



OAKLAND COMMUNITY COLLEGE  
Excellence *Empowered.*

# **INFORMATION**

**Board Agenda Item 6.1**  
**October 19, 2020**

## **SUMMER 2020** **MONITORING REPORT**

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## Executive Summary

The Summer semester is a time in the academic cycle when students can maintain 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 2020 was unique in many ways. In the context of COVID-19, the College saw a [45% increase](#) in the enrollment of newly admitted students and a [7% increase](#) in average enrolled credits, while [headcount enrollment](#) and [course success](#) remained stable. [FTIAC](#) (First Time in Any College) student enrollment more than doubled from 5% in 2019 to 11% in 2020.

Community colleges across Michigan then experienced a decline in headcount and credit hour enrollment for Fall 2020. Public health and economic factors, as well as the shifting plans of four-year institutions, were dynamic and evolving elements that made enrollment hard to predict. In early data, OCC exceeded all regional and most statewide peers in its [enrollment outcomes](#).

### Summer Momentum

- Summer enrollment can accelerate student academic progress.
- Targeted scholarships and special scholarship cycles support credit completion.
- Enrollment during summer can bridge the gap between winter and fall, promoting student persistence.

### Year-Round Pell

- Starting in 2017-18, eligible students can receive summer Pell grant funding, which supports ongoing enrollment for students with high financial need.

### College Guest

- Summer has the highest proportion of college guest enrollment.
- Students at four-year institutions use the summer term to complete core course requirements with the benefit of a lower cost and potentially smaller class size.

### Fall Semester Admission/Onboarding & Registration

- During Summer, OCC connects with thousands of students to prepare them for the Fall semester, growing new technologies for virtual support through admissions, orientation, financial aid, placement, counseling, registration, etc.

## Mission, Values, Vision & Strategic Plan



### Strategic Direction 1: Optimize educational offerings & opportunities to meet community needs

- 1.1 [Promote Educational Access](#)
- 1.2 [Implement a Strategic Enrollment Management Framework](#)
- 1.3 [Promote a Climate of Educational Innovation and Excellence](#)
- 1.4 [Promote the Holistic Development of all Individuals](#)
- 1.5 [Implement Innovative, Comprehensive and Effective Student Support Services](#)
- 1.6 [Advance Diversity, Equity, and Inclusion Policy and Practice](#)
- 1.7 [Improve Retention, Persistence, and Completion](#)

### Strategic Direction 2: Improve Institutional Culture & Climate

- 2.1 [Promote a Culture of Accountability to Shared Goals](#)
- 2.2 [Improve the Availability, Access, and Timely Publication of Essential Institutional Data](#)
- 2.3 [Develop and Deploy Intentional Communication Structures and Systems](#)
- 2.4 [Promote a Culture of Collaboration and Civility](#)

## 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. Community Stakeholders benefit from the College through participation in eight Ends, which align and interact at several levels with OCC’s updated strategic objectives.

		BOARD ENDS							
		Career & Technical Education (CTE) Accreditation & Certification	College Readiness	Transfer Education	Workforce Training	Continuing Education	Student Services Programming	Diversity, Equity & Inclusion	
STRATEGIC OBJECTIVES	<b>Educational Access</b>	●	●	●	●	●	●	●	●
	<b>Strategic Enrollment Management</b>		●	●				●	●
	<b>Holistic Development of All</b>					●	●	●	●
	<b>Innovative, Comprehensive &amp; Effective Student Support</b>	●	●	●	●			●	●
	<b>Retention, Persistence &amp; Completion</b>		●	●	●			●	●
	<b>Educational Innovation &amp; Excellence</b>	●	●	●	●	●	●		●
	<b>Diversity, Inclusion &amp; Equity Policy/Practice</b>	●	●	●				●	●

The eight Board Ends and the updated Strategic Plan create an educational environment that fosters student learning and supports student success. The College offers ongoing opportunities to benefit individuals, the community, and employers based on their evolving needs. The Ends and Objectives support the College’s [mission](#) to empower students to succeed and advance the community.

## Oakland Community College (OCC):

- Offers wide-ranging options for higher education and professional training, at all stages of career and life
- Partners with other higher education institutions, secondary education, government, workforce, and community
- Plays a central role as conduit among the K-16 continuum and helps county attain its [Oakland80](#) goal
- Provides an agile, responsive, relevant education and the value of reduced student loan burden
- Serves the community in higher education awareness, aspirations, access, and success



## Overview of Key Performance Indicators (KPIs)

The charts below give a high-level overview of Summer semester KPIs.

- Each indicator links to a report section with additional data, context, and interpretation.
- Most indicators have a range of normal fluctuation, a forecast based on recent performance, and a target set according to the College’s actions for improvement and current context tied to that indicator.
  - Enrollment and average credit forecasts were determined via ARIMA statistical modeling that incorporates past enrollment, the number of high school graduates, the unemployment rate, and student applicant activity to predict future enrollment.
  - Most other forecasts were determined using a rate of change equation that takes prior fluctuation from the average to project future change. Qualitative and contextual data were used to determine where within the range each forecast should fall.
  - The conversion rate required additional context to set a meaningful target.
- Input from faculty and staff helped inform targets. This year, a rigorous process will include further research and analysis, as well as ensuring alignment with the College’s evolving strategic plan.

### Summer Semester KPIs

Core KPIs	2018	2019	2020	Past Year % Change	2020 Forecast Range	2020 Forecast	2020 Target	Target Outcome
<a href="#">Conversion rate</a>	31.2%	33.4%	48.5%	+45.2%	31.0-35.8%	33.4%	33.0%	<b>+47.0%</b>

Core KPIs	2018	2019	2020	2019-20 % Change	2020 Forecast	2020 Target	Target Outcome
<a href="#">Headcount enrollment</a>	10,779	10,161	10,323	+1.6%	10,158	10,161	<b>+1.6%</b>
<a href="#">Average enrolled credits</a>	5.48	5.55	5.93	+6.8%	5.62	5.80	<b>+2.2%</b>

Core KPIs	2018	2019	2020	Past Year % Change	2020 Forecast Range	2020 Forecast	2020 Target	Target Outcome
<a href="#">Course success (C or higher)</a>	76.2%	77.9%	78.7%	+1.0%	77.3-78.5%	77.9%	77.9%	<b>+1.0%</b>

# 1.1: Promote Educational Access

Access is an ongoing and evolving principle to remove barriers to higher education and provide support for all who wish to pursue it. A focus on equity helps the College better serve all members of the community in pursuing their diverse goals.

