



OAKLAND COMMUNITY COLLEGE
Excellence *Empowered.*

INFORMATION

Board Agenda Item 6.1
June 16, 2020

WINTER 2020 MONITORING REPORT

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Executive Summary

In its role to advance student goal achievement, Oakland Community College (OCC) will focus on improving student completion and contributing to the increased postsecondary attainment of [Oakland County](#). By cultivating a [climate of inclusion](#) and committing to equity of access and success, the College's actions, initiatives, and innovations can improve understanding and address diverse student needs for support. Ongoing [education and training](#) on [diversity, inclusion, and equity](#) build knowledge and awareness that enriches the college environment and grows a culture of respect and belonging for all.

[Completion](#) is a complex challenge for community colleges nationwide, particularly when a growing majority of students [attend part-time](#) (78% at OCC in Winter 2020) and may require several years to achieve their goals. By focusing on improving student milestones and academic progress indicators from the start, OCC can build to increased completion rates over time.

- [Enrollment](#) of new students admitted in the Winter semester increased by 31% over the prior year. The conversion rate of admitted students to enrolled students saw an increase from 26.1% to 33.9% over the last two years. The [retention and persistence](#) of current students play a major role in total enrollment levels.
- [Average enrolled credits](#) and the [course success rate](#) in the Winter semester mostly held steady for the past two or three years, with very slight declines. These indicators are important for establishing momentum and academic progress, but are also impacted by external factors in student lives and prior academic preparation. Efforts to improve student performance on these indicators involve both faculty and student services, through guidance and academic support.
- A cyclical [student learning assessment](#) process drives continuous improvement of student learning across the institution. An ongoing [student service evaluative framework](#) informs continuous improvement of student experiences and support.
- The [Fall to Winter retention rate](#) is a major factor influencing student completion, since sustained enrollment helps students move toward meeting credential requirements. Continued engagement and progress, while minimizing gaps in enrollment, greatly contribute to goal attainment. Over the past five years, the Fall to Winter rate increased from 71.3% to 73.0%. Several college actions are focused on further improvement for this metric.
- Through [Career and Technical Education \(CTE\), Workforce Training and Continuing Education \(WCE\), and Public Services](#), OCC provides extensive options for training, professional development, and personal enrichment for businesses and the community. These areas have a trend of increasing enrollment and several strategies underway for future growth. The [technical skills attainment](#) (i.e. professional licensure, certification, etc.) among OCC students remains high at 95.61% and exceeds the State Perkins target and average.
- The cycle of monitoring reports will continue to focus on student progress in each semester, leading to an annual summary report that addresses college-wide advancement to benefit students and the community.

Introduction

Oakland County has set a [goal](#) for 80% of adults to hold a postsecondary credential by 2030, supporting a push for greater higher education attainment throughout the State of Michigan. Oakland Community College has a crucial role to play as the open access community college that can provide affordable and efficient pathways to credentials and transfer options across a wide range of fields and professions. In order to drive systemic change at this level, close partnerships and collaboration among higher education institutions, secondary education, government, and the community are needed. OCC acts as an important conduit among the K-16 continuum and can provide options to encourage postsecondary participation. The College serves the community in higher education awareness, aspirations, access, and success. It is a resource to help people advance in their education and careers throughout their lives.

OCC contributes to meeting the county's goal by awarding Associates degrees and Certificates to its students. It also provides students with the education and skills needed to obtain professional licensure and certification, important career-based credentials that are essential to working in a number of health and technical fields. The College continues to expand in this area through its work in growing apprenticeships and short-term career and technical credentials. Finally, many students begin or continue their higher education endeavors at OCC, then transfer credits to complete credentials at other institutions. OCC provides an opportunity for students to reduce the burden of educational loans, making higher education more accessible, efficient, and attainable, and providing value to students in its courses and programs. It can encourage and facilitate postsecondary credential attainment for those that may not be able to pursue higher education otherwise due to cost, proximity, current employment, and/or life responsibilities.

To support the College in this goal, monitoring reports will be structured around Key Performance Indicators (KPIs) focused on College Climate, Student Progress, and Completion. Data for some indicators can be updated throughout the year, while others have meaningful updates annually, but all focus on a continuous improvement framework to drive student success.

Reports will be provided four times a year, once after each academic semester (fall, winter, summer) and in an annual summary. By providing ongoing updates, trends, insights, context, and interpretation, the College will track continuous improvement of core metrics toward established targets. Indicators will cover all eight "Ends" as outlined via Board policy and summarized below. Ideally, focused reports on student-centered indicators can build a common understanding of student success data and the collaborative approaches, current initiatives, and future directions that can lead to continuous improvement.

This report focuses on data trends and insights from recent Winter semesters. Within the student life cycle, the Winter semester represents student retention and academic progress. Particularly for new or returning students who joined OCC in the Fall, continued enrollment and success in the Winter semester is an important step toward future completion. Student engagement with faculty, student services, and other students can encourage retention and persistence into future semesters and years. An inclusive college climate, outreach, and support can increase a student's sense of satisfaction and feeling of belonging within OCC, all factors that impact progress toward academic goal attainment.

Policy Background






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 the following eight Ends:







- [Accreditation and Certification](#):
 - Continuous evaluation and improvement of learning, programs, and services
 - Meet quality assurance standards of professional organizations and accreditors
- [College Readiness](#):
 - Courses and services provide skills/guidance for success in college-level study
 - Consistent, efficient progress toward attaining college readiness
- [Career and Technical Education \(CTE\)](#):
 - Professional, career-oriented courses and programs prepare students for entry-level employment and industry-recognized apprenticeships.
 - Relevant and evolving curricula informed by input from employers, educational partners, and economic development professionals; benefit of agile workforce
- [Transfer Education](#):
 - Courses/programs provide students with first two years of baccalaureate degree
 - Value of transfer; articulation agreements clarify transfer pathways, reduce time spent obtaining advanced degrees, potentially limit student loan debt
- [Continuing Education](#):
 - Training sessions, seminars, courses, certifications, credentials, and programs for individuals to upgrade skills for current jobs or retrain for new jobs/careers
 - Increase employability, mobility, earning potential, personal enrichment
- [Workforce Training](#):
 - Customized workforce training, consulting, and technical assistance programs/services support public and private sector development.
 - Employers receive value from increased employee skills, ongoing growth, and customized talent development to contribute to business and industry success.
- [Student Services Programming](#):
 - Programming provides students with essential resources to identify, pursue, persist, and complete academic goals
 - Services holistically support students from recruitment through completion
- [Diversity, Equity, and Inclusion](#):
 - Ensure that diversity, in all its forms, is respected and valued by fostering and promoting an environment of equity and inclusiveness
 - Increases cultural competency through understanding of and engagement with multicultural, social, and civic issues both in and out of the classroom.

These eight Ends 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 support the College's [mission](#) to empower students to succeed and advance the community.

Overview of Key Performance Indicators (KPIs)

The charts below depict a quick, high-level overview of the KPIs available to update for the Winter semester report. Related indicators from the Fall semester are included first for reference. Each indicator is linked to its section of the report, where additional data, context, and interpretation can be found.

#	Fall 2019 Core KPIs	2017	2018	2019	Trend	Past Year Change	Fall 2020 Target
1	Headcount enrollment	17,673	15,942	15,668		-274	15,504
2	Conversion rate	33.7%	32.4%	33.0%		+0.6	33.0%
3	Average enrolled credits	8.17	8.17	8.18		+0.01	8.30
6	Course success (all courses completed grade C or higher)	73.6%	72.4%	72.5%		+0.1	73.0%
7	Fall to Fall persistence rate	54.3%	54.3%	56.9%		+2.6	57.0%

#	Winter 2020 Core KPIs	2018	2019	2020	Trend	Past Year Change	Winter 2021 Target
1	Headcount enrollment	16,575	15,212	15,263		+51	14,850
2	Conversion rate	26.1%	29.6%	33.9%		+4.3	33.0%
3	Average enrolled credits	8.01	8.01	7.98		-0.03	8.14
4	Course success (all courses completed grade C or higher)	71.3%	71.5%	70.9%*		-0.6	71.5%
5	Fall to Winter Retention	71.5%	72.5%	73.0%		+0.5	73.3%
6	CTE Technical Skill Attainment	94.88%	93.98%	95.61%		+1.63	11.72%**

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

**2020 is first year of Perkins V indicator definition changes; not comparable to prior years. New target level established by State for all participating colleges. New indicator measures graduate employment, military/volunteer service, ongoing enrollment, etc.

- 2020-21 targets above align with OCC performance trends, existing or planned initiatives, and peer comparison where appropriate. Input from faculty and staff helped inform these initial numbers. In the coming year, a more rigorous process will include further research and analysis, as well as ensuring alignment with the College's evolving strategic plan. Next year's tracking table will include a column noting whether updated data exceeds, meets, or falls below 2020-21 targets.

College Climate

The diversity and inclusion of the College community enriches the experiences and growth of students, faculty, and staff. Programming on diversity, equity, and inclusion topics, global education, veteran services, and student participation in support services and campus life help build an environment of respect, collaboration, and connection dedicated to student success. The following activities, trainings, surveys, and evaluations contribute to the ongoing improvement of a College climate that fosters success for its students and employees through:

- Inclusive College Community
- Environment of Collaboration and Respect
- Sense of Belonging and Connection
- Community Enrichment
- Accountability, Transparency & Communication
- Commitment to Student Success

While this area is challenging to measure, the following content shows the widespread efforts being made toward continuous improvement. This section also includes programming, training sessions, processes, and current/pending actions from Winter 2020 focused on diversity, equity, and inclusion. Future reports will endeavor to more precisely define and measure OCC's inclusivity and how its climate and culture impact its employees and students in their well-being, growth, and overall success.

College Diversity, Equity, and Inclusion

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.

