF, thereby eliminating the need to chase down paper forms from students and parents. The process was designed, piloted and revised during 2020-2021 and will officially be available to public/private schools and self-pay families in June 2021.

- **Virtual Career Club at OCC (VCC@OCC)**
  As a spin-off from the Middle School Empowerment Experience with the Pontiac School District, OCC launched a virtual speakers bureau to provide 8th graders in Pontiac with exposure to practitioners in the graphic arts arena. Four professionals shared their educational and career trajectories, while an OCC counselor suggested coursework to fulfill such careers. Students engaged in rich dialogue with the speakers as they displayed their talent monthly.

- **Detroit Area Pre-College Engineering Program (DAPCEP) Partnership**
  OCC is partnering with the non-profit DAPCEP to deliver a Saturday Cyber Security class to high school students during six weeks over the Winter 2021 term and six weeks in the Fall 2021 term. Students from multiple districts will be invited to participate.

- **Bridge to Success (BtS) Summer Program**
  As a part of OCCs Strategic Planning efforts, the BtS program was designed to help increase the number of dually enrolled students at OCC. The 3-week experience will be piloted in 2022 for three invited districts and will include two college readiness courses, along with seminars featuring inspirational speakers who will help high school students to establish positive mindsets about college. The BtS Action Project will serve up to 40 students and falls under the college's Educational Access goal, while also addressing equity.

Workforce Training & Continuing Education

- February 2021: training program for PLC and Robotics Technician
- Also in February 2021, students were invited to join a free eight-week training program to prepare them for entry-level CNC machine operator positions.
- Multiple information sessions on OCC's new, no-cost Pre-Apprenticeship Program, and how it can provide students with a career path in manufacturing or an employer-sponsored apprenticeship.
- OCC's Economic and Workforce Development has partnered with William Beaumont Hospital and the Oakland County- Michigan Works! Agency to offer a unique 12-week training program to prepare students for in-demand healthcare jobs as certified Sterile Processing Technicians
- Grant Support:
  - OCC will receive approximately $735,000 over four years from the GRCC healthcare professional grant
  - OCC renewed $235,000 Oakland County MI Works grant for workforce development
  - OCC will receive approximately $250,000 from WIN grant collaboration
- Continuing Education continues to offer a wide range of in-person and online programming for personal and professional growth.
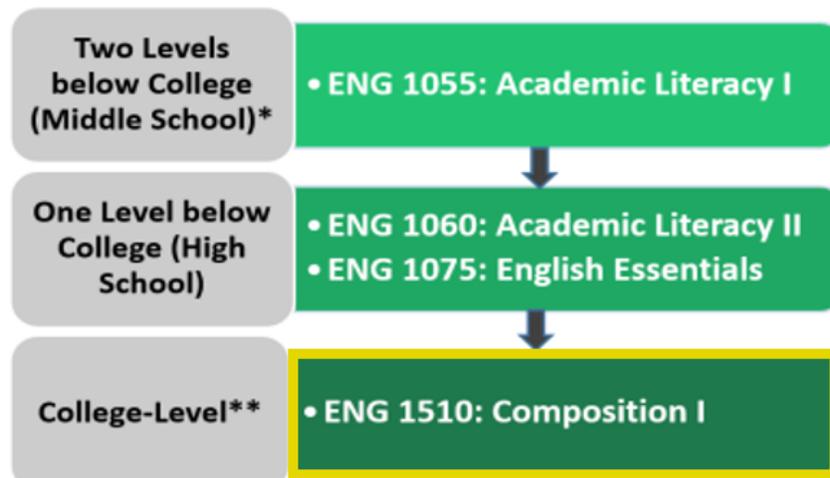
College Readiness

During Winter 2021, faculty and staff continued with 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.

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 student outcomes will be evaluated for continuous improvement. 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.


Two Levels below College (Middle School)*	• ENG 1055: Academic Literacy I
One Level below College (High School)	• ENG 1060: Academic Literacy II • ENG 1075: English Essentials
College-Level**	• ENG 1510: Composition I

*Not eligible for federal financial aid
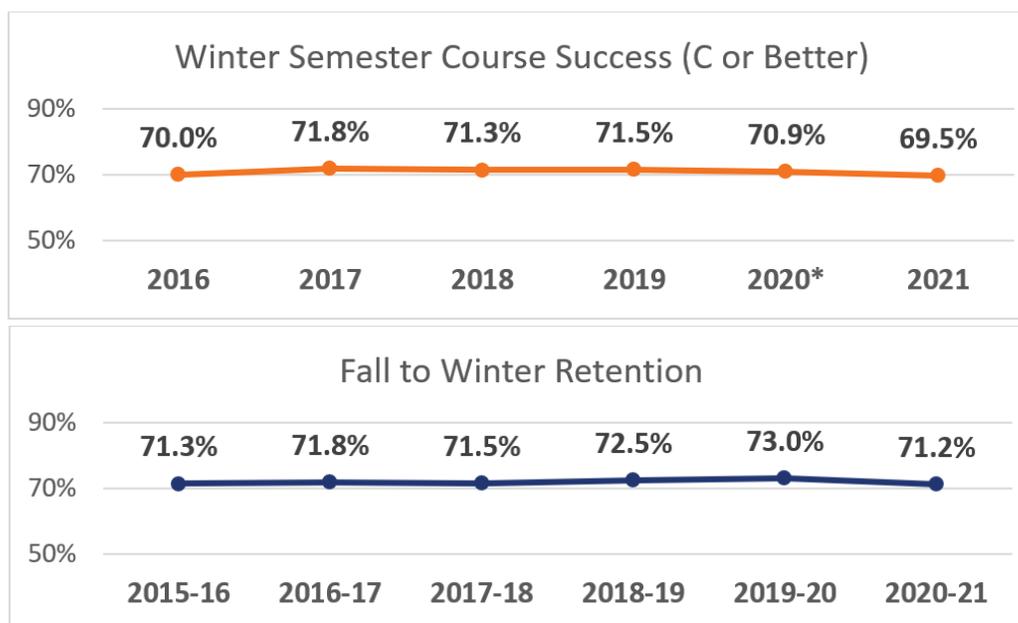**Meets English requirement for Michigan Transfer Agreement (MTA)

[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.