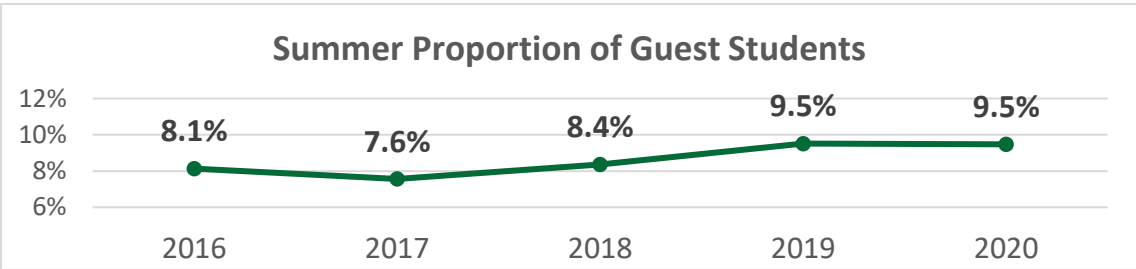
-  **Community Outreach**
-  **College Readiness**
-  **Diverse Learning Environments**
-  **Lifelong Education & Training**

Access includes:

- Outreach throughout the community to those considering college for the first time, those who want to return to college, and those who wish to train for a new career
- Innovating college readiness placement/pathways to facilitate student attainment
- Opportunities to learn in online, remote, hybrid, and in-person environments
- Momentum toward completing a degree/certificate, transfer, and skill attainment

## College Guest Student Enrollment

[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.



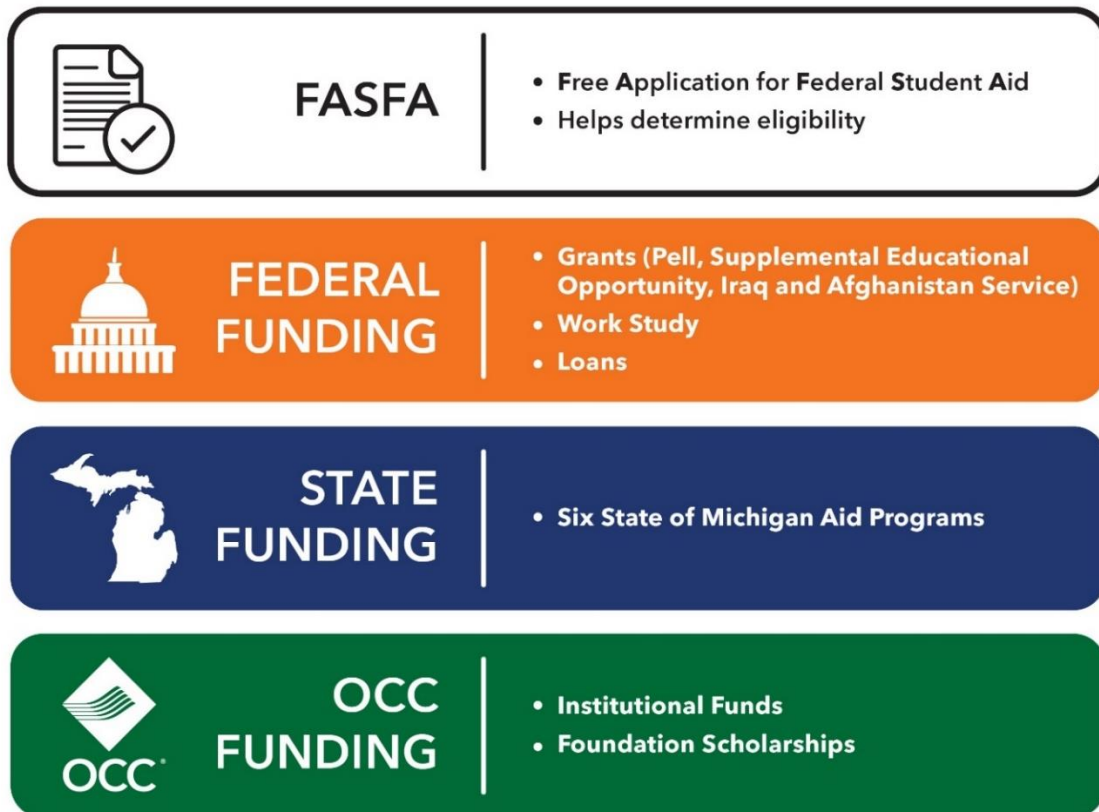
Data Source: Institutional Effectiveness End of Session Data



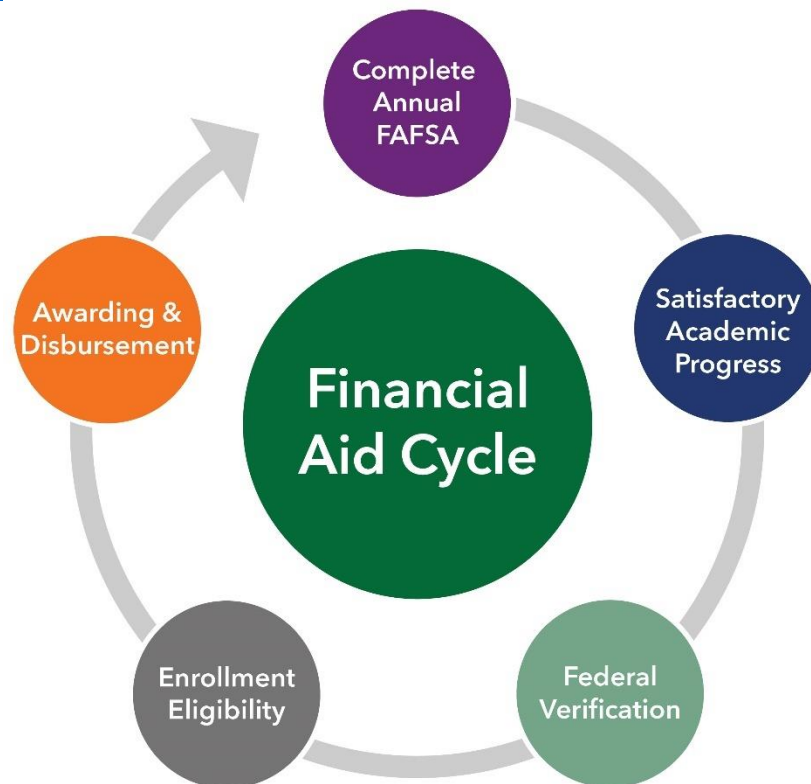
## Financial Aid

Financial aid is a crucial component for providing equity of access to higher education. Through flexibility and affordability, community college provides higher education pathways for students who may not otherwise be able to attend due to external life factors and responsibilities of work and family. Admissions conducts outreach and recruitment for students who list OCC on their Free Application for Federal Student Aid (FAFSA) or on standardized tests. Numerous scholarships through OCC's [Foundation](#) and other sources also expand access for students. The Summer semester is an integral time for students to finalize their funding for the upcoming academic year.