Processes, services, and initiatives across the institution help the College in its pursuit of this mission. The College Committee for Diversity and Inclusion to Diversity, Equity, and Inclusion [CCDEI](#) guides initiatives, programming, policy and practice in this area.

As an organization matures, it can progress from an appreciation of diversity to a focus on inclusion and equity.

- Diversity is 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.
- Inclusion is 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.

- 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)

Institutional Programming and Impact: Winter 2020

Campus-level committees help coordinate and implement diversity and inclusion initiatives and programming at all OCC campuses. Faculty and staff from across the institution contribute to the resources, events, and learning that enrich the campus environment for students and employees alike. OCC represents a highly diverse and global county. The College helps its community members advance in their knowledge of one another and the broader interconnected world. A commitment to diversity and inclusion learning creates a more welcoming and supportive environment for OCC's students. Students benefit from learning both inside and outside the classroom, and interactions with diverse peers, faculty, and staff help prepare them for work in a multicultural society and global economy.

1,335 documented participants attended the following events during the Winter 2020 semester, focused on enhancing their learning and understanding related to diversity, equity, and inclusion in its many forms. The list and participant count is not exhaustive, but represents the widespread efforts being made to expand learning for students, faculty, staff, and community members.

January 2020:

- CCDEI hosted OCC's annual [Dr. Martin Luther King, Jr. Convocation](#) at the Orchard Ridge Campus, with Life Coach & Advisor, [Christopher Coleman](#) as keynote speaker. Over 300 attended.
 - 21 completed an event evaluation, with 95% saying that such OCC events help them feel more connected to the College community and that they would attend future events. Responses of whether the event helped promote an understanding of diversity, equity and inclusion at OCC were 76% yes, 24% somewhat.
- In honor of Dr. Martin Luther King, Jr., the Auburn Hills Diversity, Equity, and Inclusion Committee created several educational displays around campus and interactive pieces featuring participant reflections, culminating with the first annual MLK Peace Walk and discussion of Dr. King's life, words, and contributions to our world (about 40 joined).

February 2020:

- In honor of Black History Month, [African American Read-In](#) events took place over two weeks at multiple campuses. OCC Libraries and CCDEI hosted the event, where excerpts from African American literature were shared and explored. A total of 232 participants learned from 54 books.
- A Student Leadership Workshop was given at Royal Oak with popular presenter, [Ben Whiting](#). Over 25 students participated.

February 2020 (continued):

- The [Oakland County Board of Commissioners](#) partnered with [Oakland University](#) and [OCC](#) to host a speaking series on African American Women and the Women's Suffrage Movement by award-winning author, speaker and educator [Michelle Duster](#). Ms. Duster is the great-granddaughter of Ida B. Wells, who was a prominent African American journalist, abolitionist and feminist during the late 19th and early 20th centuries. About 170 attended this Royal Oak event.
- A book talk by [Oneita Jackson](#) called “[How to Talk about Race: Don’t](#)” was hosted by the Auburn Hills Diversity, Equity, and Inclusion Committee. About 58 attended.
- The 10th cohort of the Man Up program began on February 15. This program at the Southfield campus helps male students develop college readiness via academic and co-curricular workshops designed to help them achieve personal, educational and professional goals. 23 of the 26 participants completed the program this semester despite the transition to remote learning. Their instructors made a special effort to keep the students engaged through the last several weeks of the program and each completer will receive a congratulatory plaque by mail in recognition of his achievement.
- Student Government and the Black Student Union (BSU) presented a forum at Royal Oak on [The Black College Experience](#), to discuss the unique experience of Black college students as they navigate academics, career, and life, including topics on the pressure of excellence, college readiness, challenges, and the community college path. Panelists included OCC faculty, an OCC student who is the BSU President, and a Michigan Congressional Representative. Over 60 attended.

March 2020:

- Starting on March 16, all in-person events were canceled through July 5 in order to mitigate the spread of the Coronavirus and keep the college and community safe.

April 2020:

- A screening and discussion of the documentary [Unlikely](#) was postponed due to campus closures. The documentary investigates barriers that impact college completion and highlights the innovators reimagining higher education for the 21st century.

Mental Health Task Force:

- This group of dedicated faculty and staff from across the College works to promote awareness, understanding, and support of mental health issues affecting students and employees. In partnership with Human Resources, the *Mental Health Awareness Lunch & Learn Series* is offered as professional development for all OCC employees:
 - January 2020: Disruptive Student training was provided by local company [Ulliance](#) to help staff improve their response to student issues. 63 attended.
 - February 2020: A session on Healthy Relationships was given by [HAVEN](#), an Oakland County non-profit providing holistic support for victims of domestic violence and sexual assault. 48 attended.

Global Education

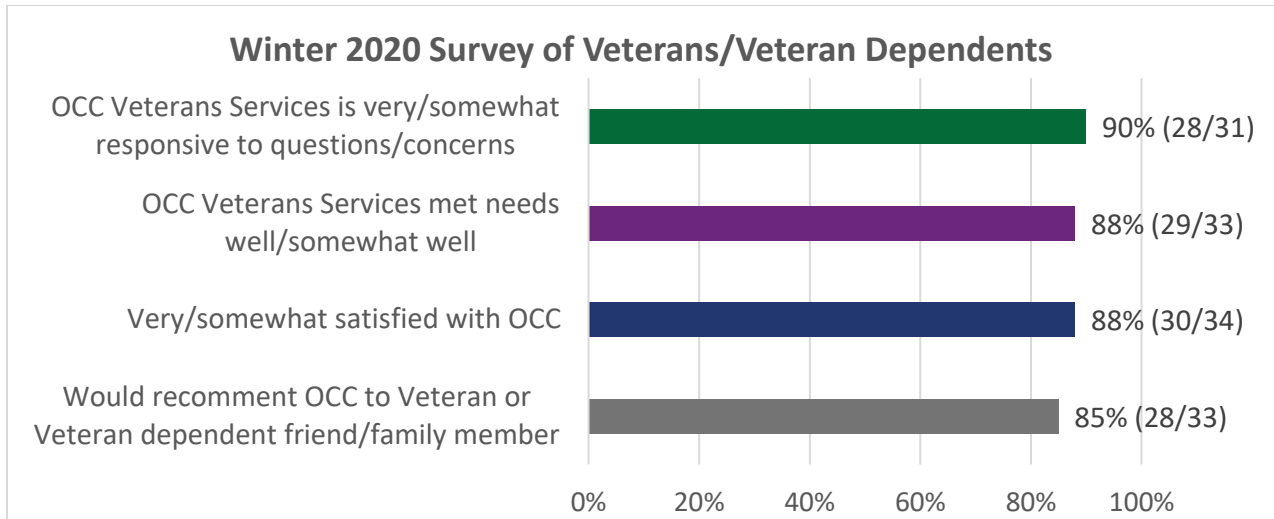
- Winter 2020 was the third semester of the college-wide [Conversation Partner Program \(CPP\)](#), in which international students are partnered with native or near-native English speakers for conversation practice and growth of global understanding for both partners. 108 students participated in Winter 2020, up from 59 students in Fall 2019. This growth was possible due to partnership with OCC faculty, who have implemented the program as part of their course.
- In April, the OCC Office of [Global Education](#) hosted a [Virtual International Panel](#), where international students, representing four countries, shared global perspectives with OCC students, faculty, and staff on how COVID-19 has affected their education, family and community in real time. In a 90-minute online panel discussion, “We Are All in this Together,” the students presented from Lagos, Nigeria; Sana’a, Yemen; Barcelona, Spain; and Chennai, India. 90 people from the OCC community attended.

“The heartfelt remarks from each student remind us that we’re better together than apart, and more alike than different,” said Eleonora Bagatelia, OCC director of [Global Education](#). “This pandemic has challenged us across the globe and forced us to adapt and cope in new ways. While these students attended from international locations, they clearly shared a single voice when it came to concern for their family and our global community.”

- In April, the office of Global Education and the Auburn Hills Diversity, Equity and Inclusion Committee partnered with the [Arab American National Museum](#) to offer free virtual presentations and discussions of Arab American history and culture. Two separate workshops were held: one for faculty and staff and the other for students. A total of 67 OCC students, faculty, and staff participated.
- Also in April, the first Student Capstone Presentations for students completing the [Global Literacy Endorsement \(GLE\)](#) were held virtually and three students showcased their achievements and learning through completion of this credential. 51 attended.
- The expansion of virtual exchange at OCC continues to increase student access to high-quality international cross-cultural education. The rise of technology has paved the way for a new type of public diplomacy through online engagement. At this time more than ever, the world is seeing a need for such skills and development. In Winter 2020, a formal virtual exchange coordinator role was established, to support other faculty in implementing virtual exchange into their courses. In this effort, OCC is partnering with the US Bureau of Education and Cultural Affairs funded [Stevens Initiative](#).
- The [GLS \(Global Studies\)](#) degree program requirements were streamlined and approved for inclusion in the 2020-21 academic catalog.
- Study abroad opportunities and international dual degree partnerships are in development for future implementation when global travel resumes.
- In the meantime, the development of global education virtual events, internationalization initiatives and programs, and plans for the assessment of their impact continues.

Veterans Services: Winter 2020

A Winter 2020 survey of 169 Oakland Community College Veteran or Veteran Dependent students resulted in thirty-four respondents, for a response rate of just under 19%.



“The service provided by the staff at OCC towards veterans has been amazing and informative. Positive and constructive experience overall.”

In addition to helping students make full use of their [Veterans benefits](#), the College support students in several ways:

- Events, workshops, newsletters, resources & referrals
- Veterans Resource Room for study, research, college-related meetings, and relaxation
- Ongoing support and encouragement, Veteran-specific information and understanding
- Awarded [Gold Level](#) for the [Michigan Veteran-Friendly School Program](#) by the [Michigan Veterans Affairs Agency](#)

Future Direction:

- Collaborate with Marketing to acknowledge and honor fallen veterans for Memorial Day.
- Work with Marketing and Interact consultant on best practices to recruit/support veterans.
- Partner with OCC’s [Career Services](#) to connect prospective employees to employers that are veteran-friendly or veteran-owned.