  - 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
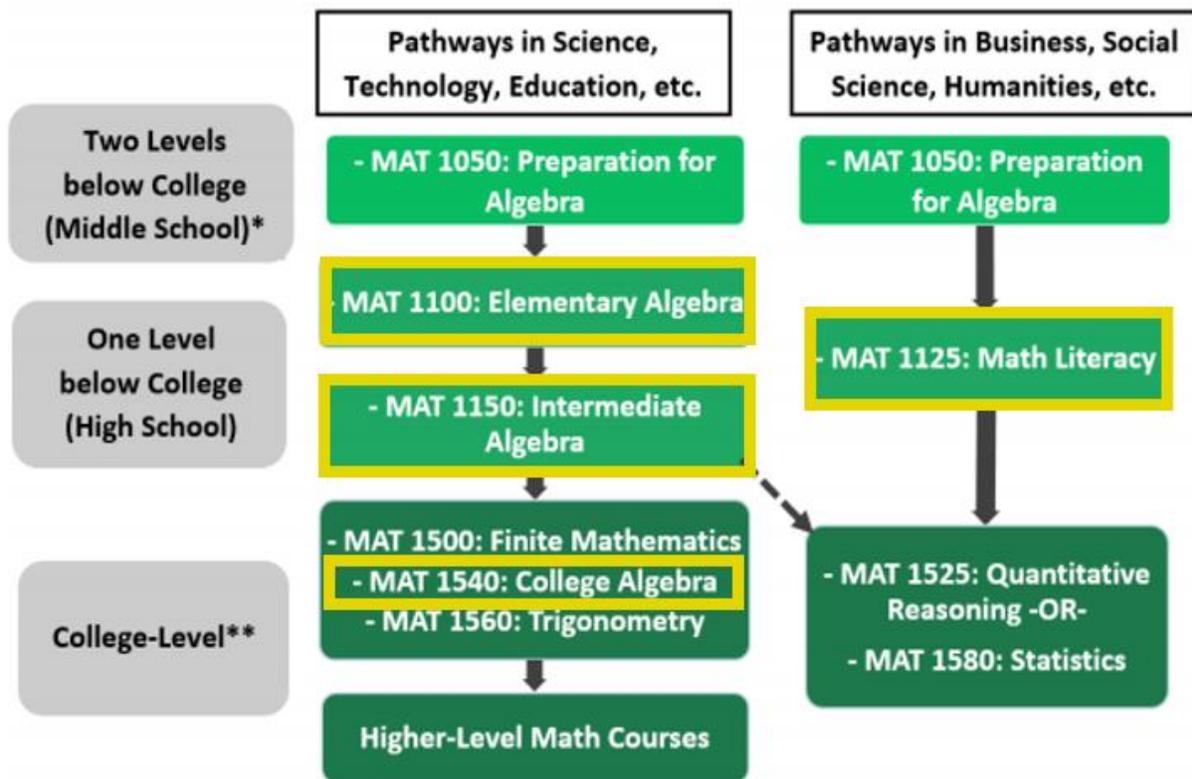
*Not eligible for federal financial aid
**Meets Math requirement for Michigan Transfer Agreement (MTA)

Course Success and Retention

Winter Semester Course Success (C or Better)

	2016	2017	2018	2019	2020*	2021
	70.0%	71.8%	71.3%	71.5%	70.9%	69.5%

Fall to Winter Retention

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	71.3%	71.8%	71.5%	72.5%	73.0%	71.2%

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

- Course success and retention were impacted by the challenges of pandemic, but remain within normal rate of fluctuation for data trends
- Expanded resources provided additional support to students to promote their success
- Economic and public health challenges continue to have a complex impact on student lives
- In Winter 2021, OCC received the results of a Fall 2020 Student Financial Wellness Survey conducted by Trellis Research. Trellis Company conducts this annual, nationwide student financial wellness survey to explore the connection between student finances and academic success. Community colleges across Michigan took part in the survey through their particiation in the MI-BEST initiative at the Michigan Community College Association Center for Student Success, focused on building economic stability for students in support of their academic success.

  The survey was sent to 13,446 students and 1,288 responded, for a response rate of 9.6%. Highlights results include:
 o 86% of respondents agreed or strongly agreed that COVID-19 has added to their level of stress, anxiety, or depression.
  o 58% say that their family's finances have worsened as a result of the pandemic.
  o 54% have more of an obligation to support their family financially compared to before COVID-19.
  o 38% of respondents showed signs of food insecurity and 46% showed signs of housing insecurity

OCC continues to expand and innovate supports to meet diverse student needs, to help promote their stability and academic success.

2019-20 Career and Technical Education (CTE) Indicators via Perkins V

In 2018, the Carl D. Perkins Career and Technical Education Act of 2006 was reauthorized as Perkins V via the Strengthening Career and Technical Education for the 21st Century Act. This federal legislation provides funding and guidance to states to increase access to high-quality Career and Technical Education (CTE) programs that meet the evolving needs of learners and employers.

At OCC, Faculty and Academic Deans review their program-level Perkins data as part of the cyclical program review process and provide action plans for improvement when needed. Beginning in the 2019-20 reporting year, the new Perkins V legislation included a revision of the indicators and target outcomes that institutions need to attain. In the first year of these new indicators, OCC exceeded all state targets and most state averages.

