

INFORMATION

Board Agenda Item 6.1
April 15, 2025

FALL 2024
MONITORING REPORT

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Executive Summary

In Fall 2024, OCC continued to build on student credit momentum and early progress toward goal attainment. When students can enroll in and complete more credits early on, then sustain that enrollment, their likelihood of degree or credential attainment and/or four-year transfer increases. While any increase in these rates shows a positive impact on student outcomes, both indicators need to increase further, so that all students have the best possible chance to succeed and achieve their postsecondary goals.

[National reports](#) show that in Fall 2024, undergraduate enrollment was up 4.7%, continuing to rebound since the effects of the pandemic. In Michigan, undergraduate enrollment increased by 3.0%, while OCC increased by 10.3%. It is important in the current landscape to maintain and increase access to community college, while continuing to innovate toward a primary goal to double the graduation rate.

In response to recent trends for higher education, community colleges need to continually evolve to meet student demand for access and opportunity through diverse course modalities and robust support structures. Community college completion remains a complex and mission-focused goal, to help fit higher education advancement and earned credentials into the lives of students who are working, caring for families, and facing economic challenges throughout their college pursuits. OCC strives to research and adopt the best national models of how to increase student success, then evolve as an institution to continuously improve in service to our students and community. By aligning the [Board Ends](#) and [Key Performance Indicators \(KPIs\)](#) with the College's [strategic directions and objectives](#), OCC can create purposeful actions and initiatives, then evaluate and track progress toward meeting institutional goals.

The College remains a central partner in helping to achieve the County and State goals for postsecondary credential attainment via [Oakland80](#) and [Michigan Sixty by 30](#). OCC is committed in its [mission](#) to empower students and advance the community in higher education awareness, aspirations, access, and success. The College will continue to evolve to meet the needs of its students, to create innovative opportunities and pathways toward higher education credential attainment.



Mission, Values, Vision & Strategic Plan



Strategic Direction 1: Cultivate Operational Excellence and Sustainability

- 1.1 [Become a student-ready college, promoting agency, access, and success for all students](#)
- 1.2 [Promote educational excellence, innovation, and support](#)
- 1.3 [Engage in continuous improvement through organizational analysis to nimbly respond to external opportunities and threats](#)

Strategic Direction 2: Build a People First Organization

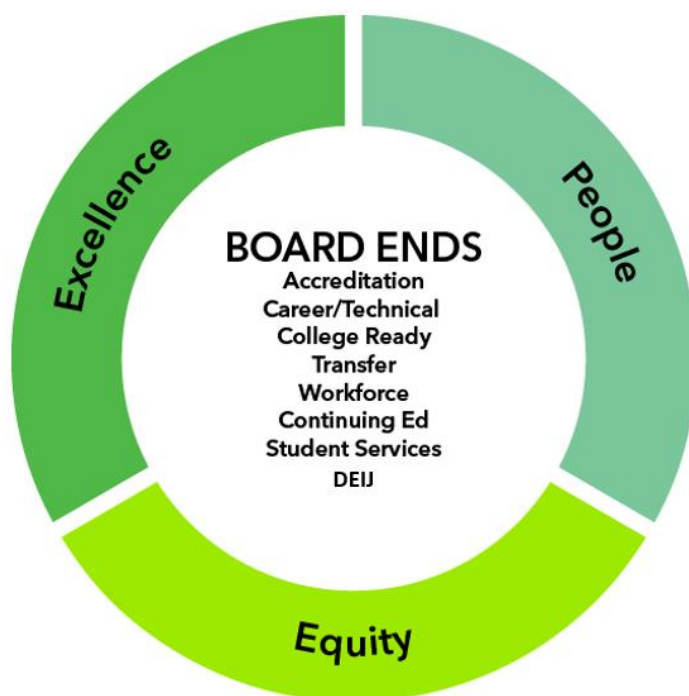
- 2.1 [Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees](#)
- 2.2 [Promote a culture of communication, collaboration, respect, and civility](#)

Strategic Direction 3: Advance Diversity, Equity, Inclusion, and Justice Policy and Practice (Active 2021-2024)