## THE FINANCIAL AID PROCESS STUDENT AND FINANCIAL AID OFFICE PARTNERSHIP



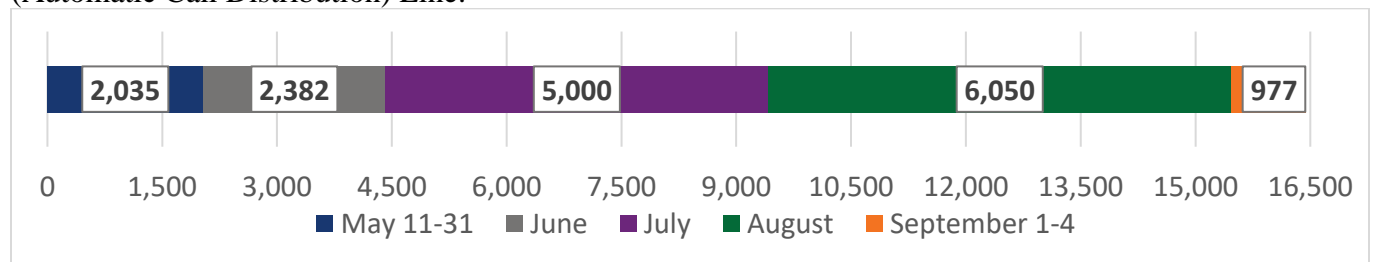
- **Federal Financial Aid Programs**
  - The Federal Pell Grant is awarded to undergraduate students with financial need who have not yet earned a bachelor's or professional degree. The amount changes each year as determined by Congress. Starting in 2017-18, Year-Round Pell specifically supports summer enrollment for eligible students.
  - The Federal Supplemental Educational Opportunity Grant (FSEOG) is assistance awarded to undergraduate students with exceptional financial need, with priority consideration going to Federal Pell Grant recipients.
  - The Federal Work-Study program provides part-time employment for undergraduate and graduate students with financial need to assist with paying educational expenses.
  - The Iraq and Afghanistan Service Grant is given to students who are not financially eligible for the Federal Pell Grant and whose parent or guardian died due to military service performed in Iraq or Afghanistan after the events of September 11, 2001. The award amount is equal to that year's Federal Pell Grant.
  - Various federal student loans are administered to students based on need and request. Private loans are also available when necessary.
- **State of Michigan Aid Programs** (i.e. Promise Zone Scholarships, Michigan Competitive Scholarships, Michigan Indian Tuition Waiver, Tuition Incentive Program, etc.)
- **OCC Funding** (Institutional Funds and Foundation Scholarships)



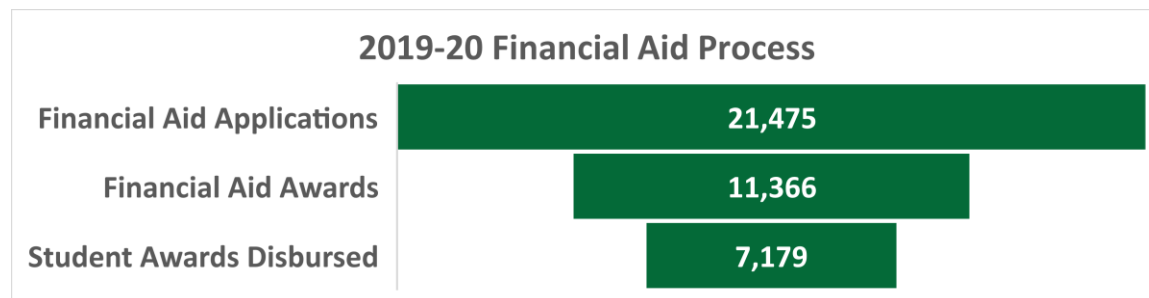
1. **Free Application for Federal Student Aid (FAFSA)**  
Students complete an annual FAFSA (available each October for the upcoming academic year, based on the prior year's income) to determine eligibility for most aid programs.

2. **Satisfactory Academic Progress (SAP)** is a federal program requirement but applies to all aid programs at OCC. OCC requires financial aid recipients to maintain at least 67% completion of enrolled classes and a minimum 2.00 GPA. Students may appeal if they do not meet requirements.
3. **Federal Verification** requires the institution to validate FAFSA information for at least 30% of its FAFSA population. In addition, OCC conducts an institutional verification on applications with family incomes below \$5,000.
4. **Enrollment Eligibility:** To be eligible for financial assistance, a student must be in a program that will provide a degree or a certificate and take required courses within that program of study.
5. **Awarding and Disbursement:** Staff review completed student files and award funding up to the Cost of Attendance (COA), including tuition, fees, book/supplies, transportation, room and board, and miscellaneous expenses. All aid awarded cannot exceed this COA if the student is receiving federal funds regardless of the source, i.e. private scholarships. Financial Aid and Financial Services collaborate to disburse aid to students, with a book voucher system that allows students to purchase books and supplies in advance.
6. **Reporting – Federal, State, Audit A-133:** OCC must comply with several ongoing Federal and State reporting and audit requirements to reconcile accounts and expenditures, report on student enrollment, and return funding for students who did not attend classes or withdrew early from the semester.

**Financial Aid** helped students by phone in Summer 2020 via a total of **16,444** calls on the ACD (Automatic Call Distribution) Line.



The volume of service provided to students reflects a funnel of students who include OCC on their FAFSA, some of whom go on to apply to the College, some who apply to multiple colleges, and others who choose to delay their college plans. It is free for students to complete a FAFSA and as an open access community college, OCC does not have an application fee, providing an accessible option for students to consider in their pursuit of higher education. For academic year 2019-20, 21,475 financial aid applications were received and OCC disbursed 7,179 awards to students with \$32,967,361 in funding, including \$14,585,567 in Pell Grant funds.



## College Readiness Placement

- College readiness placement is impacted by high school curriculum and academic performance, assessment tools and how scores relate to course placement, processes and content of practice tests, and developmental curriculum pathways. A conversation about improving college readiness is also a conversation about bringing equity to student experiences and outcomes.
- While students are incentivized to pursue English by the [approved course lists](#) when placing below ENG 1510, attempts of developmental MAT can wait until required as a course pre-requisite. English and Math have different curricular pathways and policies that impact college readiness. Details and nuances in these two areas can be found in the December 2019 [College Readiness monitoring report](#).
- During campus closures students have engaged in guided self-directed [English placement](#) with support from Counseling.
- In 2020, OCC is participating in a Michigan Community College Association (MCCA) initiative through the Michigan Center for Student Success called [MIStart2Finish](#), to innovate and improve college readiness within the first year of enrollment.

### OCC English Placement Summer 2020:

- Proctored the last face-to-face ACCUPLACER tests on March 17
- Moved to a Directed-Self Placement (DSP) process for English courses and included process instructions in the ACCUPLACER Practice Course, effective March 30
- Reconvened the English Discipline Placement Committee in May to create a new English Placement Course to reflect the college's extension of its remote delivery strategy
- Implemented the new English Placement Course with a slightly modified DSP process, effective June 25
- From March 30-June 25, 853 students completed the ACCUPLACER Practice Course with DSP content.
- From June 25-September 11, 3,237 students completed the modified English Placement Course with DSP. Other students were able to use [exemptions](#) such as SAT/ACT/CLEP scores, prior education, etc. to help them choose an appropriate English course.





### OCC Mathematics Placement Summer 2020:

- Between May 4 and September 7, the Academic Support Centers proctored 3,043 ALEKS placement tests (including repeat tests for some students).
- Many students also needed assistance with technology, help setting up their OCC email accounts, etc. before they could take their placement test

## Diverse Learning Environments

To maintain educational continuity during COVID-19, OCC has increased student access through a blend of instructional options based on student preferences and the type of course content being delivered.