Career & Technical Education (CTE) Indicators via Perkins V
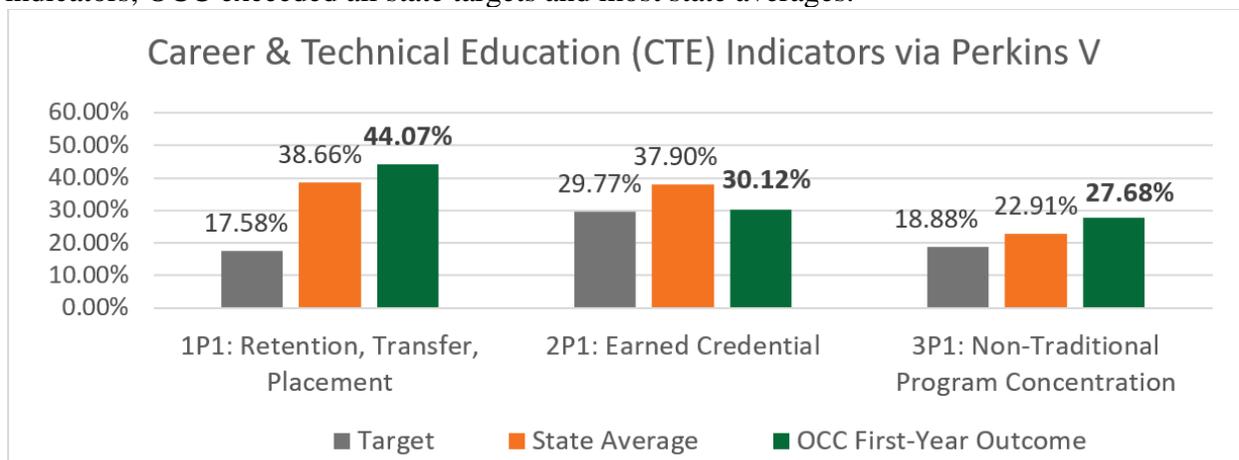
- 1P1: Of students who leave a CTE program, how many are retained in higher education, employed, or in service via volunteer programs/the military?
- 2P1: Of students who leave a CTE program, how many received a degree, certificate, or external credential?
- 3P1: What is the percentage of students enrolled in CTE programs leading to a non-traditional field for their gender?

Transfer Actions & Achievements

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

- Continued exploration, development, and enhancement of articulation agreements and institutional relationships
- Clarified course transferability details and pursued evaluation of additional courses to enhance the ability for student course transfer via internal transfer credit equivalency systems and/or the Michigan Transfer Network (MTN)

- Requested a reevaluation of courses receiving departmental, elective or no credit in targeted areas such as computer information systems, manufacturing, engineering, and industrial technology. These efforts resulted in an increase in the transferability, equivalency and utilization of courses, particularly in computer information systems.
- The College Transfer Events webpage continues to be a popular resource for a variety of transfer opportunities hosted by the four-year institutions. Additional revision and expansion of website content is underway, including a review and recommendations by an external consultant.
- An update to the Transfer Credit Agreements Guides webpage now provides a Transfer Resources field with direct hyperlinks to the information students most often seek (an institution's home page, transfer page, tuition & fees, scholarships, corresponding four-year program and transfer advisor). Additional fields, "Program Available Online" and "Program Available Face-to-Face in Metro Detroit," have also been added.

View by Associate Degree Program

	Institution	Transfer Major/Program	Transfer Resources	Max Transfer Credit	Min Residency Credit Hours	Min Bachelor Degree/Program Credit Hours	Program Available Online	Program Available Face-to-Face in Metro Detroit	OCC Program
📄	BAKER COLLEGE OF AUBURN HILLS	Management	Baker College — View Resources	84	36	120	Yes	False	BUS.ABA
📄	EASTERN MICHIGAN UNIVERSITY	Any Business Major - 2020 Edition	EASTERN MICHIGAN UNIVERSITY — View Resources	82	42	124	No	False	BUS.ABA

- Established new and renewed articulation agreements with:
  - Baker College in Business, Computer Information Systems, Mental Health/Psych.
  - Central Michigan University in Nursing
  - College for Creative Studies in Interior Design
  - Eastern Michigan University in Computer Science, Information Assurance and Cybersecurity, Accounting/Business, Public Safety Administration, Social Work
  - Ferris State University in Business
  - Lawrence Technological University in Mechanical and Manufacturing Engineering Technology
  - Oakland University – Renewed Reverse Transfer Agreement
  - Olivet College in Nursing
  - Saginaw Valley State University in Nursing
  - University of Michigan-Dearborn in Business
  - University of Michigan-Flint in Psychology, Nursing
  - Western Michigan University via an institutional-level agreement
- Admissions hosted two Virtual Transfer Fairs, one in March and one in April with nearly 50 participating transfer representatives

An Equity in Transfer Initiative (ETI) grant with funding from the ECMC Foundation and the Ascendium Education Group has been awarded to Wayne State University in collaboration with Jackson College and Oakland Community College in the areas of First Generation, Adult, African American, and Hispanic students. The Equity Transfer Initiative is a partnership between community and four-year colleges to advance transfer pathways and align them to increase transfer and completion for underrepresented student populations. The goal of the ETI is to serve 6,000 students from the identified underrepresented groups over the two-year project period. This collaboration is between the American Association of Community Colleges in partnership with the American Association of State Colleges and Universities and the Association of Public Land-grant Universities.

Completion

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

It is also an honor to welcome Michigan's Lt. Governor, Garlin Gilchrist II, as Keynote Speaker for OCC's Virtual Commencement. Students will be personally recognized during the ceremony, through their participation in social media, and at a special Commencement car parade. Congratulations to this historic class of graduates, for this accomplishment and for all they will go on to achieve!