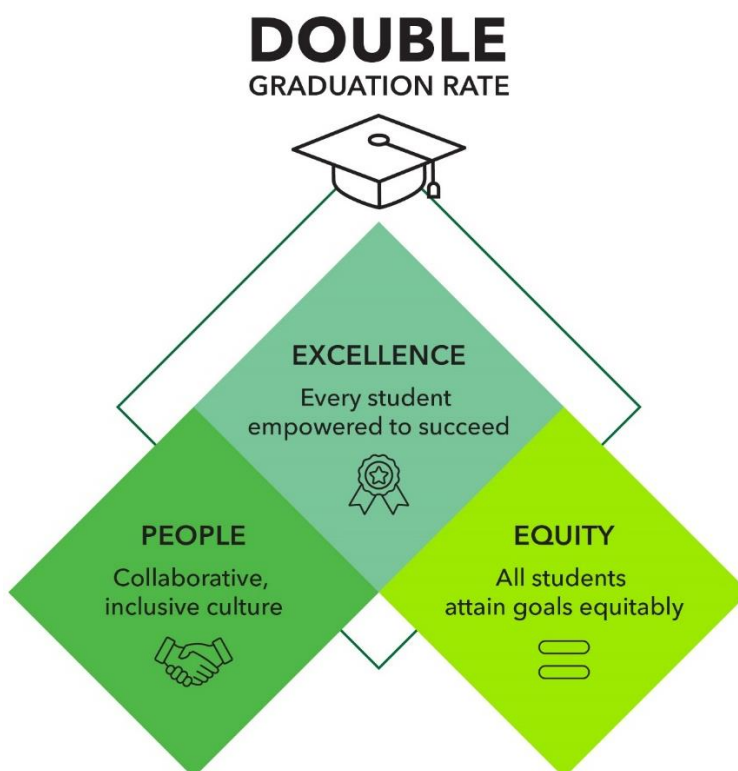
- 3.1 [Build an integrated diversity, equity, inclusion, and justice \(DEIJ\) infrastructure to support students, staff, and community \(active 2021-2024\)](#)

Board Ends and Strategic Objectives

According to Board of Trustee [Policy 4.1](#), Oakland Community College's purpose is to provide affordable higher education services to the people of Oakland County and the regional community, which advance individual economic mobility, personal growth, and the local economy, at a cost commensurate with the value of services provided. The eight Board Ends and the updated Strategic Plan create an educational environment that fosters student learning and supports student success.



OCC is focused on the central messages of its strategic plan, to improve clarity, focus, and connection across its strategic plan collaborators collegewide. By working together, the College can increase student graduation and success for all communities we serve.



OCC Goals and Key Performance Indicators (KPIs)

In service of OCC's Board Ends and strategic objectives, and as core measures of continuous improvement, the College has established several Key Performance Indicators (KPIs) to track and evaluate throughout the year.

- Targets for each indicator were determined based on the range of normal fluctuation, a forecast aligned with recent performance, the current context inside and outside OCC, and the College's actions for improvement.
- Enrollment projections specifically use statistical ARIMA methods that incorporate past enrollment, the number of high school graduates, the unemployment rate, and student applicant activity to predict future enrollment.
- Ongoing research and analysis will continue to refine targets and support alignment with the College's strategic plan.

Fall Semester Core KPIs	2021	2022	2023	2024	2023-24 % Change	2024 Target	Target to Actual
Conversion rate	32.5%	33.8%	32.7%	32.9%	+0.6%	33.0%	-0.1
Headcount enrollment	14,174	13,677	14,102	15,548	+10.3%	14,562	+986
Average enrolled credits	8.19	8.37	8.45	8.63	+2.1%	8.56	+0.07
Fall to Fall persistence	52.6%	54.1%	56.2%	55.0%	-2.1%	56.7%	-1.7

1.1: Become a student-ready college, promoting agency, access, and success for all students

This mission-critical strategic objective of the College involves meeting students where they are, empowering them through equitable systems and support structures, and providing services to help ensure their successful goal completion. Current strategic actions in this area include:

- D3C3: Grow K-12 Alignment, Partnerships, Dual Enrollment
- D3C3 + NISS: Proactive Systematic Student Success Structure
- Basic Needs and Holistic Student Support

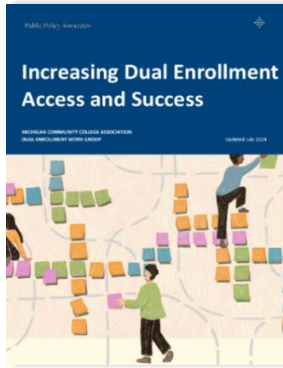


**D3C3 REGIONAL
COLLABORATIVE**

From 2023 to 2025, OCC is implementing grant-funded strategies through the [Detroit Drives Degrees Community College Collaborative \(D3C3\)](#) to advance K-12 alignment through expanded partnerships and dual enrollment. Through D3C3, OCC is also building a comprehensive, proactive, analytics-based model for systematic student outreach and support modeled after the [National Institute for Student Success \(NISS\)](#). These efforts will include foundational work on technological efficiency, integration, the digitization of forms, and streamlined processes to benefit students and staff.