# Fall 2020 Course Options

COURSE OPTIONS	PLACE	TIME	REASON
<b>ONLINE</b> 	Online	Anytime 24/7	I need maximum flexibility.
<b>REMOTE</b> 	Online	Scheduled times	I can carve out specific times to take courses.
<b>HYBRID</b> 	Online and on campus	Campus work = scheduled times Online work = 24/7 access <b>OR</b> scheduled times as determined by my instructor	My program has outcomes that require some in-person work during set times, days and locations.
<b>IN-PERSON</b> 	On campus	Scheduled times	I am able to meet in-person with set times, days and locations.

During the challenges posed by COVID-19, the College has adapted to accelerate the process of remote readiness and course development. Remote readiness webinars by the Academic Technologies Group (ATG) have combined with dynamic discussion boards and threads to help faculty advance in their pedagogy, advanced remote instructional practices, and nuanced understanding of higher education issues. Plans in Fall 2020 to blend course options based on pedagogical needs allow for online, remote, hybrid, and in-person delivery as needed. The [Online Learning Readiness Course \(DIST 1000\)](#) prepares students for success in online learning and remote students are encouraged to take part in it as well.

- Currently, fourteen programs meet the [HLC definition](#) of a distance-delivered program where 50% or more of the required courses in the program are offered via distance education. Two additional programs are nearing the threshold.
- A competition analysis of online programs was completed and will inform plans to substantially increase the College's fully online portfolio of programs.
- 81 faculty have now successfully completed a rigorous training program for online teaching and course development, with three more due to complete.

## 1.2: Implement a Strategic Enrollment Management Framework

While the Fall admissions cycle begins as early as October for the next academic year, during the spring and summer months the volume of student applications and onboarding needs increases. Thousands of contacts across student services help students prepare for the Fall semester at OCC. Admissions and marketing represent the start of this process for new students through recruitment, outreach, communication, and student guidance. The development and evolution of virtual services during COVID-19 has required innovation and professional growth across departments and staff. Increasing the use and sophistication of technology has helped the College meet student needs in new and dynamic ways.

### ENHANCED RECRUITMENT, MARKETING & COMMUNICATION VIA TECHNOLOGY



- Robust communication plan via CRM & SIS
- Platforms for virtual college fairs
- Data dashboard via Institutional Effectiveness



- Strategic Enrollment Management action team
- OCC Chatbot tool
- Webpages for Promise Zone and MichiganWorks! (with Oakland County)



- Paperless dual enrollment/EMC onboarding
- Texting tool in CRM
- Minimize barriers for college guest students
- Outreach to international communities

- Building communications strategies via the SIS (Student Information System) Colleague (SIS) and the CRM (Customer Relationship Management) module Ellucian Recruit
- Expanding delivery of Facebook LIVE and [Virtual LIVE Admissions](#) sessions, webinars, and platforms for virtual college fairs
- OCC Chatbot tool answers student questions and provides guidance online in real-time
- Testing of a texting tool in the CRM to help meet student communication preferences
- Development of whiteboard videos to guide students
- Creating an all-day Zoom event to help students with onboarding during final registration
- Working with Institutional Effectiveness (IE) on a data dashboard that tracks process and metrics for continuous improvement

## STUDENT GUIDANCE & CONNECTION



- Shift traditional Admissions to virtual services Facebook, Zoom & webinars
- Deployed Virtual College Fair platforms



- Student recruiter involvement in virtual events
- Video/whiteboard projects with students & staff
- Student leadership (PTK & Student Government) engagement in phone call campaigns



- Final registration Zoom 'Lobby'
- HS/MS counseling professional development with Oakland Schools

Expanded collaboration has created new methods of student outreach and support.

- Growth and involvement of trained [student recruiters](#) through collaboration between Admissions and Student Life, to further engage prospective students with peers
- Work with Student Leadership to involve members of Phi Theta Kappa (PTK) and Student Government in phone call campaigns to support student admission/enrollment
- Coordination with Marketing and Communications on new virtual promotional pieces
- Aligning efforts with the College's strategic plan via the newly created Strategic Enrollment Management action team

Outreach to specific student populations also grows OCC's recruitment efforts.

- Promise Zone webpage and MichiganWorks! webpage (in collaboration with Admissions, Counseling, and Oakland County MichiganWorks!)
- New paperless onboarding tool for high school dual enrollment and Early Middle College (EMC) students via collaboration with Admissions, the Director of Secondary Partnerships, and Information Technology (IT)
- Exploring expansion of outreach and promotional pieces for international communities
- Professional development work with the high school and middle school counselors in Oakland Schools improves connection with OCC

Marketing Strategy: Targeted communications to diverse prospects, current and former students, and influencers using internal messaging along with paid and earned media. Marketing and advertising tactics include email, texting, geofencing, radio, direct mail, social media and digital that caters messaging to specific demographics and platforms.

### KEY WEBPAGE VISITS 7/1-9/7

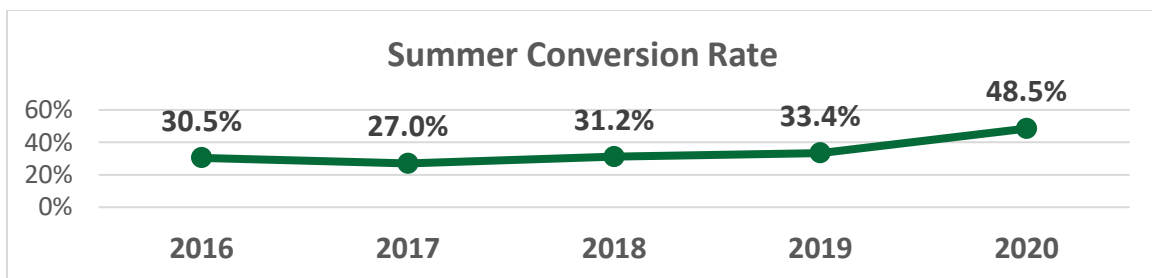
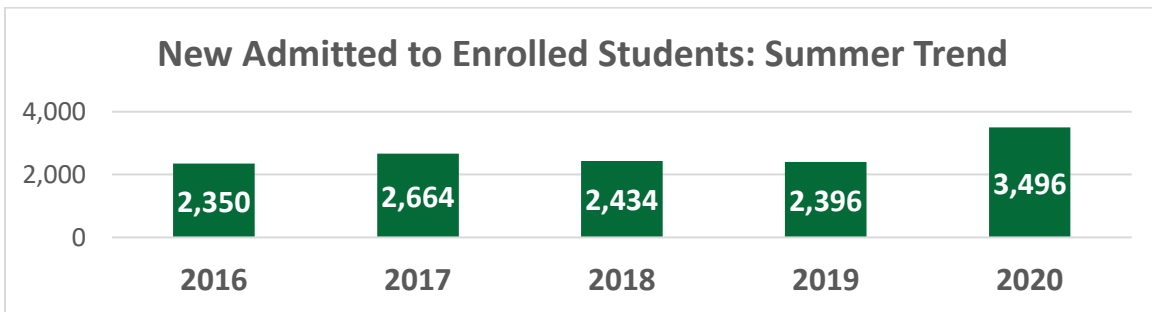


### Summer Student Enrollment



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.