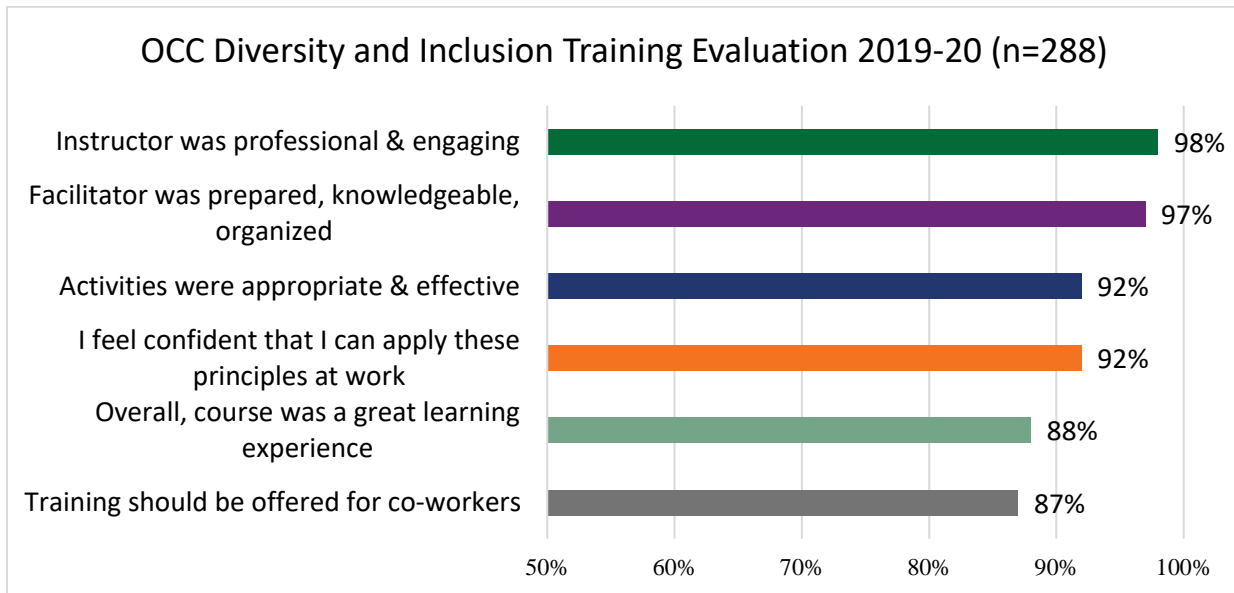
Based on the recent survey, focus will be placed on providing wanted activity to our student veterans. The [Student Veterans of America \(SVA\)](#) club will promote friendship, community service, and activity. Fall career workshops and a job fair will empower student veterans and dependents for future endeavors. Students will be introduced to universities for transfer opportunities. Partnering with veteran organizations, students will assist in charitable community efforts. Communication efforts of video conferencing will help to connect students from all five campuses. Providing veteran information will continue to be the ongoing objective. OCC student veterans and dependents will know that their Military & Veterans Services Department “has their back” for *more* than educational needs.

Employee Training: Diversity and Inclusion

In Fall 2019 and Winter 2020, OCC employees completed a training on “Diversity and Inclusion at OCC – Communicating Across Cultures.” Instruction was provided by local training and consulting company MTS ([Multi-Training Systems](#)), which was selected via a competitive bid process and created a customized program for OCC in collaboration with faculty, staff, and administrative representatives from across the College.

Each participant received a course booklet filled with content and exercises to increase understanding. Participants appreciated the toolkit that helps individuals put their learning into practice, though they acknowledged that substantial change is hard to implement and takes time.

The data below reflects evaluations from 288 faculty and staff that completed the training so far. MTS is currently working to transition the in-person seminar to a webinar format for future delivery. Once complete, the training can be provided to those who have not yet attended. Also, there is a special version in development to be held in summer 2020 for all management on how to respond to diversity issues amongst their teams.



Participants found the following topics most beneficial to their learning (see [glossary](#) definitions)

- Responding to offensive comments as an active bystander
- [Micro-aggression](#) training
- [Intent versus impact bias](#) activity
- [Intersectionality](#)
- Cultural differences and stereotypes, generational diversity
- Overall communication, hands-on examples and tools, i.e.
- Examining the impacts of inclusion in the workplace

Some participants wanted to see specific training on the following sub-topics added or expanded: ageism, mental health/cognitive diversity, ableism, gender, sexuality, race, and privilege, LGBTQ, political diversity, cultural differences.

Student Progress

While students enter Oakland Community College with myriad backgrounds, previous educational experiences, and goals, there are certain milestones along their pathways through the institution that can be useful for tracking their progress and success. From their first awareness and interactions with the College to their enrollment behavior, learning, and credit attainment, students need different kinds of support, encouragement, and guidance to persist in their studies and attain their goals.

This section looks at the “student life cycle” of how admissions and onboarding translate to enrollment, the ways that students’ early academic achievements can potentially provide momentum for future success, and how ongoing enrollment, learning, and credit success can build toward a degree or credential, transfer, and increased personal and professional skills. This section will focus on the following winter semester indicators:

- Successful credit-based course completion among all students
- Student learning assessment
- Student satisfaction with services
- Student retention
- Completion of CTE technical skill assessments

COVID-19 Impact and Action

Throughout the unprecedented impact of COVID-19, the steadfast dedication and adaptation of OCC’s faculty, staff, and administration has kept student well-being at the forefront and has quickly established new ways of working and learning to ensure continuity of each student’s education wherever possible. Student services staff and faculty reached out to students through all available means to offer support, guidance, and encouragement. Virtual counseling appointments have had a 99% show rate (compared to 50-60% before), as students receive valuable guidance on how to navigate their educational plans, as well as resource referrals for personal needs. During this unique time, students have the option for their grades to convert to credit/no credit in Winter and Summer 2020, in consultation with a [counselor](#). This option was created based on student feedback, to give flexibility to students and encourage course completion, while ensuring that students who prefer or need to receive a letter grade (due to requirements of transfer, financial aid, Veteran’s benefits, visa status, etc.) may do so.

COVID-19 Student Surveys

- OCC implemented two student surveys to gauge the impact of COVID-19 and the transition to remote learning on students. One survey (in March) gauged student access to technology, such as computers and the internet, to maintain their learning in an online format and 2,500 students responded (about 18% response rate). The other survey (April-May) focused on communication from the College and the effectiveness of remote instruction and service delivery, with 1,470 total respondents (about 10% response rate).
- From these results, 80% of students (n=1,117) found COVID-19 communication from the institution to be excellent or good and an additional 16.5% (n=234) found it to be fair (of 1,402 respondents for this question).

- Student communications during this time refocused and intensified to provide timely, relevant information and messages of reassurance and hope. Communication channels included email, video, website, social media and a teleconference with student leaders. Helping students feel connected, heard, and cared for was a core part of response efforts.
- In terms of feedback, students appreciated the support of student services staff and the efforts of their instructors to adapt classes into an online format. They requested additional communication with instructors and additional training for instructors in online course delivery, which OCC is now implementing. Some students noted feeling more engaged in a face-to-face learning environment and some were enrolled in hands-on courses (i.e. culinary, automotive, science labs) that proved difficult to replicate online.
- Survey results were quickly turned into action to address student needs, including providing laptops and resource referrals to all students who needed them, adding closed captioning to chancellor videos, establishing parameters for expanded online instruction for faculty, and other efforts.
- In addition to outreach and referrals by counselors and other faculty and staff, the [Student Success Fund](#) continues to consider and support student emergency financial needs. The Foundation has launched the Student Empowerment Appeal in collaboration with student organizations to replenish Student Success Fund
- Special scholarship offerings let students know that financial resources were available to them. The [Summer Momentum Scholarship](#) motivated students who might otherwise not have enrolled in the Summer to continue their studies. After a high level of student interest, funding was increased to help ensure that every eligible student could receive support. The addition of a special Summer scholarship cycle through the Foundation, in particular an allocation of \$160,000 through The Garden Party scholarship, gave a broad audience of students additional resources to continue in the Summer.

CARES Act Funding

[The Coronavirus Aid, Relief and Economic Security \(CARES\) Act](#), passed by Congress and signed into law in March 2020, provides \$3,737,183 in direct student funds for [OCC to distribute in the form of emergency grants](#). This money covers student expenses related to the disruption of campus operations due to the Coronavirus, including eligible expenses under a student's cost of attendance such as food, housing, course materials, technology, health care and child care. On May 21, 2020, OCC launched its plan to quickly and equitably distribute the [CARES Act Higher Education Emergency Relief Fund \(HEERF\)](#) grants, following the approval of a Certification and Agreement form earlier filed with the [U.S. Department of Education \(DOE\)](#).

In addition, an internal CARES task force was established with College representatives from Student Services, Enrollment Services, Financial Services, and Student Financial Resources and Scholarships to create an OCC CARES emergency grant application process to document the awarding and comply with DOE regulations. The College has a [student resource page](#) on its website with information about the CARES Emergency Grant Award. Funding will be disbursed to eligible students enrolled in the Winter 2020 semester on a first-come, first-served basis. For those students who are not eligible for CARES Emergency Grant Awards, there are a number of other financial resources available, including [OCC Foundation scholarships](#), Student Success Fund (through an [OCC Counselor](#)), and additional resources coordinated through OCC's [Financial Aid office](#).