In 2024, OCC implemented multiple youth programming opportunities, giving students knowledge and experiences about college and career options and pathways. These programs included summer courses through [OCC Jumpstart](#) and Bridges to Success. By engaging with our K-12 partner districts, staff, students, and families starting in junior high and throughout high school, we increase their community college awareness, aspirations, matriculation, and success. This work will continue to grow and build in the year ahead.

- From 2021-22 to 2023-24, dual enrollment and early middle college participation increased 14% to a total of 1,003 students.
- Summer 2024 launched our Bridges to Success program for rising high school seniors alongside the work of OCC Jumpstart which served recent high school graduates.
- In 2023-24, OCC further grew the K12 team and has plans to further scale our work and impact across and beyond our five core districts identified as equity partners from the start (Hazel Park, Madison, Oak Park, Pontiac, Southfield). In 2024-25, we will deepen these partnerships while expanding our equity reach throughout Oakland County and adjacent counties.



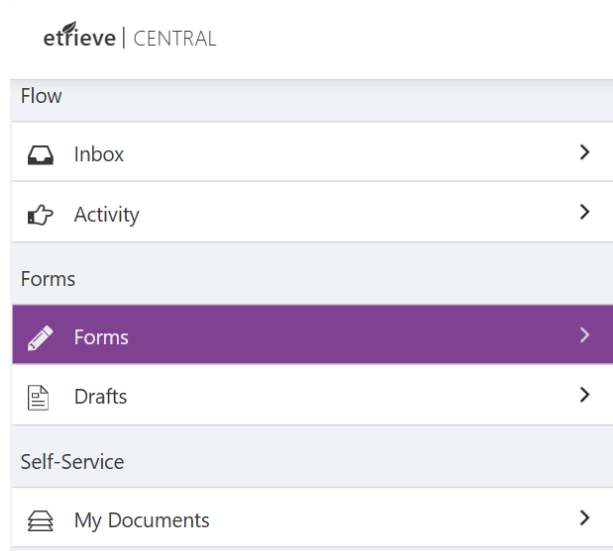
Thanks to the Ballmer Group and Ralph C. Wilson, Jr. Foundation, the D3C3 also helped to bring about a crucial [Dual Enrollment Workgroup](#) hosted by the MCCA and Public Policy Associates (PPA) in the spring and summer of 2024. OCC was grateful for the opportunity to participate. We have found in our dual enrollment work that even high schools who are interested in partnering with us see a financial disincentive to doing so in the current State structure. While other states actively incentivize dual enrollment participation, Michigan has a more passive approach that can hinder progress and make it challenging to grow our impact.

By removing the financial and legislative disincentives to participation in dual and concurrent enrollment, we can help increase the scale and equity of students finishing high school with college credits, helping grow the matriculation rate and early credit momentum. The [final report](#) includes several legislative recommendations and will require further advocacy and funding conversations in Lansing. We are grateful for the involvement of the MCCA in promoting these goals for the D3C3 and the State.

The D3C3 Grant has also provided an opportunity to digitize forms across OCC. During the past year, the College has been diligently working to meet with business stakeholders to digitize employee and student forms and workflows through [Softdocs Etrieve](#). This updated technology creates more efficient processes by dynamically routing e-forms to the appropriate departments across the College and will help transform how OCC serves students and conducts business. Users of these forms will find them easier to complete and submit, not having to download, save, sign, scan, and email clunky PDFs. Employees and students use their OCC login and will have one centralized dashboard for accessing and tracking forms and their progress. [Softdocs Etrieve](#) recognizes users so it will save time completing forms, reduce errors and allow for faster processing. The technology also allows forms to be internal and external with verifying e-signatures, document logs, and fine-tuned process documents.