This chart shows how many newly admitted students enrolled in the semester for which they applied and stayed enrolled past the drop/add deadline. It does not include admitted students who deferred enrollment to a future semester but captures the conversion within each semester.

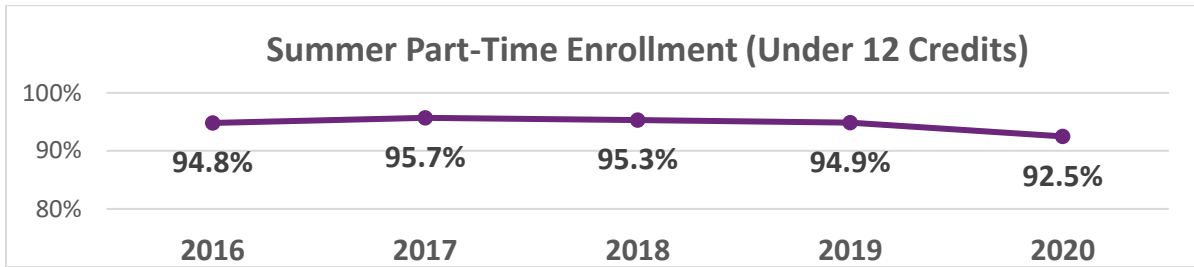


Source: Institutional Effectiveness, live data as of 9/09/2020

- FTIAC (First Time in Any College) enrollment more than doubled from 5% (475 students) in Summer 2019 to 11% (1,135 students) in Summer 2020.



- Summer has the highest proportion of part-time students, but in the context of COVID-19, students elected to take more credits.

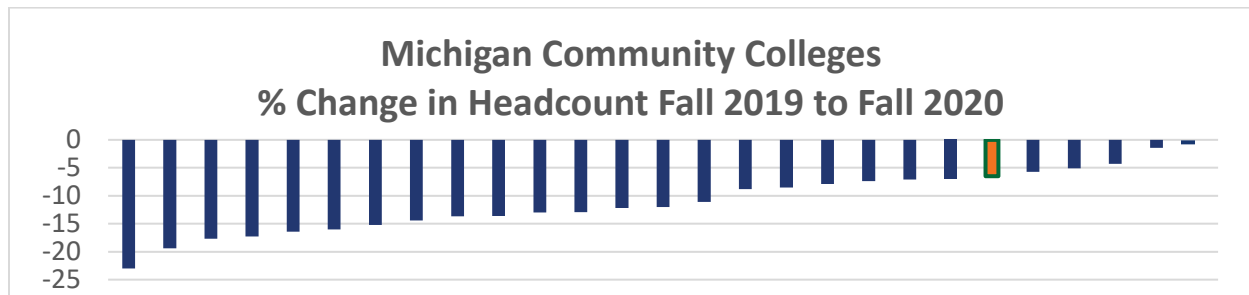


Data Source: Institutional Effectiveness, End of Session Data

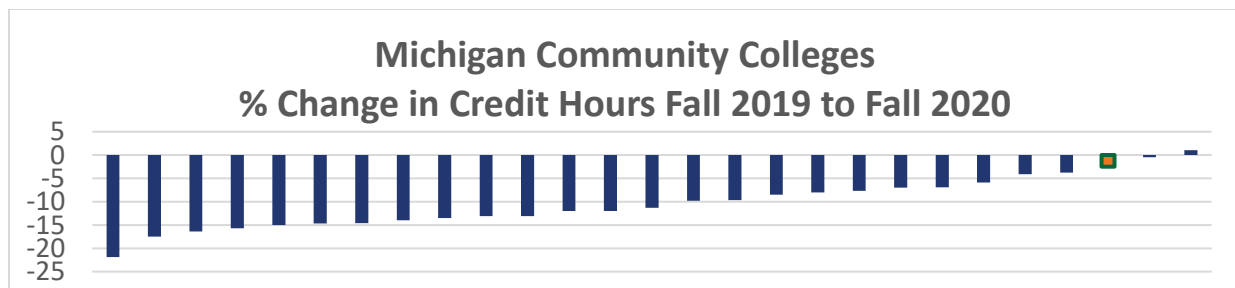
### Early Fall 2020 Data

Nearly all Michigan community colleges saw declines in student headcount and credit enrollment in Fall 2020 compared to Fall 2019. The colleges with smaller declines are all outside the Metro Detroit area and each enrolls fewer than 2,000 students.

- OCC ranked #6 out of 27 community colleges in terms of student headcount change. The colleges ranged from -23% to 0%, with OCC at -6.5%.



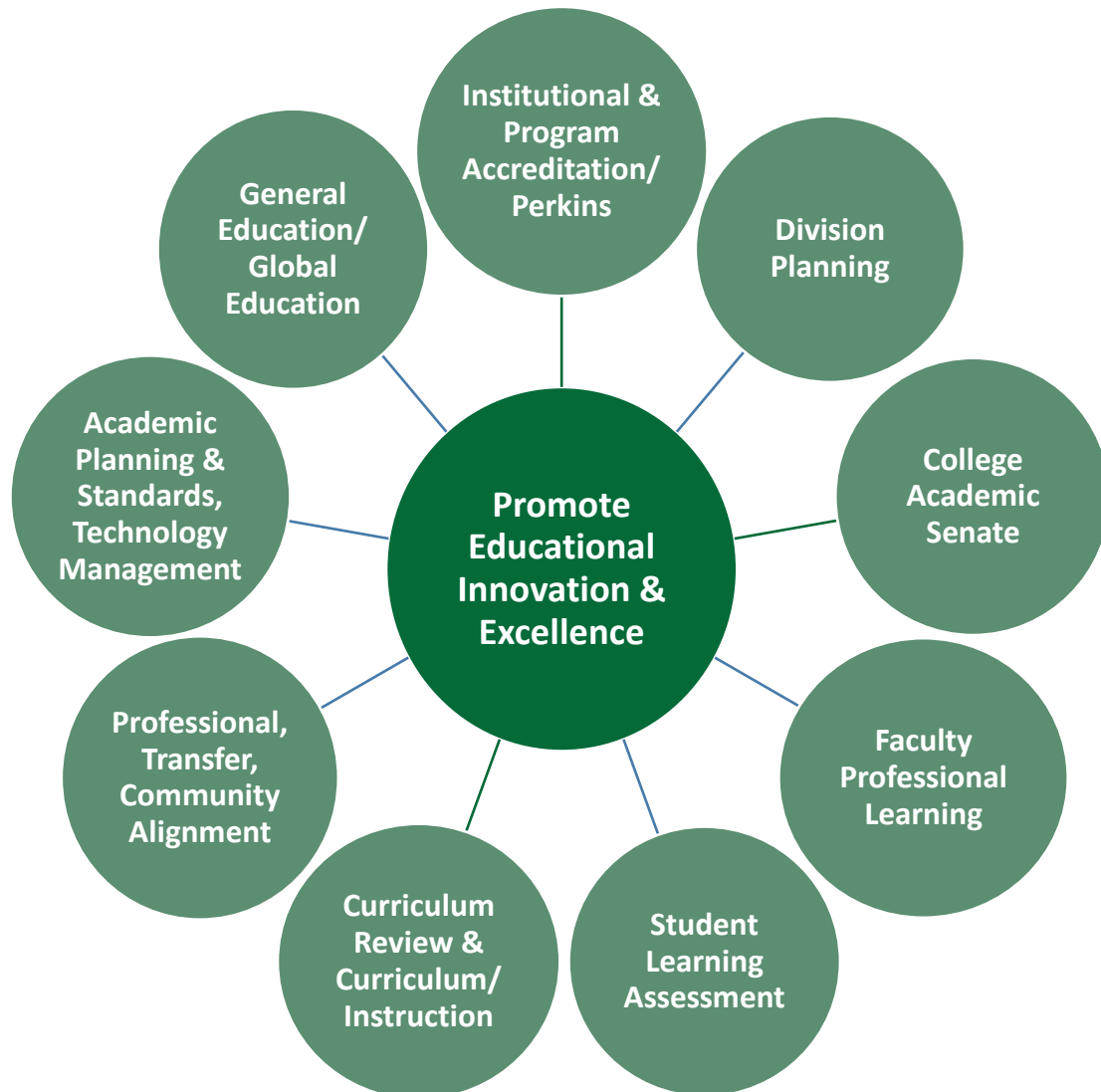
- OCC ranked #3 out of 27 community colleges in terms of credit hour enrollment change. The colleges ranged from -22% to +1%, with OCC at -2.6%.