Academic Support Transition

The [OCC Libraries](#) acted quickly to ease the transition to remote learning. Changes were made to virtually meet the research and resource needs of students and faculty:

- Posted information and updates about library closures, access to physical buildings, resources, and services via the library home page and through social media blasts
- Created a video to alert students to virtual services and resources
- Purchased additional e-books for the library collections
- Assisted faculty with locating e-texts temporarily available through [RedShelf](#) and [Vital Source](#) to share with their students

Library Instruction

- Increased promotion of virtual research help for students available through live [24/7](#) chat service, [Ask A Librarian](#), and via email
- Adapted course specific library instructional handouts for posting in D2L
- Conducted live library instruction sessions via Zoom
- Created narrated library instructional PowerPoint videos for D2L
- Updated video tutorials on searching our databases

Further, [OCC's Academic Support Centers \(ASC\)](#) quickly converted services for online delivery.

- Within one week, the ASCs trained and moved tutors and supplemental instructors (SIs) to an online format to be ready for the March 23rd re-opening. Since the online conversion, ASCs have had well over 4,000 contacts for SI and tutoring appointments.
- ASCs implemented online seminars to assist students with: Taking an Online Course, Time Management, Note Taking, Using College Resources, Math Study Strategies, Test Taking Strategies, and Textbook Reading Strategies
- The ASCs implemented “live” online seminars for the Summer semester with ASC Faculty, including: Time Management, Study Strategies, and Test Taking Strategies



Documenting History

OCC's Archivist is documenting this historic time in the College's history by collecting correspondence, official statements, website and social media content, etc. The Archives have also partnered with the Libraries and Marketing to launch a “[Documenting COVID-19 Experiences at OCC](#)” project. The goal is to document the personal experiences and reactions of OCC students, staff, faculty, and alumni via journals, audio recordings, pictures, videos, social media posts, and multimedia works of digital storytelling. Members of the OCC community can share how the pandemic has affected them, their families, their neighborhoods, their learning, day to day life, and future goals and plans. Content will be incorporated into the OCC COVID-19 Collection in the Archives, with a digital component available in the Digital Repository.



Headcount Enrollment

- In the semester headcounts, each student is counted only once, even if enrolled in multiple courses or at multiple campuses. Counts below reflect end of session data, capturing all students enrolled in credit courses, even those with later start dates or shorter duration.

Semester	2017-18	2018-19	2019-20	Trend	Past Year Change	2020-21 Targets
Fall	17,673	15,942	15,668		-274	15,504
Winter	16,575	15,212	15,263		+51	14,850

Data Source: Institutional Effectiveness, End of Session Data

- Target estimates comes from enrollment projections using statistical ARIMA modeling. They will be updated each semester using past enrollment data, the latest unemployment figures, and the number of high school graduates. Many external and internal factors impact these numbers, including: economic changes, public health, demographics, marketing and outreach, competition from other higher education institutions, admissions and onboarding, awareness & timely completion of the financial aid process, course scheduling/delivery, etc.

ARIMA Enrollment Projections

Academic Year	Fall		Winter		Summer	
	Projected Headcount	Projected Credit Hours	Projected Headcount	Projected Credit Hours	Projected Headcount	Projected Credit Hours
2020-21	15,504	128,744	14,850	120,883	9,850	59,270
2021-22	15,417	130,270	14,761	121,471	9,774	60,137
2022-23	15,351	130,878	14,705	121,889	9,725	60,629
2023-24	15,309	131,226	14,669	122,131	9,694	60,886

Admissions and Enrollment

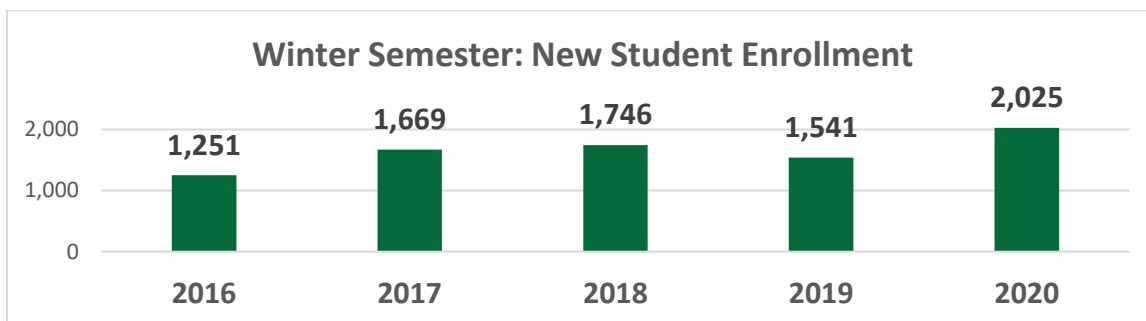
In this process, an “admitted” student is one who has fully completed the application and any required supplements, is accepted to OCC and is fully in the student information system. A “registered” student has [registered](#) for at least one class, whether or not that enrollment continues after the drop/add period. An “enrolled” student has registered and is still enrolled in at least one class after the drop/add period.

	2016/WI	2017/WI	2018/WI	2019/WI	2020/WI
Admitted	5,570	7,216	6,686	5,207	5,975
Registered	1,575	2,079	2,089	1,826	2,374
Enrolled	1,251	1,669	1,746	1,541	2,025
Conversion Rate	22.5%	23.1%	26.1%	29.6%	33.9%

Data Source: Institutional Effectiveness, live data as of 5/20/2020

Prospective students apply to many colleges and many of those that do not attend OCC choose to go directly to four-year institutions or colleges out of state. Others may delay their education

due to barriers related to finances, college readiness, or life and work responsibilities. That said, Winter 2020 saw an increase in enrollment over prior years.



Data Source: Institutional Effectiveness, End of Session Data

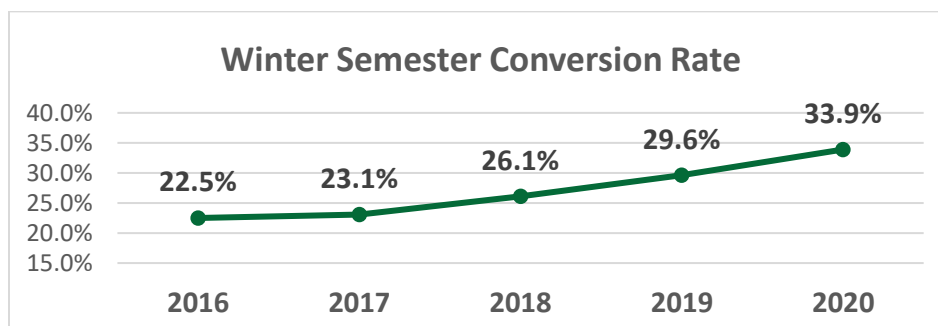
Conversion Rate

- Conversion rate: The number/percentage of admitted students who remain enrolled after the drop/add deadline. In light of the many uncertainties for academic year 2020-21, a consistent institutional average of 33.0% would represent success.

Semester	2017-18	2018-19	2019-20	Trend	Past Year Change	2020-21 Targets
Fall	33.7%	32.4%	33.0%	↘	+0.7%	33.0%
Winter	26.1%	29.6%	33.9%	↗	+4.3	33.0%

Data Source: Institutional Effectiveness, End of Session Data

- While Winter conversion rates have historically been lower than Fall, Winter 2020 exceeded Fall rates. The recent increases align with the expansion of the admissions team in 2017-18 and the deployment of targeted communication plans to prospective applicants via [Ellucian's CRM Recruit](#) module. Marketing content was implemented across multiple formats, including social media, and recruitment expanded for late start classes.

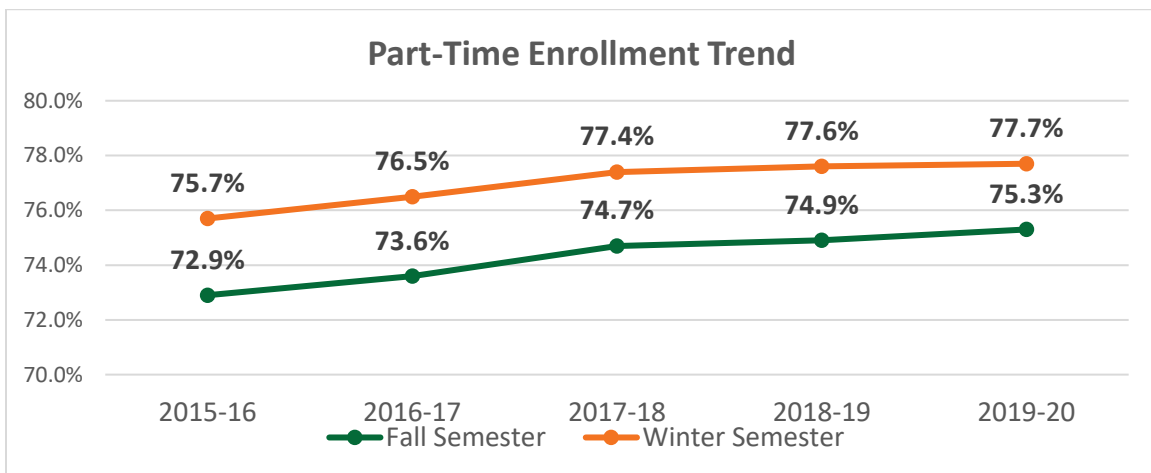


Data Source: Institutional Effectiveness, End of Session Data

Full-Time vs. Part-Time Enrollment

- Over the past five years, the proportion of part-time enrollment was consistently higher in the Winter semester and continually increased in both Fall and Winter.
- Students have numerous reasons for attending part-time, based on factors in work and life. OCC provides them the flexibility to pursue higher education within their complex lives.