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

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 the 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.
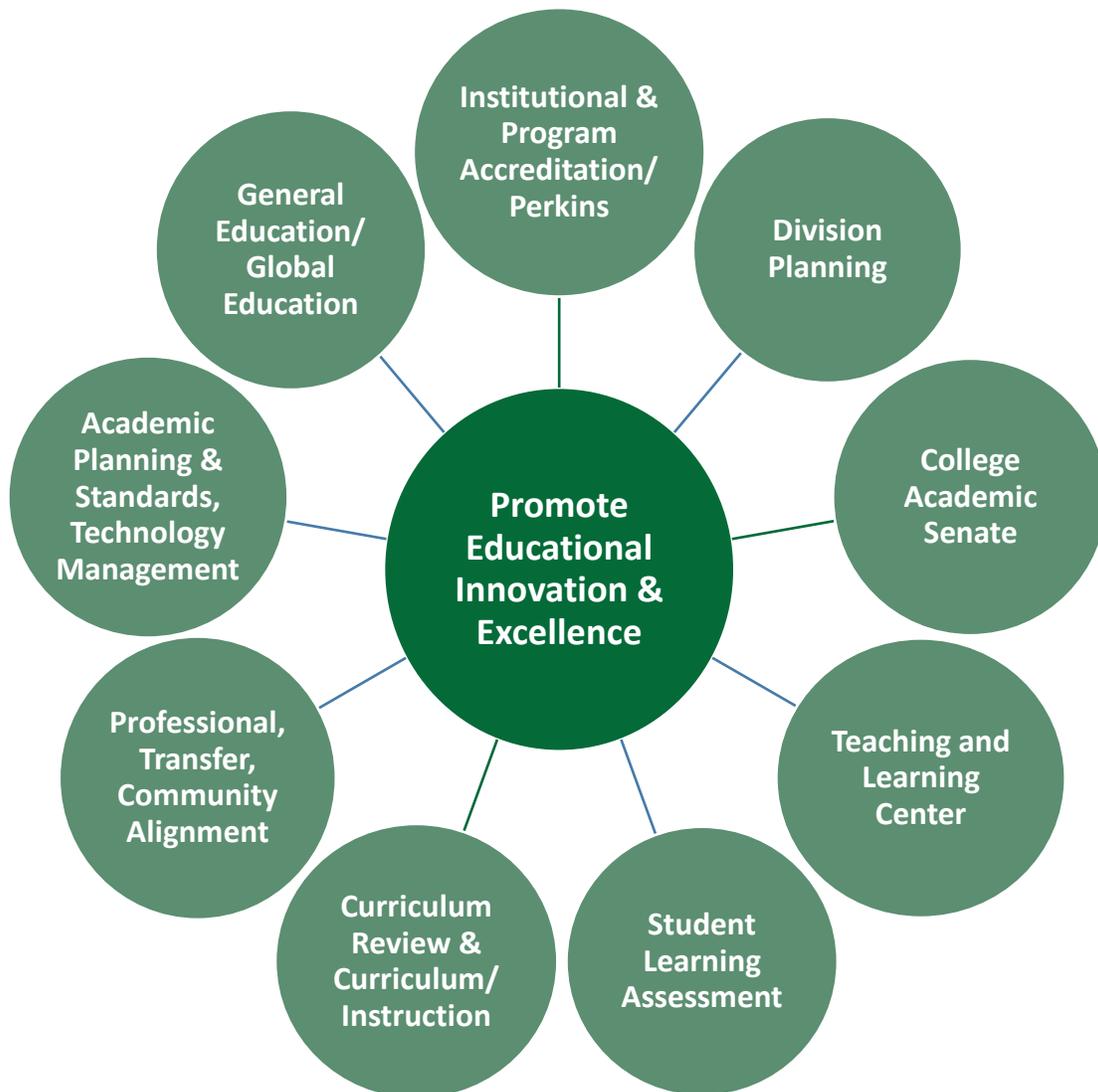
OCC Teaching and Learning Center (TLC)

The Academic Senate-approved TLC mission is as follows:
"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.

In Winter 2021, the TLC, with guidance from the Academic Senate's Professional Learning Committee, 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 – Winter 2021

Professional Learning
- The TLC Faculty Fellow for Teaching Excellence, Shawn Dry, conducted 23 workshops for 128 faculty members this semester in topics ranging from active learning to student engagement to inclusive teaching strategies.
- The OCC partnership with the Detroit Institute of Arts resulted in the delivery of four DIA workshops in Visual Thinking Strategies for 35 OCC faculty and academic staff.
- Three faculty members conducted TLC workshops on the following topics: "The Trauma-Informed Instructor," "GitHub Programming Tool," and "WebAssign for Math Courses." A total of 30 faculty members attended these workshops.
- The Winter 2021 focus for professional learning was on building participation for all faculty (full-time and adjunct faculty), including 133 adjunct faculty members who took part in OCC workshops, orientations, Town Hall meetings, and other professional learning activities.

Outreach
Five OCC faculty members took on new leadership roles as TLC faculty facilitators in Winter 2021. Monika Oery is leading efforts in global education, Mary Ann McGee is serving as adjunct faculty liaison, and Brianne Bouska, Michelle Fether-Samtouni, and Valerie Merriwether are working together as faculty student success facilitators to support faculty efforts around inclusive classroom strategies. Shawn Dry continues as Faculty Fellow for Teaching Excellence and Barbie Hoag continues as Faculty Fellow for Technology Innovation. Outreach activities focused on surveying faculty about current practices and future professional learning needs. The work of these five faculty facilitators will continue in 2021-2022, with a focus on continued outreach and workshop delivery.

Institute for Academic Technology and Instructional Innovation – Winter 2021
The Institute for Academic Technology and Instructional Innovation, also known as ATG, is proud to be a part of OCC's new Teaching and Learning Center (TLC). The natural synergy

between teaching excellence and academic technology provides a wonderful opportunity for collaborative initiatives.

While ATG has been offering training workshops on an ongoing basis since its conception in 2004, in the beginning of March 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. To date, 15 different academic technology themed workshops help 73 faculty gain additional understanding and skills for their teaching and course delivery. Spring workshops are underway and summer offerings will be promoted soon. In addition to developing and facilitating workshops, the Academic Technology Group has participated in the Department Chairs Retreat, Adjunct Faculty Orientation, and monthly Town Hall meetings.

Global Education Co-curricular Assessment

- New process established to assess eight student outcomes regarding their experiences with Virtual Exchange and Virtual Study Abroad by administering pre and post surveys.
    - Change in expressions of interest in learning about cultures of other people
    - Change in expressions of respect for views of other people
    - Change in expressions of responsibility to take action to address global issues
    - Change in expressions of considering the perspectives of other people when interacting
    - Change in expressions of ability to communicate effectively with people from different native language
    - Change in expressions of interest in learning a new world language or additional world language
    - Change in expressions of interest in traveling and/or studying abroad.
    - Change in expressions of interest in participating in globally-themed activities

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
- The Office of Curriculum, Student Learning & Evaluation (CSLE) now conducts expanded degree audit summaries of all current and recent students, to help faculty reach out to students in an effort to increase persistence and completion.
- This information and accompanying workshops help faculty identify students who have stopped-out, students who may only need one or two courses to complete, students who may have met all requirements for a certificate or other credential, as a mechanism to notify students of a less frequent course being offered, or to inform them of scheduling changes that impact their program of study.

- 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

Seven areas are completing their review season including Communications, Academic Support Center (academic courses), Collision Auto Repair, History, Sociology, Theatre and Technological Sciences program. These reviews will lead to action plans for improvement in each area.

Also, two General Education Outcomes (GEOs) went through a faculty-led review process this academic year as well, Aesthetic Awareness and Scientific Literacy. These reviews update rubrics and verbiage of the outcomes/dimensions and help articulate the efficacy of the GE concept for the College and students. These reviews are part of a cyclical process to ensure the general education outcomes remain current.