Source: Weekly report via <https://www.mccssa.org/> as of 9/21, with institution-level reports ranging from 8/31 through 9/21 and OCC Data from 9/21

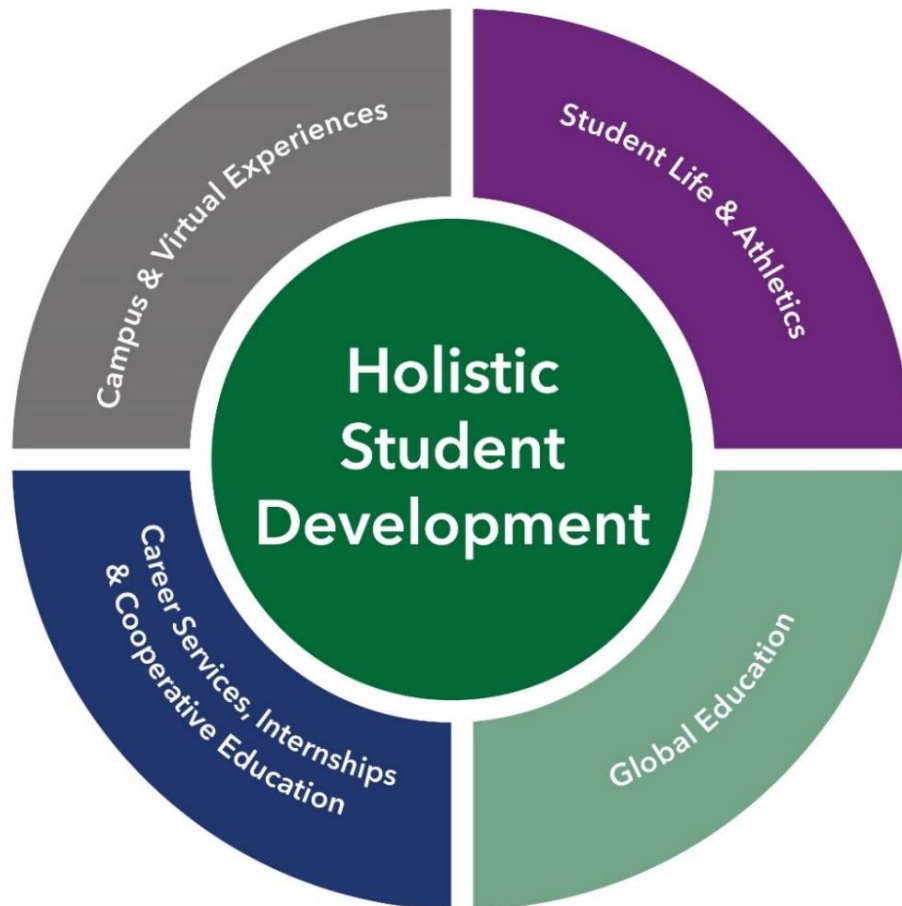
- As of 9/17, OCC’s average enrolled credits per student had increased 4.2%, from 8.2 in Fall 2019 to 8.5 in Fall 2020. An increase in credit enrollment can help students progress more quickly toward academic goal attainment. (Data Source: Live data Colleague data, 9/17/20 at 6:00am)

### 1.3: Promote a Climate of Educational Innovation and Excellence



- A focus on faculty professional learning and the growth of online education continues to advance educational innovation and excellence at OCC. Faculty development in technology-enhanced instruction, classroom assessment, culturally relevant pedagogy, and specific disciplinary areas of interest can contribute to improved student learning outcomes, supported by the development of a new Center for Teaching Excellence.
- The Summer semester is particularly helpful in terms of [student learning assessment](#), as many programs and disciplines submit student learning data from the prior year(s) which can contribute to improved pedagogy, curriculum, and assessment in the year ahead.
- In Summer 2020 and into the Fall, OCC's Faculty and Office of Curriculum, Student Learning & Evaluation are focused on aligning program learning outcomes with external standard-setting bodies, to help ensure that students are learning core concepts in their fields.
- The collaborative efforts of the Curriculum/Instruction Committee (CIC), Student Outcomes Assessment Committee (SOAC), Curriculum Review Committee (CRC), and other faculty groups continually advance the quality and relevance of OCC's teaching and learning.

## 1.4: Promote the Holistic Development of All Individuals



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. During campus closures, several remote activities have continued to foster student connection and growth.

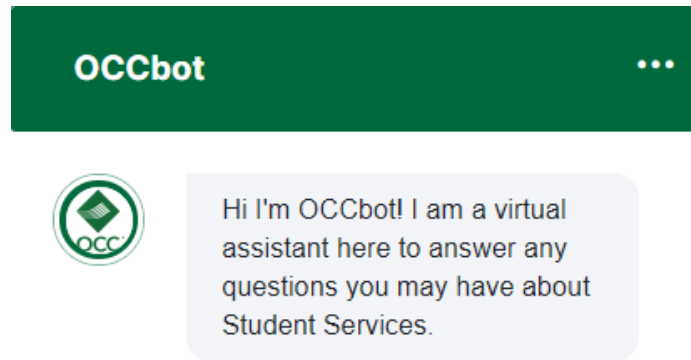
- Auburn Hills Counseling and Student Life offer a remote **O-Konnections** group to help students connect and network at school, in careers/work, and in their social life.
- **Virtual Coffee Hours** allow students to socialize and share their experiences, study techniques, and hobbies with one another. The event is a collaboration of the International Student Club (Auburn Hills), Global Student Club (Royal Oak), International Student Office, ESL Faculty, Conversation Partner Program, and Global Education Office.
- **Live Career Seminars** help students preparing to transfer to a four-year college or university and those that are preparing to graduate and begin their job search.
- **Global Education**: OCC is one of 24 institutions (and one of only five community colleges) nationally to win a [2020 IDEAS grant](#). The grant will fund virtual study abroad programs and help OCC design virtual exchange opportunities for a wide range of courses.