	Fall Semester		Winter Semester	
	Full-Time	Part-Time	Full-Time	Part-Time
2015-16	5,790 (27.1%)	15,537 (72.9%)	4,886 (24.3%)	15,211 (75.7%)
2016-17	5,052 (26.4%)	14,082 (73.6%)	4,249 (23.5%)	13,843 (76.5%)
2017-18	4,470 (25.3%)	13,203 (74.7%)	3,745 (22.6%)	12,830 (77.4%)
2018-19	3,997 (25.1%)	11,945 (74.9%)	3,415 (22.4%)	11,797 (77.6%)
2019-20	3,876 (24.7%)	11,792 (75.3%)	3,406 (22.3%)	11,857 (77.7%)



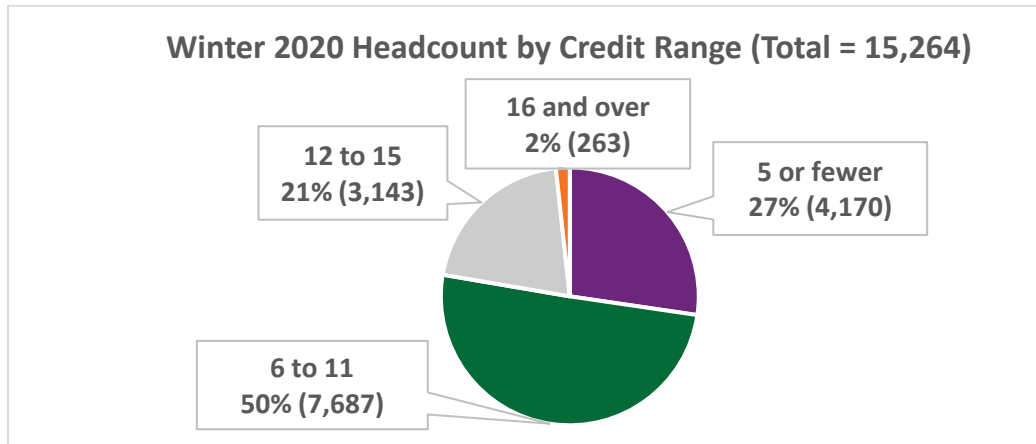
Data Source: Institutional Effectiveness, End of Session Data

Average Enrolled Credits

- Fall semester average enrolled credits have held fairly steady over the past few years. While encouraging students to take one additional course can accelerate their academic progress, for many students that strategy is not viable due to work, family, scheduling, and other life responsibilities.
- The College's enrollment model projections support 8.14 credits as a Winter 2021 target, though it is unclear how student enrollment patterns and the composition of full-time to part-time students may be impacted by public health and the economy in Fall 2020.

Semester	2017-18	2018-19	2019-20	Trend	Past Year Change	2020-21 Targets
Fall	8.17	8.17	8.18		+0.01	8.30
Winter	8.01	8.01	7.98		-0.03	8.14

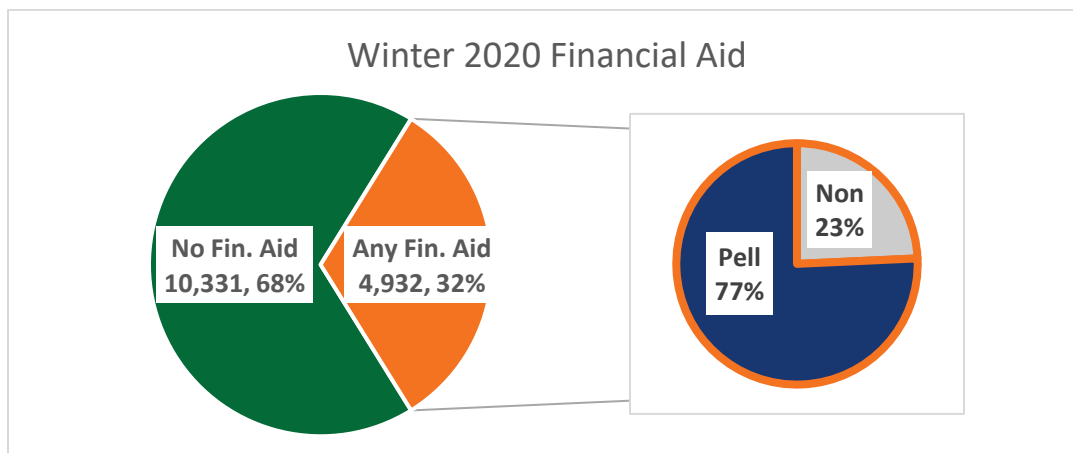
- In Winter 2020, the median of enrolled credits was 7.
- Numerous academic and life factors impact enrollment levels within these groups of students, requiring different supports and processes to encourage their success.



Data Source: Institutional Effectiveness, End of Session Data

Financial Aid Status

- OCC students bring economic diversity to the institution, coming from a variety of circumstances and life stages. 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.
- The proportion of students receiving any financial aid and those with Pell grant eligibility have consistently been slightly higher in the winter semester than in the fall.
- These rates have declined slightly over the past five years and in winter 2020, 32% received any type of financial aid and 25% of students qualified for federal Pell grants given to students with the highest level of financial need.





Data Source: Institutional Effectiveness, End of Session Data

Student Services Evaluative Framework

The establishment in 2019 of an ongoing evaluative framework allows continual measurement of student satisfaction across nine service areas (Counseling, Financial Aid, Academic Support Center, ACCESS, Career Services, Internship, Continuing Education, Student Life, and Library in 2020). Through this cycle, persistent strengths and challenges of each area can be identified and provide comprehensive feedback to inform continuous, meaningful improvement. Survey results were provided in the Fall 2019 monitoring report and updates will be given in future monitoring reports, via annual summaries and year to year tracking of the ongoing student response and the impact it has on services and processes.

Winter Semester Course Success: All Students

- This indicator looks at course-level success for all students enrolled in credit courses. It shows the percentage of all enrolled credit courses successfully completed with a grade of “C” or higher. 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.
- Note: There is a limitation within this metric due to the subjectivity of grading and variation of grading scales across programs and disciplines.

Semester	2017-18	2018-19	2019-20	Trend	Past Year Change	2020-21 Target
Fall	73.6%	72.4%	72.5%		+0.1	73.0%
Winter	71.3%	71.5%	70.9%*		-0.6	71.5%

*Note: Course success in Winter 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.

Semester	C or Better	All Grade	Success Rate
Winter 2016	34,062	48,682	70.0%
Winter 2017	31,362	43,675	71.8%
Winter 2018	28,260	39,660	71.3%
Winter 2019	26,070	36,480	71.5%
Winter 2020*	25,759	36,318	70.9%

Data Source: Institutional Effectiveness, End of Session Data

*CR grade is included for 2020/WI

- In addition to the many supports students can access to improve academic performance, the College’s growing early alert system can alert counselors when students may need additional outreach and resources in order to stay on track.
- Faculty pedagogical growth is supported by the Faculty Academy, the Academic Senate’s professional development faculty subcommittee, and actions established through student learning assessment, curriculum review processes, etc.

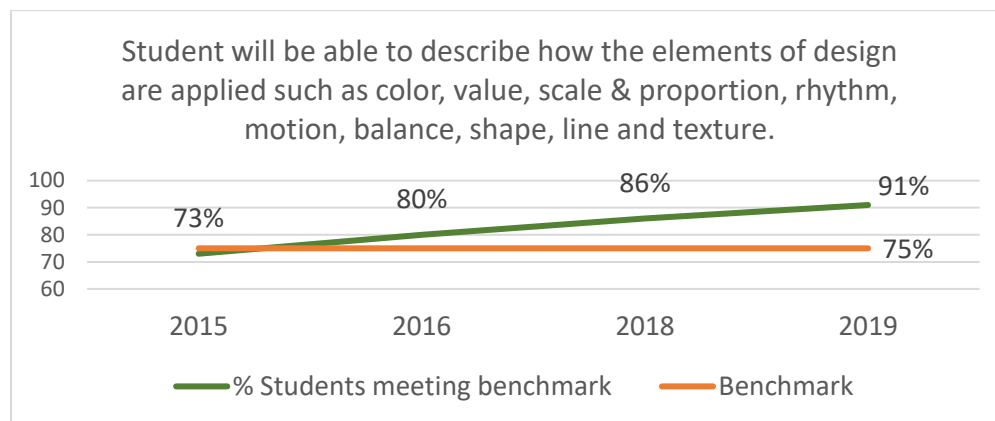
Assessment of Student Learning

In addition to the importance of earning credits to progress toward academic goals, the College continually assesses student learning within programs, courses, general education, and co-curricular areas. [Student learning assessment](#) clarifies learning expectations for students and transfer partners, while providing a platform for faculty to make data-informed improvements to pedagogy and curriculum. Assessment is a collaborative process led by faculty, with review and support by Academic Deans, Institutional Effectiveness, and the college-wide Student Outcomes Assessment Committee (SOAC). Faculty develop learning goals (outcomes) and assess student learning on these goals with assessment plans that articulate a benchmark, or base level, of learning achievement expected. The Assessment Results Tracking Information System (ARTIS) manages all data related to student learning assessment. When benchmarks are not met, faculty create action strategies to continuously improve student learning through changes in curriculum, pedagogy, or the assessment plans themselves.



The examples below depict several examples of how [course-level assessment](#) uses this cycle to drive pedagogical and curricular changes to improve student learning.

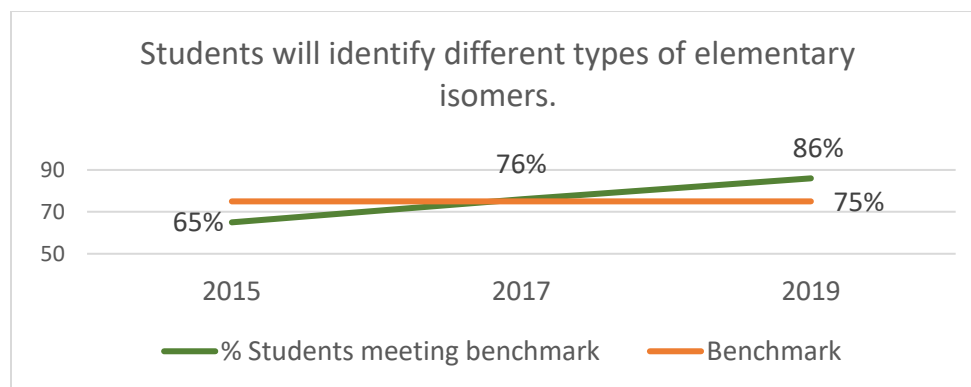
Graphic Design (GRD1100)



Assessment findings 2015-2019 (Annual) - Source: ARTIS

In Graphic Design (GRD1100), students should be able to describe how the elements of design (i.e., color, value, scale, etc.) are applied. However, 2015 assessment data indicated that students were not learning this concept at acceptable levels compared to the benchmark set by faculty. Faculty noted that some students found the project used to assess this outcome “overwhelming.” In an effort to increase student learning, the faculty entered a pedagogical action strategy in 2015 to “reduce the size of the color wheel and amount of values need[ing] to be painted” and “add more class demonstrations.” Each year since, students have demonstrated increased levels of learning on this concept as demonstrated by student learning findings each assessment cycle.