Assessment Workshop

March 19: CSLE conducted a virtual workshop, *Challenges and Solutions of Remote Assessment*, in response to a Fall 2020 Assessment Operations survey of student learning coordinators who noted a desire for support in this area. 30 attended.

Student Services Evaluative Framework

The student services evaluative framework is a comprehensive, cyclical review of data and information related to student service departments at OCC. This review guides continuous quality improvement and gives OCC staff data and information to guide decision-making. Each student service department engages in the review on a 3-year cycle that culminates in the development of improvement plans. This evaluation process shows a commitment to continuous quality improvement in student services that mirrors the cyclical review of academic programs and disciplines engaged in by the faculty.

Student Service Satisfaction Survey Quotes

Library: "The simple fact of knowing that the OCC library has a 24 hour ask a librarian option gives me peace of mind. Attending classes while also working creates a very hectic schedule, but with the remote access to the library, I know I will always be able to do my research whenever I need."

"I found my experience with Financial Aid to be super easy. This was the reason I never went to college. I'm glad I made the leap!"

"I decided during a pandemic, at 46 years old to change careers. I needed this course to achieve that goal. It was the best thing I could of done during this time frame. The instructors went above and beyond. they were knowledgeable and I trusted them tremendously. I'll never forget this experience and I'm looking forward to a rewarding career as a firefighter."

Academic Excellence & Student Achievement

OCC received the 2021 "Inspiring Tomorrow Award" from the Troy Chamber of Commerce. This award recognizes educational institutions, organizations and companies that have demonstrated an ability to engage individuals in the business community through developing or offering programs to promote higher education or skilled trades for our future workforce.

OCC's Forensic Team won second place at the Michigan Intercollegiate Speech League Novice Tournament. The tournament provided students with competitive public speaking and performance opportunities to foster each student's oratory skills and refine their professional presence.

OCC's Automobile Servicing program earned prestigious national accreditation. Onsite evaluation confirms OCC has a top-notch facility, impressive faculty, and a program that meets and exceeds all the criteria the ASE Education Foundation requires for accreditation. Collision Auto Repair will pursue accreditation next.

OCC's Culinary Studies Institute received exemplary status with a 7-year grant of accreditation by the American Culinary Federation.

At OCC's 2020-21 Outstanding Student Reception, twenty-six students were nominated by faculty to receive awards based on criteria of leadership, initiative, creativity, and overcoming obstacles while achieving academic goals

Students were also recognized via the Student Research Paper Contest run by the OCC Libraries and OCC Foundation, rewarding students from every campus with cash prizes for outstanding research papers written for OCC classes.

OCC faculty created innovative at-home chemistry lab kits for student experiments, enhancing the remote learning experience and promoting student success. Collaboration among the Chemistry department, bookstore, and environmental health and safety helped make the kits affordable, accessible, and safe. Student feedback led to continual improvements, including detailed instructions and pre-lab lecture videos.

OCC's Culinary Studies Institute gains a new Executive Director of Culinary and Hospitality, Dawnmarie Yelcho, and is working to expand culinary programming for the community.

The presentation by OCC researchers, Dr. Steve Simpson and Zheng Wang, on "Diversity, Equity, Inclusion, and Strategic Planning: How to Advance Institutional Policy through BI Tools" won best presentation at the Michigan Association of Institutional Research annual

conference. They were then invited to share the presentation with a global audience during the virtual Association of Institutional Researchers Forum in May.

Cindy Carbone, Academic Dean of Communication, Arts and Humanities, was named a 2021 Phi Theta Kappa Distinguished College Administrator. This prestigious award recognizes Carbone for her outstanding support of student success.

OCC student, Tala Alahmar, was elected International President of Phi Theta Kappa Honor Society and OCC's PTK Chapters won thirty awards in the Michigan Regional Competition, including five national scholarships.

Eunice Jeffries, Director of Government and Community Relations, was recognized as one of this year's Women of Excellence by the *Michigan Chronicle*. Jeffries joins an elite group comprised of the area's most influential African American women who inspire others through vision and leadership, exceptional achievements, and participation in community service.

Business Faculty member, Evelyn Chan, received a 2021 Faculty Member of the Year Award from The Alliance for Excellence in Online Education for online teaching excellence. The award is given to faculty leaders who have demonstrated instructional quality and contributions to their curricular development, positive effectiveness in student learnings, and presented quality strategies to better guide their students in a dynamic online environment.

OCC History and Social Science Faculty member Tony Baracco and Communications and English Faculty member Youmin Lee have been awarded the 2021-22 Asian and Global Studies Course Development Grant from the Global and Asia Centers at the University of Washington.

OCC student leads others in environmental and social activism while helping the homeless

OCC students are semifinalists and recipient of highly competitive, prestigious national community college transfer scholarship

OCC students continue to provide enriching artistic experiences to the community through virtual music and theatre performances.

Student & Academic Support Services

Admissions · International Student Advisor · Counseling · Financial Aid & Foundation · Veteran Services · Academic Support Center (ASC) · ACCESS · Libraries · Student Government & Organizations

OCC Cares

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

- Reduced student academic suspension through counselor intervention and 24/7 online workshops through the customized orientation platform
- The OCC Foundation honored scholarship recipients and acknowledged sponsors for their generosity during the 29th Annual Virtual Scholarship Recognition Event, showcasing how scholarships have help OCC students reach their goals. A record 809 scholarships were awarded to students in Summer 2020, Fall 2020 and Winter 2021.
- The Student Success Fund Matching Gift Challenge exceeded its fundraising goal. Thanks to the generosity of employees, retirees, alumni, and sponsors, $96,530 was raised during the Matching Gift Challenge to help students in crisis.