## 1.5: Implement Innovative, Comprehensive & Effective Student Support Services



Extensive support services guide students from the start and throughout their time at OCC. During the transition to remote learning and the challenges of COVID-19, the virtual delivery of services and engagement of students have been particularly important. An ongoing focus on communication, professional development, the evaluation of student climate, and the enhancement of self-service tools via the website and newly launched Chatbot will continue to expand and improve student service. In addition to supporting students enrolled in Summer courses, during the spring and summer months, thousands of student service contacts help prepare new and continuing students for a successful Fall semester.

## Student 24/7 Self-Service Resources



- **OCC's Chatbot** was developed with partner [Ivy](#), which provides artificially intelligent self-service chatbots specifically for colleges and universities.
- Development of the tool began in March when the chatbot used OCC's website content to create a knowledge base for questions and answers. From May through June, a process of training, refining, and testing began to validate and troubleshoot Chatbot responses, to

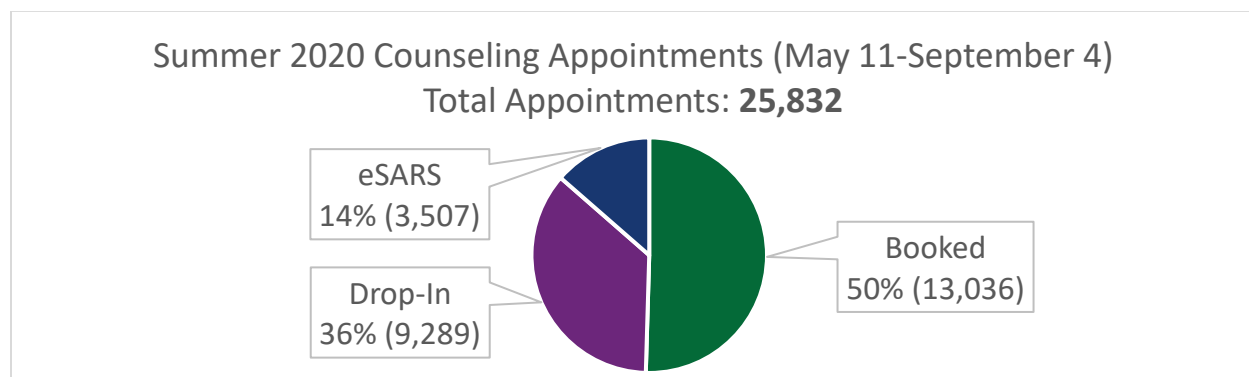
help ensure that commonly asked questions would be well answered.

- The Chatbot launched on OCC's website on July 6 and is continuously monitored and supported by Student Services and Information Technologies. This dynamic tool grows and learns through use and maintains knowledge of updates to website content. It allows students to ask questions virtually at any time, without relying on staffing or office hours.
- From its creation to September 16, **6,557** messages and **4,395** conversations occurred via the Chatbot to help students with topics such as admission, registration, counseling appointments, course descriptions, and transcripts.

The [New Student Online Orientation](#) and [Title IX Training](#) acclimate students to OCC and its resources, building a strong foundation for their academic success and overall well-being as part of the college community. **4,045** students took part in the trainings from May 11-September 4

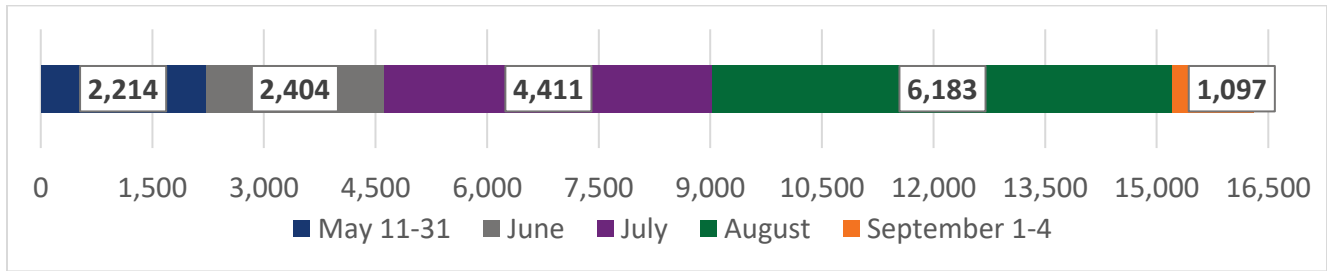
## Counseling and Enrollment Services

A wide range of student and academic support services provide essential guidance to students as they identify and pursue their academic goals at OCC.



- Different scheduling methods meet various student needs and preferences.
- Due to COVID working conditions, adjunct counselors were removed from the schedule in March and gradually brought back in May, June, and July.
- The August addition of Saturday and evening hours expanded student access.
- Counselors saw nearly 5,000 students during the last two weeks of fall registration, including those who had previously planned to attend four-year institutions.

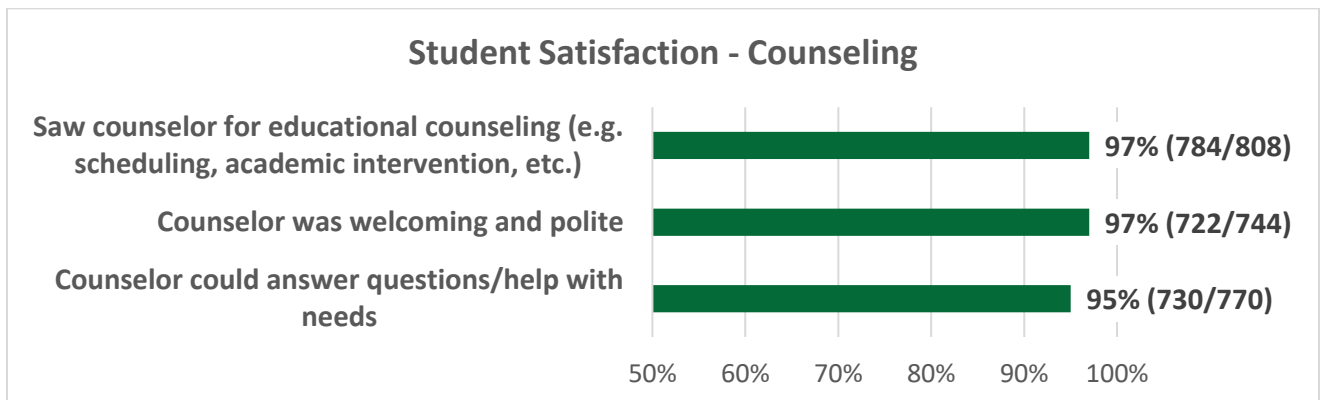
Enrollment Services helped students by phone in Summer 2020 via a total of **16,309** calls on the ACD (Automatic Call Distribution) Line



### Student Services Evaluative Framework

The establishment in 2019 of an ongoing evaluative framework allows continual review of major student service departments, to support ongoing improvement informed by data. This cyclical process helps each department reflect on operations, policies, procedures, and student satisfaction to identify strengths, challenges, and opportunities for improvement. One piece of this framework is the continual measurement of student feedback and satisfaction.