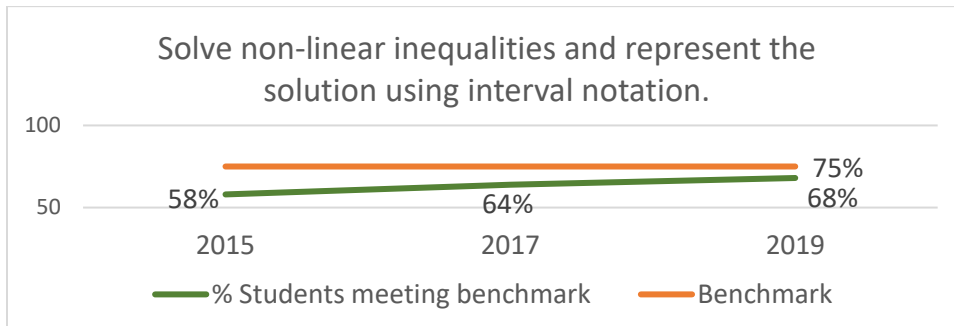
Survey of Organic and Biochemistry (CHE1320)



Assessment findings 2015-2019 (Every two years) - Source: ARTIS

In Survey of Organic and Biochemistry (CHE1320), students should be able to identify different types of elementary isomers. However, 2015 assessment data indicated that students were not learning this concept at acceptable levels compared to the benchmark set by faculty. Faculty determined that “inadequate emphasis” was placed on learning this concept. In an effort to increase student learning, the faculty entered a pedagogical action strategy in 2015 to engage in discussion and “adjust [the] teaching approach for this concept.” Each year since, students have demonstrated increased levels of student learning on this concept as demonstrated by consistent growth in student learning findings each assessment cycle.

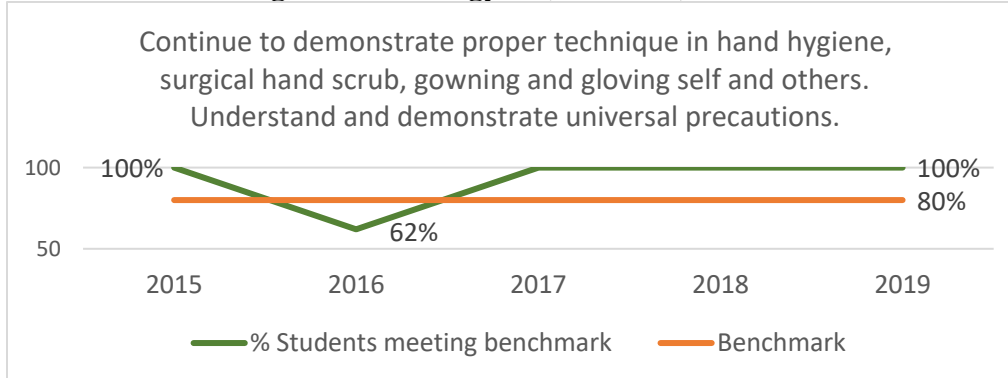
College Algebra (MAT1540)



Assessment findings 2015-2019 (Every two years) - Source: ARTIS

In College Algebra (MAT1540), students should be able to solve non-linear inequalities and represent their solutions using interval notation. However, 2015 assessment data indicated that students were not learning this concept at acceptable levels compared to the benchmark set by faculty. A discipline poll revealed inconsistencies in teaching of this topic across course sections. In an effort to increase student learning, the faculty entered a curricular and pedagogical action strategy in 2015 to increase support and guidance among faculty. Each year since, students demonstrate increased levels of student learning on this concept as demonstrated by consistent growth in student learning findings each assessment cycle. Efforts for improvement will continue in order to attain the benchmark for student learning.

Foundations of Surgical Technology II (SUR2420)





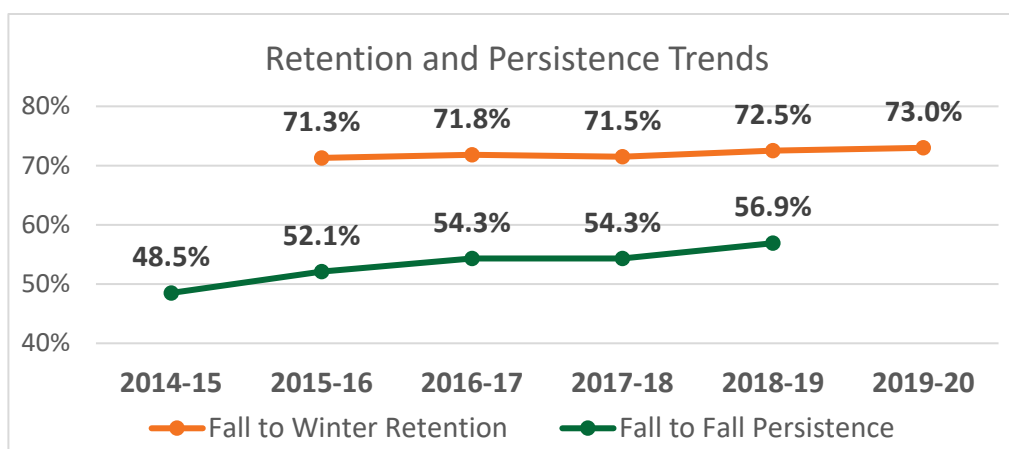
Assessment findings 2015-2019 (Annual) - Source: ARTIS

In Foundations of Surgical Technology II (SUR2420), students must demonstrate proper technique in hand hygiene, surgical hand scrub, gowning, and gloving of themselves and others. However, 2016 assessment data indicated that students were not learning this concept at acceptable levels compared to the benchmark set by faculty. In an effort to increase student learning, the faculty entered a curricular action strategy in 2016 to shift focus on handwashing to earlier in the course, require students to watch a video of handwashing technique, and encourage them to time themselves washing their hands. Each year since, students demonstrate increased levels of student learning on this concept as demonstrated by consistent growth in student learning findings each assessment cycle. In programs with external accreditation and professional certification, alignment of student learning assessment with professional standards is particularly valuable.

Retention and Persistence

- Retention data below includes students that enrolled in the fall semester and were retained to enroll again in the following winter semester (term to term retention), minus those that graduated or transferred to a four-year institution.
- Persistence data below includes students that enrolled in the fall semester and persisted to enroll again in the following fall semester (year to year persistence), minus those that graduated or transferred to a four-year institution.

Continued Enrollment	2017-18	2018-19	2019-20	Trend	Past Year Change	2020-21 Targets
Fall to Winter Retention	71.5%	72.5%	73.0%		+0.5	73.3%
Fall to Fall Persistence	54.3%	56.9%	--		+2.6%	57.0%



Data Source: Institutional Effectiveness, Live Data as of 5/15/2020 & End-of-Session Data

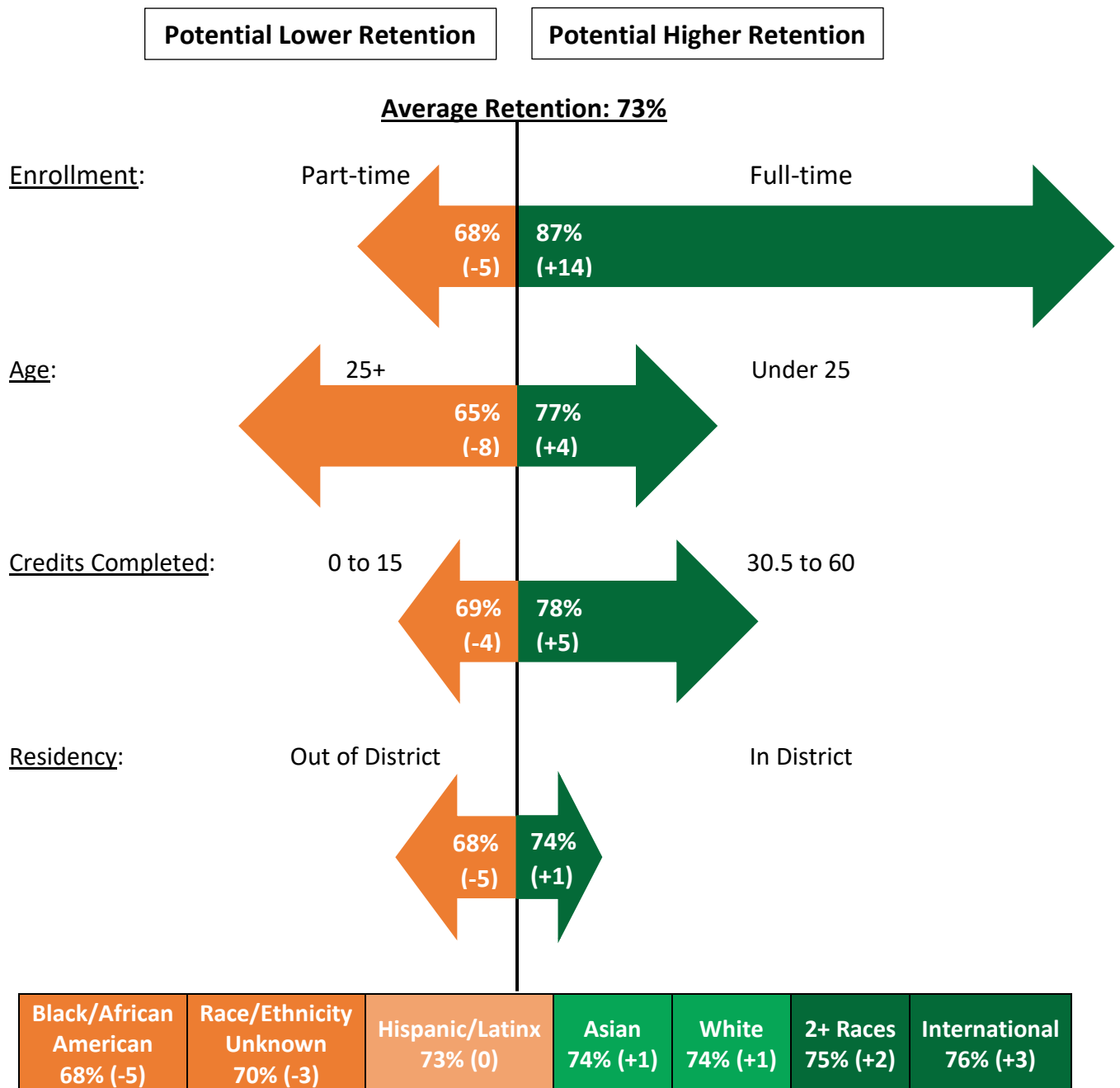
Fall to Winter Retention Disaggregated Data