- OCC CARES Laptop Program: OCC is one of the only community colleges in Michigan using CARES Act funds to provide direct technology assistance to full-time students. The $1 million laptop giveaway was designed to address increased technology needs of OCC students during this time of remote learning. 3,500 total laptops were available for students via the OCC CARES program in 2020-21 and Winter 2021 enrollment requirements changed to eight credits to allow more students to be eligible. OCC's VDI system uses data on each student's semester class schedule to automatically provide access to the appropriate virtual software required for their classes.
- OCC received an additional $3.7 million of funding to provide to students as part of the Higher Education Emergency Relief Funds from the Federal government through the Coronavirus Response and Relief Supplemental Appropriations Act 2021. Students can use the funds for the cost of attending college or emergency costs due to the Coronavirus including tuition, food, housing, health care, or childcare. Financial aid students with a high level of financial need (such as Pell eligible students) automatically received the additional funding during Winter 2021.
- The Libraries lent hundreds of books, mobile hotspots, and calculators to students via contactless pickup. Further, four OCC librarians were recognized statewide for the exceptional work they do providing services to students.
- Open Educational Resources (OER) are free online textbooks and learning materials. OCC's OER project is funded through a Foundation grant from the Provenzano Innovation Fund. In academic year 2020-21 to date, 3,127 students saved $280,343 by using low or no-cost course materials at OCC. More Faculty in the English and Communications disciplines have plans to adopt OERs in 2021.
- Auburn Hills Counseling provided virtual sessions on how to stay motivated during the winter months and how to play for the future while staying in the present.
- Student LIFE engagement and programming build connection, development & growth

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

The Mental Health Task Force is continuing to pursue major actions developed after the first round of the study (Jahquan Hawkins is contact):
- Mental Health Training of Internal Stakeholders
- Mental Health Leave Policy
- Promote Connectedness

The newly developed 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.

Veterans Services

In Winter 2021, major focus was placed on the administrative process of certifying and recording of student veterans/dependents enrolled in class for the winter and summer semesters. Additional management training involved account reconciliation, pulling of VA payment, and repayment to VA for school debt.

In addition to helping students make full use of their Veterans educational benefits, the College supports students in several ways:
- VA Work Study commenced in March and focuses on OCC Veteran social media communication, while working closely with the Student Veterans of America (SVA) Club that meets each month.
- Community information and employment opportunities are emailed to present and past student veterans/dependents.
- Military & Reserve/Guard Virtual Open Houses were held on February 10, March 24, and April 21. Active duty and reserve/guard personnel were invited to visit OCC, with Admissions and Veterans Coordinators on hand.
- Veterans Career Resources Virtual Workshop on March 11, coordinated with OCC Career Services

Future Direction:
- Coordinate with Admissions to conduct monthly Military & Reserve/Guard Virtual Open Houses
- Coordinate with Career Services to conduct a Veterans Career Resources Workshop every semester
- A return to campus goal is to establish one day per week in which the Veterans Coordinator attends a different campus for the entire day. Student veterans/dependents will be informed ahead of time of when and where their coordinator will be on campus to assist them with veteran needs/concerns.
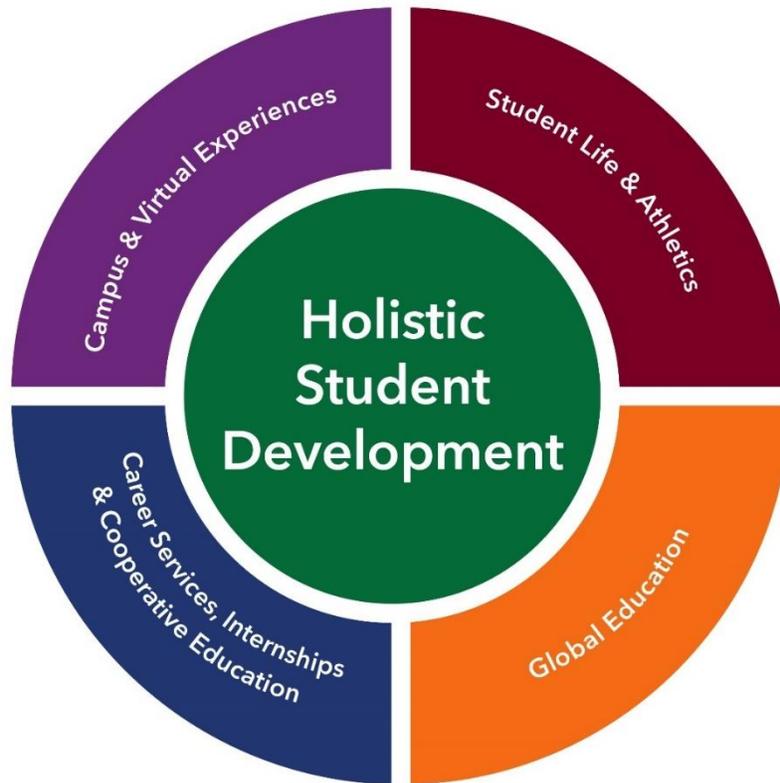
Career Guidance & Opportunities

- In March, OCC offered job fair preparation workshops and two virtual job fairs to help students connect to employers, one in the Health Professions and the other in Engineering, Manufacturing & Industrial Tech. The events were made possible thanks to the Michigan Department of Labor and Economic Opportunity's Office of Employment and Training.

- OCC's Office of Career Services also provided virtual workshops on job search techniques and interview skills.

- Royal Oak/Southfield Counseling offered multiple virtual seminars on academic success and career goals.

Hosted by the Royal Oak/Southfield Counseling Departments:

LIVE CAREER SEMINARS ON ZOOM!