A survey was sent in May and June to 6,831 students that interacted with Counseling during the Winter semester. 927 students responded to any question (13.6% response rate).



### Additional Summer Programming and Support

- New Summer Momentum Scholarship encourages continued student enrollment
- Special Summer [scholarship](#) cycle via the OCC [Foundation](#) awarded more than 200 scholarships to students in the skilled trades, health professions, and service academies.
- May: OCC starts to distribute [emergency funding](#) to students via the [CARES Act](#).
- June: OCC Libraries' First Annual Outstanding Research Paper Award competition
- July: Virtual Veterans Career Services Workshop
- Looking ahead to Fall 2020, eligible full-time students can apply to receive one of 3,500 available laptops through the [OCC CARES Laptop Program](#).

## 1.6: Advance Diversity, Equity, and Inclusion Policy and Practice

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 and Inclusion to Diversity, Equity, and Inclusion](#) 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.



OCC's updated strategic plan includes an objective specifically intended to "Advance Diversity, Inclusion, and Equity Policy and Practice." The College is investigating comprehensive tools to help define, pursue, and track its progress in this area. Student enrollment and equity of outcomes are core measures to consider. Opportunities for education and training on diversity, equity, and inclusion (DEI) promote a culture to support intentional strategy and action. Inclusion and equity require ongoing growth of understanding and deep collaboration to foster an environment where all feel valued and can succeed.

- A Diversity Task Force was convened in June 2020 to address inequity and explore actions for improvement, including OCC administration, faculty, and staff.

- In Summer 2020, OCC's [Black Student Union \(BSU\)](#) hosted virtual events about the history of racism and the Black Lives Matter movement, how to protest safely, and ways to support the Black community. The BSU also worked with [Student Life](#) on a Juneteenth event celebrating the end of slavery in the United States. The BSU will meet monthly through the Fall to continue the conversation and advocacy.



- In June, OCC Library staff curated a [Black Lives Matter research guide](#) to provide awareness and understanding of systemic inequality and racial bias, and encourage anti-racism.

- In July, OCC's Mental Health Task Force and Human Resources held a Mental Health Awareness online workshop, "[The Power of Advocacy](#)," led by OCC Sociology faculty member, Michelle Fether-Samtouni. The workshop focused on social justice and the power of being an ally and advocate for members of the college community who have been negatively impacted by systemically oppressive forces. The workshop shared strategies for effecting positive and meaningful change through advocacy. Over 85 OCC faculty and staff participated. The Mental Health Awareness Lunch & Learn Series is offered throughout the year as professional development for all OCC employees.



- In late August, OCC launched a webpage and a new form for students to elect to use a 'chosen name.' This new process allows students in transition to maintain their privacy and have their chosen name used on class rosters and in their OCC email address, prior to a legal name change. This option for students is the result of extensive collaborations among Student Services, IT, Financial Services, Financial Aid, the Registrar, Legal Affairs, Counseling, and others.



## 1.7: Improve Retention, Persistence, and Completion

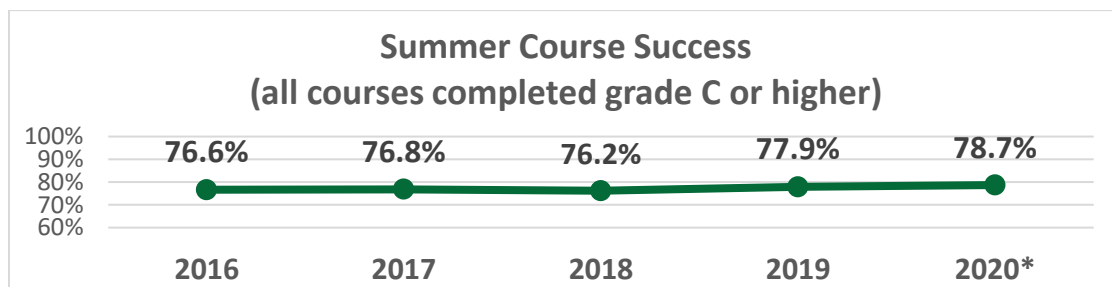


Every OCC student has a specific pathway from initial enrollment to goal completion. That path may not be direct or quick, as student goals can change and evolve, competing demands of work and/or family can impact progress, and life can get in the way. OCC continually strives to streamline processes, minimize barriers, support diverse student needs, and provide a clear roadmap to goal completion.

Course scheduling in the Summer semester can help OCC students and college guest students make additional progress toward academic goals. For instance, an increase in the number of upper-level [Mathematics](#) courses offered over the past couple of summers gave students greater opportunities to advance their skills in Calculus, Differential Equations, and Linear Algebra.

Going forward, OCC is focused on improving student equity of retention while maximizing completeability. The continued development of robust data systems and processes, such as the Student Lifecycle Data Center, contributes valuable insights to advance strategic efforts.

- **Course Success:** Both enrollment persistence and successful credit completion are essential to student academic progress. While a “D” grade is considered passing for many courses, the “C” grade level optimizes transferability, the higher standard set by many program and course prerequisite requirements, etc.



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

- In Summer 2020, 408 students received the new Summer Momentum Scholarship (and the total amount awarded nearly doubled the initial budget to meet all student needs). This award encourages eligible students to enroll in the summer semester, accumulating additional credits and maintaining momentum toward their goal. In Fall 2020, OCC will analyze the impact of Summer 2020 scholarships on enrollment persistence and academic success.



On August 8, OCC celebrated [commencement](#) and recognized every graduate through a virtual event. All graduates received a special Grad Box at their home, in acknowledgement of their accomplishments.

## Strategic Direction 2: Improve Institutional Culture & Climate

### STRATEGIC DIRECTION: IMPROVE INSTITUTIONAL CULTURE & CLIMATE



#### Data and Shared Goals:

- Shared institutional performance metrics and an ongoing use of data support continuous improvement while building transparency and trust. The development of data dashboards throughout the College (such as the Student Lifecycle Data Center) will provide up to date information to help identify areas for improvement, set targets, and measure the success of actions and initiatives. The Strategic Planning Action Teams will help shape these efforts, with the support of Institutional Effectiveness.

#### 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. Through policy and practice, such as the initial recommendations and work of the College's TRAC (Trust, Respect, Accountability, and Communication) Work Group, OCC can foster an inclusive environment that values diverse voices and perspectives.

## Conclusion

Summer 2020 was an anomaly in many ways, due to the impacts of COVID-19. However, it also showed the College's capacity for evolution, for quick and responsive change to meet student needs. The advances in remote delivery of services and instruction continue to help students stay on track to meet their goals during this challenging and complex time. The OCC community has found new and innovative ways to support students through additional funding, technology assistance, and resource referrals. The collaborative work of the strategic initiatives, increased implementation of technology, and plans for student surveys and focus groups in Fall 2020 will help OCC continue to adapt and improve. By providing an affordable, accessible option for individuals to pursue higher education, OCC contributes to the State and County goals of improved college credential attainment while fulfilling 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. Special thanks to OCC's Creative Services Department for their help developing the graphics featured in this report.

## Glossary

**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.