Thus far, the following departments have worked to audit their PDF forms and determine what forms are no longer needed/obsolete, which forms can be updated and kept as fillable PDFs, and what forms can be digitized via [Softdocs Etrieve](#):


- Academics
- ACCESS
- Admissions
- Athletics
- Auxiliary Services
- Career Services
- Curriculum Instruction Committee
- Curriculum Review
- Enrollment Services
- Financial Services
- Facilities
- Foundation
- Human Resources
- Institutional Effectiveness
- Public Safety
- Public Services
- Purchasing
- Registrar
- Student Engagement
- Veterans Affairs
- Workforce Development



This work has involved substantial collaboration and input from employees collegewide, including significant efforts from institutional technology, institutional effectiveness, and marketing and communications to streamline, modernize, and document college processes through digitized forms.


Also this past year, OCC has enhanced the way that the student self-service system operates through MyOCC. The updated MyOCC features a personalized dashboard of tiles that prioritize student information and guidance in a way that is dynamic and interactive.

Student Engagement



- [Student Engagement](#)
- Latest [Student Essentials Newsletter](#)
- [Student Organizations](#) | Get Involved
- [Upcoming College Events](#)
- [Athletics](#)

Student Planning & Registration



- [Student Planner](#) | Plan your schedule and register for classes
- [Student Success](#) | Tips and resources to help you stay focused and keep moving toward your goal

Academic Support Resources

- ◆ [Academic and Student Support Deans](#)
- ◆ [Academic Support Center \(ASC\)](#)
- ◆ [Academic Testing Center](#)
- ◆ [ACCESS \(Disability Services\)](#)
- ◆ [Faculty Directory](#)
- ◆ [Library](#)
- 🔗 [Tutoring](#)

Events Calendar

All Events

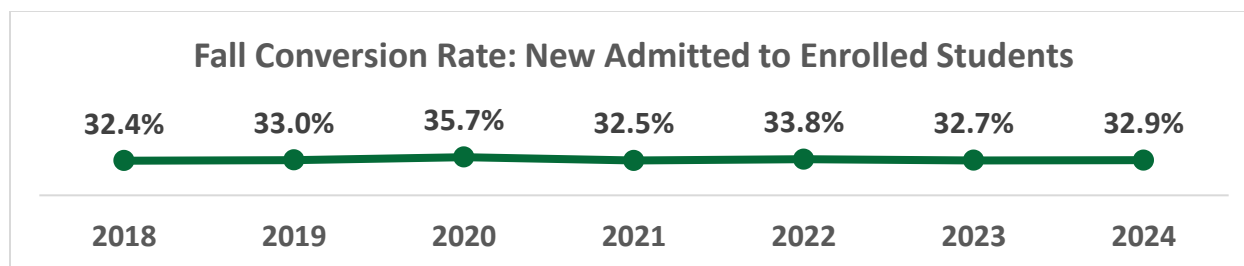
OCC EVENTS CALENDAR
Transfer Table Visit - Baker College

Enrollment Data Trends



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

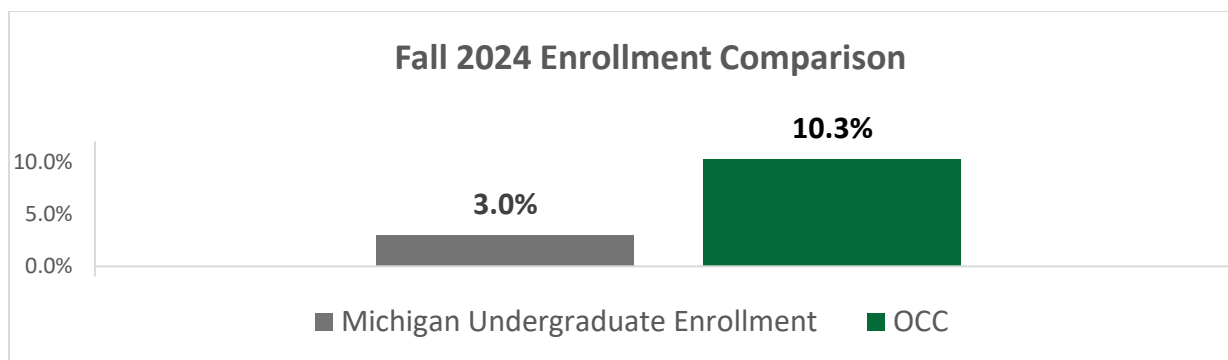
The conversion rate is the percentage of newly admitted students that register and stay enrolled in the semester past the drop/add deadline. In recent years, the summer conversion rate has shown significant improvement and consistently exceeds the college goal of 33%. Marketing and Admissions outreach efforts, community partnerships to attract students to programs that provide skills for high-demand careers, an increase in online program and course options, and opportunities for guest student enrollment are all factors that help to maintain and improve the conversion rate for future semesters. In 2023-24, the average conversion rate (yield) at four-year public colleges reporting data in Michigan fell to [20.0%](#). (Note: Community colleges rates are not collected.)