TRANSFERRING TO A FOUR YEAR COLLEGE OR UNIVERSITY
Wednesday, March 10 | 12 pm

CHOOSE A CAREER THAT'S RIGHT FOR YOU
Wednesday, March 17 | 12 pm

CHOOSING THE RIGHT HEALTHCARE CAREER FOR YOU
Tuesday, March 23 | 12 pm

STEPS TO ACADEMIC SUCCESS AND IMPROVING YOUR GPA
Thursday, March 25 | 12 pm

STAYING ON TRACK AND MANAGING YOUR TIME IN COLLEGE
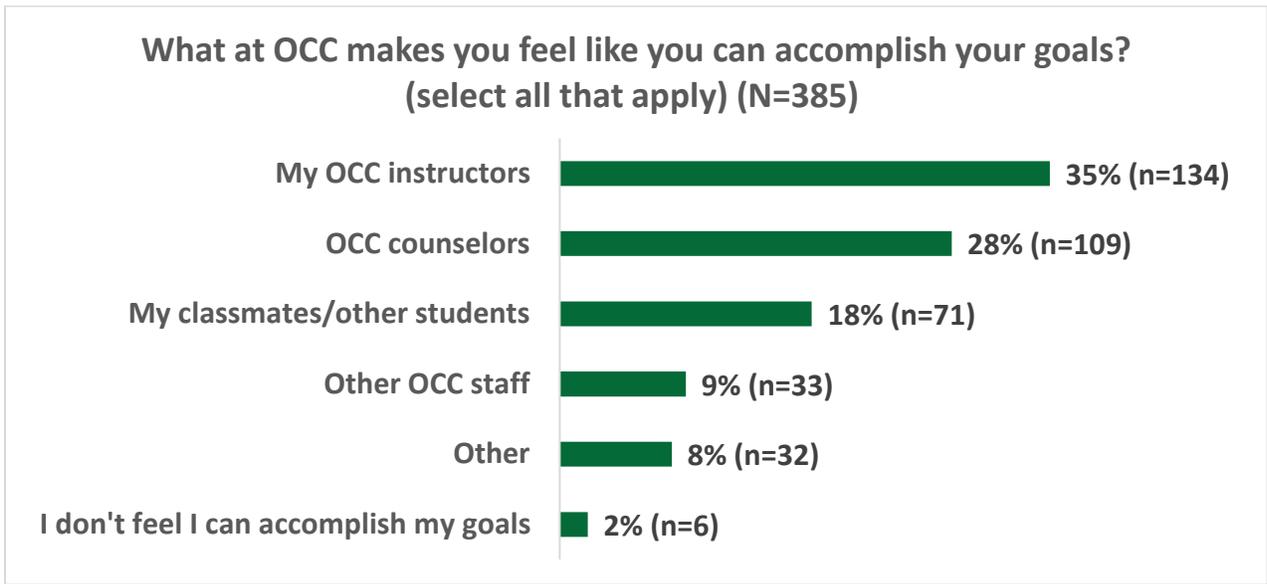Wednesday, March 31 | 12 pm

Data, Research, and Analysis for Continuous Improvement

Black/African American Student Survey

In February 2021, a survey was sent to 3,300 students who self-identified as Black or African American in their application to OCC. The survey was developed by a faculty/administration subcommittee of the retention, persistence, and completion strategic planning group. The results will inform actions to improve the student experience and equity of completion. 266 students responded, for an 8% response rate, including the following highlighted results:
- The top three responses for how students feel attending OCC were: welcome, motivated, and overwhelmed/busy. While most students selected positive responses to the question, some expressed that the stress of the pandemic and challenges of remote learning had made their college experience more difficult.

- When asked what makes them feel welcome and supported at OCC, most said teachers, counselors, and staff. Throughout the survey results, students reiterate over and over how meaningful it is to them when they feel a connection and genuine support from the faculty and staff.
  "What makes me feel welcome is the faculty. Every person I've interacted with made me feel like I was in the right place and made me feel like they cared just as much about my educational goals as I do."
- Students felt overwhelmed by the workload and pace of assignments, particularly while juggling employment, multiple classes, the transition to remote learning, and responsibilities in their family and personal life.

What at OCC makes you feel like you can accomplish your goals? (select all that apply) (N=385)

Category	Value
My OCC instructors	35% (n=134)
OCC counselors	28% (n=109)
My classmates/other students	18% (n=71)
Other OCC staff	9% (n=33)
Other	8% (n=32)
I don't feel I can accomplish my goals	2% (n=6)

Of the options below, what could prevent you from continuing at OCC? (Select top response) (N=218)		
Answer	**%**	**Count**
Nothing will stop me from continuing at OCC	31.65%	69
I do not receive financial aid and may not be able to continue to pay for my tuition, books, and supplies	16.51%	36
My work schedule might interfere with my school schedule	15.60%	34
I receive financial aid, but it is not enough to cover tuition, books, and supplies	10.55%	23
Other (students indicated health, stress, program/course availability, etc.)	8.72%	19
I might not be able to maintain a high enough GPA	4.13%	9
I don't know/Prefer not to say	3.67%	8
I have childcare needs	2.75%	6
I am not sure I can get a better job after I get my degree or certificate	1.83%	4

I don't really like attending OCC.	1.83%	4
I don't always have reliable transportation to campus	1.38%	3
I don't have anyone in my life to cheer me on when school gets hard	1.38%	3

Student Survey on Course Definitions
This survey helped identify student perceptions and pinpoint elements of the schedule of classes and catalog that are most important for registration.
334 students responded, resulting in the following highlighted results.
- 92-95% of respondents found the definitions for "face to face," "hybrid," and "online synchronous/asynchronous" clear and easy to understand
- Survey results also provided insight into how students search for classes and what course details are most important for them to know prior to registration
- Recommendations for improvement based on survey results include:
  - Additional detail about technology required for a course
  - Additional detail about course content and learning outcomes/objectives
  - More student-friendly language

Adjunct Professional Learning Survey
March 2021: An Adjunct Professional Learning Survey was distributed to assess adjunct faculty needs related to communication, professional learning and engagement. 179/554 (32%) responded. Highlights from the survey results include:
- 70% of adjuncts have attended a professional learning course or training at OCC
- 94% said they are interested in taking a professional learning course/training at OCC
  - 20% of adjuncts listed "becoming certified to teach online courses at OCC" as one of their top professional learning preferences
- 52% of adjuncts include international/global content into their course content…
  - …of those who *do not* currently implement international/global content, 62% would like to learn how.