In an initial review of retention disaggregated by student attributes, certain factors initially stand out as primary attributes impacting retention rates: full-time vs. part-time enrollment, age, previous credits earned, district of residence, and race/ethnicity. Other factors show a similar impact, but could be affected by their association with the primary factors. For instance, while students with a FTIAC (First Time in Any College) status, those who are not college ready, and those who are Pell eligible have tended to show higher retention rates, those attributes also tend to correlate with students that are younger and attend OCC full-time, two factors showing the highest potential for retention. That said, these groups of students can face additional challenges, such as acclimating to college and finding direction, juggling higher education with life responsibilities and financial need, and overcoming academic challenges and longer college readiness pathways to goal attainment, etc. These moderating factors can pose challenges to academic progress even as they are associated with student populations that generally show higher retention rates. Further analysis will help generate insight from these interrelated factors.

To this end, statistical regression analysis will be conducted on the factors below to better understand the relative impact of each variable. Using this data and insight, a retention index will be created to help the College proactively identify and address specific student needs for support. In addition to sustained enrollment, academic success needs to be considered in terms of equity of student progress.

In the meantime, the graphic below depicts the 2019-20 retention rates associated with specific student attributes in comparison to the average for all students.

Fall 2019 to Winter 2020 Retention by Student Attributes



- Full-time enrollment reduces the time to goal attainment and is generally associated with better outcomes. However, most OCC students choose to enroll part-time, which lengthens the time needed to complete a program or other academic goal and increases the potential for an intervening life experience to assume priority over college
- Students under 25 are more likely to attend full-time. In 2019-20, 31% of students age 18-24 attended full-time compared to 18% of students age 25-29, 13% of students age 30-39, and 10% of students age 40-49.
 - Students under age 25 also include Early Middle College (EMC) students (497 enrolled in 2019-20) who will be considered separately in the planned analysis of retention by age, since their program is highly structured and creates a higher retention level in its design and student selection.
- Students age 25 and over tend to have lower retention rates. There could be many possible factors to why this occurs, whether students have additional work and life obligations, shorter-term professional enrollment goals, or other variables impacting their enrollment. An accurate, improved understanding of current student intent is challenging to maintain and would be helpful to interpreting student enrollment patterns.
- Students who have earned over 30 credits have shown the intent and ability to continually complete courses toward a longer-term goal. Their progress may incentivize ongoing enrollment as their goal gets nearer.
- In-district students have a financial and geographic incentive to continue, with the affordability and closer proximity to home that OCC may provide.
- Race/ethnicity is a core student demographic category with differences in retention equity. The relationship of race/ethnicity to equity of student educational outcomes is a complex and systemic issue that needs to be understood and addressed in order to fulfill the College's mission in service of all students and the community. (Note that International students often need to maintain enrollment to meet visa requirements.)
- Many of the retention outcomes noted above align with current [research](#) on community college student success. The rates of retention disaggregated by demographic attributes echo [national trends](#). That said, innovations across the country provide models of structures, processes, and programs that drive improvement across multi-faceted and diverse student populations. Significant research efforts provide a roadmap of possibilities to help increase the equity of student outcomes.

In total, the actions and initiatives above related to college climate and student progress align with all current [strategic initiatives](#) of the College:

- Enhance and innovate educational offerings.
- Improve the student experience.
- Guide students to their desired outcomes.
- Enhance utilization of people, processes, and technology.
- Implement processes to increase persistence and completion.
- Promote diversity throughout the College.
- Grow partnerships.
- Foster key partnerships.
- Increase Employee Engagement
- Improve collaboration, trust, respect, and accountability.

Completion

- OCC contributes to the postsecondary attainment and advancement of its students in several ways:
 - Completion of degree or certificate
 - Transfer of credit leading to degree/credential
 - External certification or licensure
 - Training and professional development
- Cohort-based completion rates for degrees and certificates were included in the Fall semester report, while overall student attainment of degrees and certificates will be presented in the annual report this August. This current Winter semester report will focus on the attainment of other student goals related to transfer, external certification or licensure, and training and professional development.

Transfer

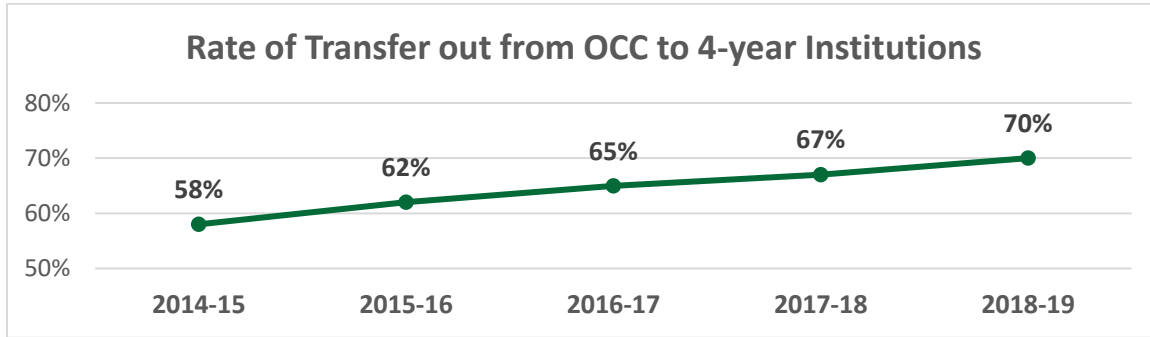
Transfer education at OCC focuses on the continued development of relationships with institutions throughout Michigan and beyond with a goal of creating additional [transfer opportunities](#) that maximize the utilization of OCC coursework for students. Extensive collaboration is required among the faculty and staff of multiple institutions in order to finalize the nuances of transfer agreements at the course and program levels. These articulation agreements with colleges and universities throughout Michigan provide for a seamless transition from OCC to many four-year institutions. OCC's counselors and faculty help raise student awareness and understanding of how transfer opportunities impact their academic progress and the value of their course and program credits.

New and revised transfer agreements build off of the [Michigan Transfer Network \(MTN\)](#) and the specific transfer information posted online for each institution. Due to the decentralized nature of Michigan's higher education system, curricula vary significantly by institution and agreements require a very detailed and thorough review process to determine equivalency. This process includes an evaluation of course syllabi to see whether a course can receive general elective credit at the receiving institution or, ideally, receive equivalent credit or directly meet a major requirement for the transferring student. Diligent efforts to expand the equivalent transfer of credit are ongoing.

Further, Oakland Community College continues to make transferring simpler for students interested in attending four-year institutions in Michigan through [MiTransfer Pathways](#). Pathways are roadmaps that are designed for students who know what bachelor's degree major they would like to pursue even if they have not decided what institution they would like to transfer to in order to complete a four-year degree. Pathways provide students with the opportunity to keep their options open as to the selection of the transferring institution. MiTransfer Pathways Phase 1 offers transfer agreements for Biology, Business, Criminal Justice, and Psychology. Phases 2 & 3 are currently adding agreements for Communications, Computer Science, Mechanical Engineering, Social Work, Art, English, Exercise Science or Public Health.

Pathways help students begin their academic pursuits at Oakland Community College and maximize their credits earned in pursuit of their end goal.

OCC’s efforts to expand transfer opportunities have resulted in a steady increase in the proportion of student transfers to four-year institutions over the past several years.



Year	Total Transfers out from OCC	Transfers out to 2-Year	Transfers out to 4-Year
2014-15	5,079	2,143	2,936 (58%)
2015-16	5,888	2,242	3,646 (62%)
2016-17	5,302	1,876	3,426 (65%)
2017-18	4,789	1,560	3,229 (67%)
2018-19	4,517	1,369	3,148 (70%)

Source: [MI School Data](#)

Transfer Actions:

- Improve the current [Transfer Credit Agreements Guides \(Articulation Agreement Guides\)](#) by adding new fields that include the minimum residency credit hours, the minimum bachelor degree/program credit hours, if the program is available online, and a link to transfer resources via a specific partnership page. (In Development)
- Require an annual report by the partnering institution for each articulation agreement with the number of OCC applicants, admissions, enrollments and graduates of those students utilizing the agreement to assist with future planning. (Implementing)
- In light of the COVID-19 impact, pursue partnership options with Michigan institutions offering online bachelors and/or bachelor degree completion programs.
- The Director of Academic Partnerships has reached out to all public (15) and private (30) regionally accredited four year colleges and universities in Michigan to inquire about developing or enhancing institutional relationships in the form of program partnerships or other types that will benefit OCC students. Recent meetings with four-year colleges and universities will result in new partnerships and articulation agreements and virtual meetings continue. Countless discussions with institutions and programs at each phase of an articulation agreement from exploration to execution is a continuous process, exceeding more than a year in some instances. The comprehensive evaluation of all potentially transferrable courses for each program agreement maximizes the value of OCC credit for students.