Data Source: Institutional Effectiveness, End of Session Data

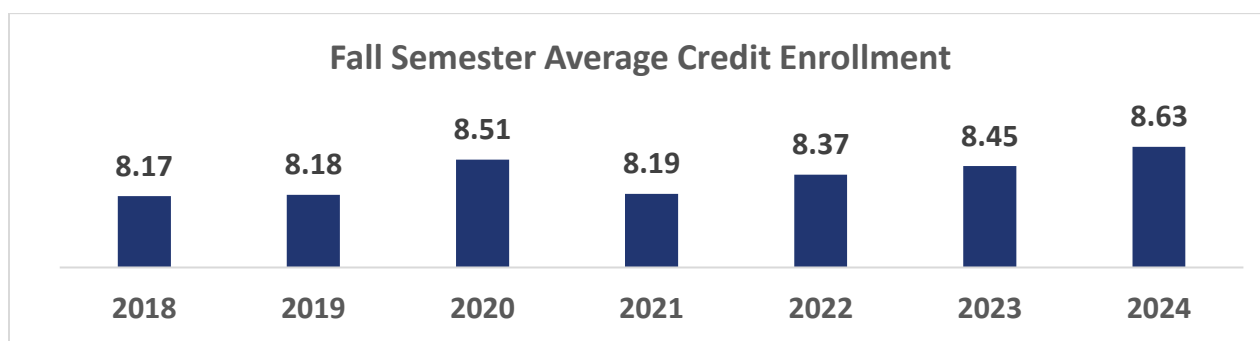
Headcount Enrollment and Average Enrolled Credits

Nationwide, undergraduate enrollment increased 4.7% from Fall 2023 to Fall 2024, but in Michigan, overall undergraduate enrollment increased by 3.0%. OCC surpassed these trends with a 10.3% growth in headcount enrollment over the prior year.



Comparison Data Source: [Current Term Enrollment Estimates | National Student Clearinghouse Research Center \(nscresearchcenter.org\)](https://nscresearchcenter.org)

Students continue to look for flexibility in their course options, to fit their college learning into their complex lives. As the College grows its course modalities of online, hybrid (both online and in person), compressed (shortened semester), and block scheduled courses (meet one day a week), students can have additional choices to help them earn more credits each semester. This metric is particularly important to track as it contributes to student momentum and accelerates academic progress toward meeting a degree or transfer goal.



Data Source: Institutional Effectiveness, End of Session Data

This increase in average credits is particularly impacted by students taking both on-ground and online classes. This growing group of students shows not only an ability to enroll in more credits, but an ability to increase the credits they successfully earn in a semester and even achieve a higher retention rate. These effects have sustained every semester since Fall 2021 and represent a proven strategy for growing student credit attainment and progress. An increase in students taking both online and on-ground classes at once has resulted in increased credit enrollment and credit attainment. This success builds momentum toward completion and can reduce the time to goal attainment.

Fall 2023 Student Type (based on course taking behavior)	# of Student	% of Students	Average Credits Enrolled	Average Credits Earned	Fall to Winter Retention Rate
Exclusively On-Ground Classes	4,759	33.7%	7.8	6.3	75.7%
Exclusively Online Classes	4,779	33.9%	7.2	4.8	63.9%
Both Online and On-Ground Classes	4,563	32.4%	10.4	7.8	79.4%
Total	14,101	100.0%	8.5	6.3	73.0%

Winter 2024 Student Type (based on course taking behavior)	# of Student	% of Students	Average Credits Enrolled	Average Credits Earned
Exclusively On-Ground Classes	4,443	31.5%	7.7	5.6
Exclusively Online Classes	5,155	36.5%	7.1	4.8
Both Online and On-Ground Classes	4,525	32.0%	10.4	7.8
Total	14,123	100.0%	8.4	6.0