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


Data and Shared Goals

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

Data Dashboards

After a comprehensive development process, OCC has launched a dynamic, multi-faceted, interactive data dashboard with information about the academic progress of OCC's students, as well as general enrollment data. These tools provide institutional transparency while empowering the College and community to use both current and trend data to better understand and support OCC's diverse student population. Several specialized internal dashboards are in progress, to empower OCC's administration, faculty, and staff with deeper insights to help guide continuous improvement and institutional excellence.
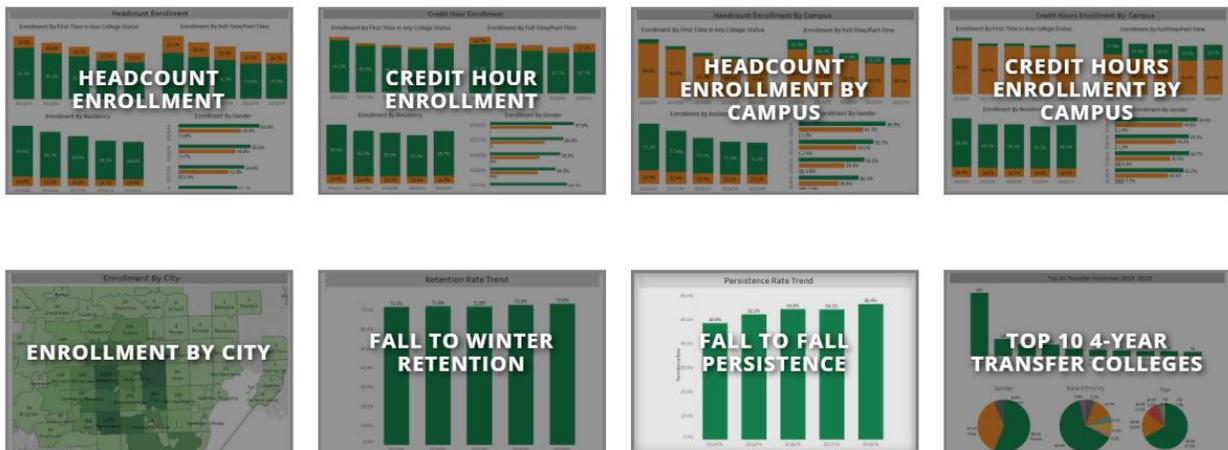
2.2: Promote a culture of communication, collaboration, respect, and civility

Communication and Collaboration

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

Current strategic actions for this objective include:
- Student Communication Governance
- Collaborative Decision-Making Model

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

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

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

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

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

Deepening Understanding & Engagement through Diversity, Equity & Inclusion (DEI)

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

In Winter 2021, OCC began the development of a new DEI team led by OCC's first ever Vice Chancellor for Human Resources and Diversity, Equity and Inclusion, Andre Poplar, JD
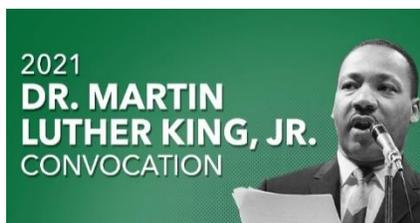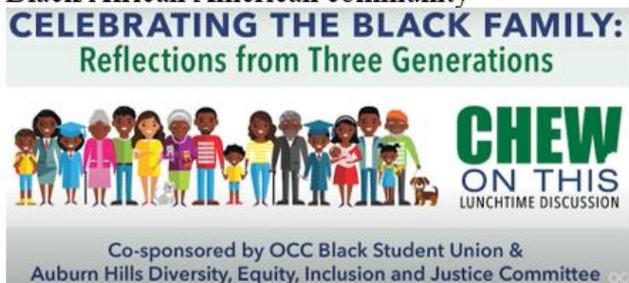
January 12–15: OCC's collegewide Diversity, Equity and Inclusion committee hosted a series of virtual events to further Dr. Martin Luther King's legacy with important discussions about diversity and racial equity.


February: Black History Month programming, learning & discussion

'

- February 17: During the National African American Read-In, the OCC Libraries held an event for all to enjoy literature written by African American authors, read by OCC students and faculty.

- March 12: *Participants* learned about the Kolams of South Indian tradition and how they intersect with art, mathematics and culture in this event hosted by OCC's Global Education Office

- March 17: OCC Libraries shared a [Celebrate Women's History Research Guide](#) in recognition of Women's History Month, developed in collaboration with the OCC Auburn Hills Campus DEI Committee. The guide highlights the Smithsonian's Women Who Shaped History collection, women in science and I.T., women leaders of the world, and the artistic achievements of Native women artists.
- March 24: In recognition of Equal Pay Day, the OCC Royal Oak/Southfield DEI Committee shared a webinar, ["Empowering Women Through Financial Literacy."](#)
- April 14: An event explored the History of Racial Integration in Pontiac Schools
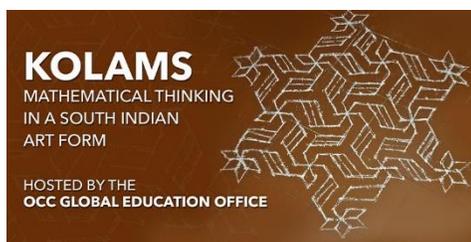
- April 23: Mary Kamidoi told her personal story of the dark days she spent living in a U.S. internment camp during World War II during "A Nisei Remembers," a virtual event hosted by OCC's Global Education Office.
- OCC's Black Student Union (BSU) has been an active and vital voice in the College community since 2019, providing discussion and advocacy to promote growth, understanding, racial equity and justice.

April 2021: In celebration of Diversity Month, the Auburn Hills Diversity, Equity, Inclusion and Justice Committee presented: CHEW ON THIS Zoom Webinar "Destination: Diversity- Moving Forward at OCC," featuring a discussion with Andre Poplar, Vice Chancellor of HR and DEI.
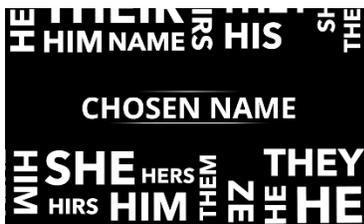
Expressing someone's chosen name and pronouns is one way our college community can help support transgender and nonbinary students and educators. It shows respect for a person's identity and creates a more inclusive environment for all. The College has been proactive in recognizing students, employees and others we interact with may use a chosen name other than their legal first name to identify themselves. A study published by the Journal of Adolescent Health found mental health measurably improves when transgender young people are addressed by their chosen name throughout their lives.

Conclusion

The Winter semester of 2020 marked the time when the College needed to quickly transform to deliver remote instruction and services to students due to the global pandemic. Over a year later, major efforts and innovations have helped to ensure a high level of quality in the student learning experience. The College continually evaluates the needs of its students and connects them to resources for support. Student surveys and focus groups show that a major reason why students succeed at OCC is the dedication and connection they feel with faculty and staff who have gone above and beyond to assist them in this time. OCC's greatest asset is its people and during the past year those students, faculty, and staff have worked together to overcome challenges and continue to achieve excellence in the college endeavor. The College will continue to prioritize the well-being and advancement of its community, while empowering students to succeed in attaining their goals and building toward a brighter future.

Acknowledgements

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.

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.