WCE (Workforce Development & Continuing Education), Public Services, and CTE (Career & Technical Education)

OCC provides technical, career-based training, professional development, and personal enrichment to the community, to meet individual and business needs for ongoing growth and development. These trainings and education opportunities take several forms to meet the needs of diverse constituents, from degree and certificate programs to contract trainings for companies to grant-funded programs and ongoing options for professional/personal development.

Core KPIs (Calendar Year)	2017	2018	2019	3 Year Trend	Past Year Change	2020 Projected
Contract Training Sections (Corporate)	254	286	329	increase	15%	230*
Continuing Education Enrollment (Enrichment, Professional Development, CREST Training, etc.)	3,682	4,712	4,715	increase	<1%	2,700*

*2020 projections show a decrease since beginning in March 2020, many sections and trainings needed to be cancelled due to COVID-19. With the type of content and instruction, they could not easily be converted to an online format. Future offerings will increase online options and once face-to face instruction can resume, the upward trend in enrollment is expected to continue.

OCC is working to expand apprenticeships and [Career and Technical Education \(CTE\)](#) credentials, bolstered by a Department of Labor grant in collaboration with the [Workforce Intelligence Network](#). [Workforce Training](#) and [Continuing Education](#) are pursuing several strategies to grow offerings and enrollment by integrating online delivery, expanding staffing and collaboration with faculty, growing cohort programs, and increasing domestic and global partnerships.

2019-20 Actions and Achievements

- Managing current grants and implementing new DOL partnership grant
- [Economic and Workforce Development \(EWD\)](#) remotely delivering PLC/Robotics courses and corporate training
- EWD secured additional \$500,000 in Michigan New Jobs Training MNJT funding.
- Increased and expanded partnerships.
 - Ed2Go- 50+ courses launched and enrollment began
 - Autorama- first display in February
- Further develop Public Services partnerships and facilities to meet career training and continuing professional development needs.

Short-Term Strategies by Winter 2021

- Expand infrastructure to support program growth via increased staffing, faculty partnerships, technological resources, and credit/non-credit offerings.
- Integrating online delivery to increase offerings, reach, adaptability, and capacity
- Program accreditation
- Bolster industry advisory.
- Expand cohort programs and enrollment.
 - Industrial (CNC, PLC/Robotics): expand/extend to additional students

- Health (CSP, CNA, Other): plan/implement in year ahead
- Service (Marine Tech): plan/implement in year ahead
- Increase and expand partnerships- Michigan Hot Rod Association
- Create a CTE metrics dashboard to inform data-oriented strategies and tracking.

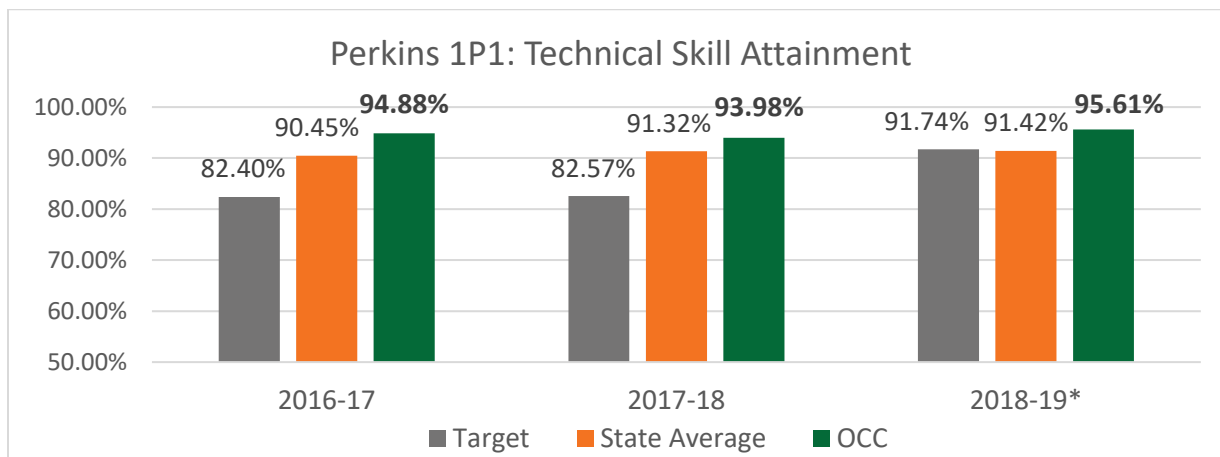
Long-Term Strategies by Fall 2021

- Increase and expand partnerships
 - Employer consortia, First Robotics
- Continue to expand online offerings
- Pursue global corporate partnerships.
- Increase credit & non-credit offerings (i.e. Diesel, Collision and Auto Repair, Welding)
- Expand community oriented continuing education classes (i.e. PE, Arts, Culinary)
- Pre-apprenticeship program
- Bridge into emergent fields i.e. Electric Automotive and Connected Cars.

Perkins 1P1 Technical Skill Attainment

This indicator of the [Carl D. Perkins Vocational and Technical Education Act](#) measures the “[number of CTE concentrators](#) who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.” This measure tracks the success rate of Career and Technical Education (CTE) students or graduates who take technical skills assessments aligned with their profession. Such assessments can be a vital part of licensure, certification, and professional expertise for employment in a diverse range of CTE fields as seen below.

For 2019-20, data will be reported under the revised [Perkins V indicators](#) and not comparable to prior years. The new 1P1 indicator will measure the employment, military/volunteer service, or continued enrollment of CTE graduates. Under the new definitions, the target set by the State for all participating colleges will be 11.72%.



Data Source: [Perkins Core Indicator State Performance Levels](#)

*Prior to 2018-19, all Michigan community colleges shared the same target performance level and the state comparison rate shown here reflects the state average. Starting in 2018-19, each college has its own target based on historical performance and the comparison rate calculation changed.

Perkins 1P1 Programs (through 2018-19)

Program Code	Program Title
CUL.AASX	Culinary Arts
CUL.BPA.CT	Baking and Pastry Arts Certificate
DHY.AASX	Dental Hygiene
HVA.HVT.AAS	HVAC/R Systems Tech - HVACR Technician
MDA.AAS	Medical Assisting
MDA.CT	Medical Assisting Certificate
MDA.MIC.CA	Medical Insurance Coding & Billing
MDA.PHT.CA	Phlebotomy
MTT.CNC.AAS	Machine Tool - Numerical Control Technology
MTT.CNC.CT	Machine Tool - Numerical Control Technology Certificate
NUR.AAS	Nursing
NUR.TPN.AAS	NUR Transitional LPN
RAL.AASX	Radiologic Technology (Extended)
ROB.AUT.AAS	Robotics/Automated Systems Technology
SLI.AAS	Sign Language Interpreter
SUR.AASX	Surgical Technology
WEL.CT	Welding Technology Certificate

The actions and initiatives above related to completion align with the following current [strategic initiatives](#) of the College:

- Enhance and innovate educational offerings.
- Improve the student experience.
- Guide students to their desired outcomes.
- Enhance utilization of people, processes, and technology.
- Grow partnerships.
- Foster key partnerships.

Conclusion

The Winter semester at OCC is, for continuing students, a time to maintain momentum and continuity of academic progress. New students that join OCC in Winter need to establish a foundation for success somewhat outside of the traditional academic cycle that tends to start in Fall. The flexibility and accessibility of an OCC education gives students an option to join in any semester, to start and stop based on other life demands, and to change course or retool. Within this ability to meet diverse student needs, supports to encourage students to define or refine a goal and continually move toward it help them maximize the value and impact of their education. The engagement and proactive guidance of students can enhance their academic success and persistence. Within this new reporting structure, the College will focus on the student life cycle and a framework of continuous improvement, where milestones of student success can be tracked and analyzed. Student progression through fall, winter, and summer to the following academic year can be more closely understood and evaluated. By driving continuous improvement on Key Performance Indicators (KPIs), other metrics can be positively impacted, building to increased completion of student goals.

Starting in Winter 2020 and going forward, students are experiencing new complex challenges in their education and lives. The OCC community as a whole has come together to navigate the quick transition to online learning and services. Students, faculty, and staff alike coped with the stress of the pandemic and its impact to public health, employment, the economy, and day to day life for them and their families. The increased remote access to services has not only worked to maintain educational continuity and well-being of students, it has also allowed more students in need by societal limitations to access supports from home. During this historic time, OCC, as with institutions across the country, is designing and expanding upon new ways of working and learning, to continue to advance its mission in service of students and the community.

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Glossary

CCDEI: The College Committee on Diversity, Equity, and Inclusion (and the associated Campus Committees) help lead and support OCC's initiatives, awareness, understanding, programming, and policies related to an inclusive and equitable college and community.

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.

Intent versus impact bias activity: What a person meant by words or actions versus the way those words and actions affected or harmed another person.

Intersectionality: The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage (and corresponding, sometimes multiple, advantages for privileged groups). Example: Recognition and awareness of the combined disadvantage experienced by individuals of both a marginalized gender and a marginalized race.

Microaggression: Brief, commonplace verbal, behavioral or environmental indignities (intentional and unintentional) that, often subtly, communicate hostile, derogatory, or negative prejudicial slights and insults toward any group, particularly culturally marginalized groups. Example: “You know how women can be...,” “He comes from *that* generation...”

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.