Fall 2024 Student Type (based on course taking behavior)	# of Students	% of Students	Average Credits Enrolled	Average Credits Earned
Exclusively On-Ground Classes	4,874	31.4%	7.9	6.0
Exclusively Online Classes	5,555	35.7%	7.4	4.7
Both Online and On-Ground Classes	5,114	32.9%	10.7	7.4
Total	15,543	100.0%	8.6	6.0

[OCC Named #7 of Nation's Top Online Colleges](#)

In early 2025, Oakland Community College (OCC) received a five-star rating and was named among the best colleges and universities on [America's Top Online Colleges 2025](#). OCC ranked seventh in the nation and was first on the list for Michigan's higher education institutions with online undergraduate and graduate education programs. Schools were ranked on organization, support, price, reputation, success, recommendation, practical relevance and overall satisfaction. [Newsweek](#) and data research partner [Statista](#) surveyed more than 10,000 individuals in the U.S. who have used online courses to obtain an academic degree or acquire knowledge and skills for their jobs or hobbies.

Prior to the COVID-19 pandemic in 2020, OCC only offered two fully online programs. Responding to the growing demand for distant learning options, OCC now offers 21 fully [online degrees and certificates](#), including [mental health/social work](#), [software engineering](#) and [business administration](#). In the year immediately preceding the pandemic, OCC offered online components in just 5.9% of its courses and 5.5% of its total sections. In the 2024-2025 academic year, these figures grew to 38% of courses and 45% of all sections.

During registration, online courses fill up faster than in-person courses and often have waitlists. Online sections with the highest number of students include courses in English, computer information systems, and business.

Krishna Stilianos, OCC Faculty in Psychology, believes successful online teaching includes flexibility, precise communication of course expectations, interactive course content to promote learning, and opportunities for students to engage with one another. She has incorporated technology to create an inclusive learning experience and uses the accessibility features of D2L (including Ally and Intelligent Agents) and AI as a tutor. She also uses discussion forums to create a sense of belonging and encourage critical thinking. In her words, “online course content can be delivered in many ways—asynchronous (pre-recorded) lectures, live virtual or Zoom lectures, interactive simulations, and breakout rooms. These options give students a personalized learning experience and can promote persistence, retention and completion. Online learning is not learning in isolation. Online does not mean alone!” she added.

OCC is fortunate to have the expertise and resources of the Academic Technologies Group (ATG) to partner with faculty in their online course development and enhancement. During summer 2024 and 2025, course development sessions are using both grant dollars and institutional investment to support faculty in course improvement and innovation.



Through [Michigan Reconnect](#), the State continues to provide in-district tuition funding for adult learners who have not yet earned a college credential. This program supports thousands of adult learners at OCC. Further, [ReUp](#) is conducting outreach to stop out students age 21-24 who have attended OCC in the past but have not reenrolled and who met the qualification deadline for Michigan Reconnect funding. The outreach partnership with ReUp began in Fall 2024 and will continue until Fall 2026.

In the work to increase completion, **Early Momentum Metrics (EMMs)** are proven leading first-year indicators for increased student completion. Initial course success makes a substantial difference in future outcomes.

- ✓ **Credit Momentum:** 6-12 credits earned first semester; 15-30 credits completed first year
- ✓ **Gateway Course Momentum:** Complete college-level English and/or math in the first semester/year
- ✓ **Persistence Momentum:** Fall to Winter retention in first year (for OCC, Fall to Fall persistence is a core area to address)

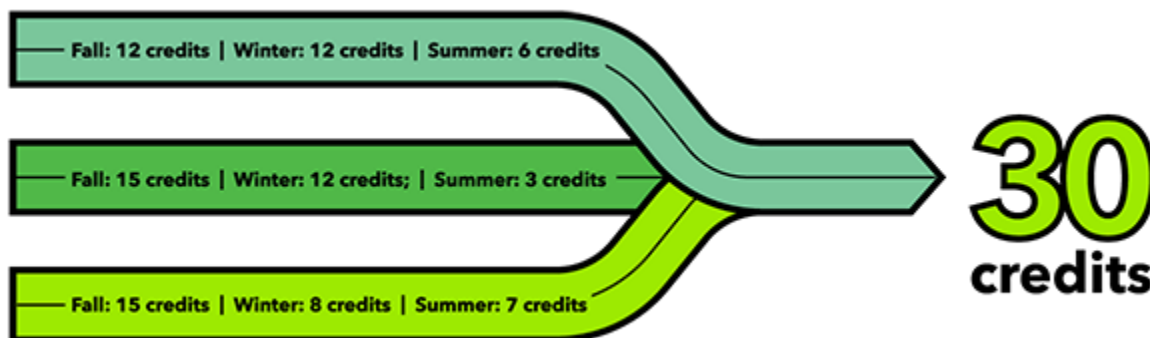
A rigorous [study by the Community College Research Center \(CCRC\)](#) used data from all community colleges in three states, including over 500,000 students across more than 75

colleges. By focusing on these leading metrics, OCC can track progress toward an increase in the longer-term completion rate.

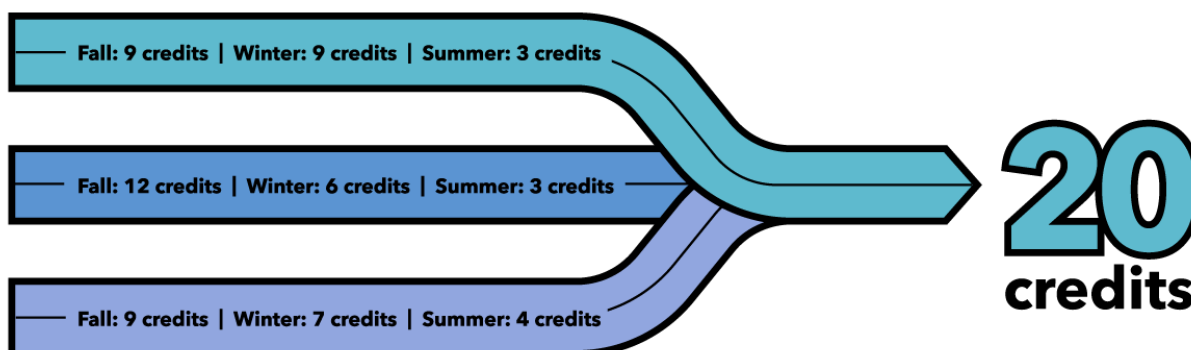
This work on early momentum is part of a [collegewide strategy](#) for annual credit attainment for both full-time and part-time students. OCC wants to increase the structures, support, and guidance that allow full-time students to complete 30 credits a year and part-time students to complete 20 credits a year. By decreasing the time to completion, we can retain and graduate more students, while helping those who transfer to a four-year institution increase the time and money they save by maximizing credits from OCC.

OCC is working to promote structures and opportunities tied to these credit momentum goals and campaigns:

- Full-time students: take 30 credits every year.
 - Fall: 12 credits; Winter: 12 credits; Summer: 6 credits
 - Fall: 15 credits; Winter: 12 credits; Summer: 3 credits
 - Fall: 15 credits; Winter: 8 credits; Summer: 7 credits



- Part-time students: take at least 20 credits every year.
 - Fall: 9 credits; Winter: 9 credits; Summer: 3 credits
 - Fall: 12 credits; Winter: 6 credits; Summer: 3 credits
 - Fall: 9 credits; Winter: 7 credits; Summer: 4 credits



Summer enrollment is a key part of this strategy, helping students maintain progress toward their goal year-round. For students who take at least 16 credits at OCC between Fall and Winter, there is an opportunity to qualify for the [Summer Momentum Scholarship](#) for additional tuition support.

Basic Needs as College Completion Strategy

Many students at OCC experience life challenges that impact their ability to succeed in the classroom. Whether it be financial struggles, family and job responsibilities, health needs, or other factors, life challenges can get in the way of achieving their academic and professional goals. OCC has been working collegewide to grow the basic needs supports that are integrated into the student journey, to help lessen the life barriers that can impact their ability to persist and complete.

OCC implements a robust cycle of surveys and research to determine the areas of student need and how best to support them. Through partnerships and tools with [Trellis Strategies](#), [JED Campus](#), the [Healthy Minds Network](#), and the [Ruffalo Noel Levitz Student Satisfaction Inventory](#), OCC gets an in-depth picture of its thousands of students and the ways we can improve their experience and well-being.



According to our Trellis Survey in Fall 2022 of the 1,561 students who responded (12.2% response rate):

- 54% would have difficulty finding \$500 in cash or credit in case of an emergency
- 64% reported running out of money at least once during the year, including 20% who ran out of money eight or more times in that timeframe
- 46% were housing insecure, including 14% who could qualify as homeless
- 21% had low food security and 19% had very low food security
- Through their responses to scales in the survey, 35% of respondents indicated they were likely experiencing depression and 47% reported a generalized anxiety disorder
- 45% agreed or strongly agreed that they had difficulty concentrating on schoolwork because of their financial situation

OCC reimplemented the Trellis survey in Fall 2024 and received updated results in March 2025, which are now being analyzed and compared to track student needs over time.

The College benefits from the work of licensed professionals [Counselors](#) in supporting student mental health and in through our Mental Health Taskforce, which meets regularly to discuss and advance our support for students.

Departments collegewide are working to help meet these student needs and grow in their support.



OCC's [Give or Take Pantry](#), located on the Orchard Ridge campus, connects the OCC community with resources to meet their basic needs. The pantry is open to all who need it to pick up nonperishable food and personal care items on a discreet, first-come first-served basis. The pantry is an initiative of OCC's Office of Student Engagement, funded by generous donations from the OCC community and our partners.

Starting in Fall 2024, OCC has also partnered with the [Michigan Department of Health and Human Services](#) (MDHHS) to help students with public benefit access and support right on campus. Dedicated MDHHS specialists are available online and on OCC's Orchard Ridge and Auburn Hills campuses. They can assist students in accessing and applying for additional services, such as financial assistance, food support, childcare, and overcoming any barriers they may face in obtaining these resources. MDHHS offers many programs to help students as they accomplish their educational goals including:



- [Food Assistance](#)
- [Child care](#)
- [Cash Assistance](#)
- [State Emergency Relief \(SER-for past due utilities, eviction assistance, and relocation\)](#)
- [Healthcare/Medical Services](#)

Additional referrals to community agencies and partners help fill the gaps in student needs, whether through the work of the [Oakland80 Navigators](#) or by maintaining online information and resources for students and employees via [Personal & Education Success Resources](#).



In addition to community supports, OCC offers further financial assistance to students. Beyond the funding available through [Financial Aid](#) and [Foundation Scholarships](#), there are specific programs to support student basic financial needs as well.

Student Essential Needs

The new [Student Essential Needs Fund](#) provides qualified students with financial assistance to prepare ahead for non-academic financial needs during the semester. If approved, a student may receive up to \$1,000 in monetary assistance for non-academic expenses, depending on availability of funds. Applicants should be degree-seeking students who have not obtained a post-secondary degree and do not have a current balance. They also should have completed at least 24 credits at OCC and be currently registered at OCC for at least 12 credits. The financial support for this initiative comes from grant funding provided to the [OCC Foundation](#).

Student Success Fund

The [Student Success Fund](#) is OCC's rapid response to students experiencing a sudden unexpected crisis. Through donations to the [OCC Foundation](#), help may be available for enrolled students facing a **non-tuition** financial emergency. This fund may provide assistance to eligible students for help with rent, utilities, transportation, food, technology needs, required textbooks, or other **unexpected** expenses, due to an unforeseen financial setback. Students must demonstrate that they have exhausted all other assistance before submitting an application. The goal is to prevent a student from dropping out of classes and losing momentum toward completion. Student testimonials show the impact these rapid response funds can have.

"I lost my job and could not afford to pay for transportation to and from school. As I seek another job, I find myself in need of assistance to cover a bus pass. Thank you for releasing to funds to me, and know I will always be grateful for how OCC came through on my behalf."

Student Housing

[Housing](#) is also an area of student need and since Fall 2024, Oakland University has opened its doors to OCC students, offering the opportunity to live just five minutes away from OCC's Auburn Hills campus. This option allows students to live close to campus, enjoy the university atmosphere, and make the most of their college experience.



Our Work to Double the Graduation Rate

All these strategies come together to help students in their progress toward graduation. On April 1, 2025, OCC held Grad Fest celebrations at the Auburn Hills, Orchard Ridge, and Royal Oak campuses. Students and family members enjoyed many activities commemorating their milestone and success.

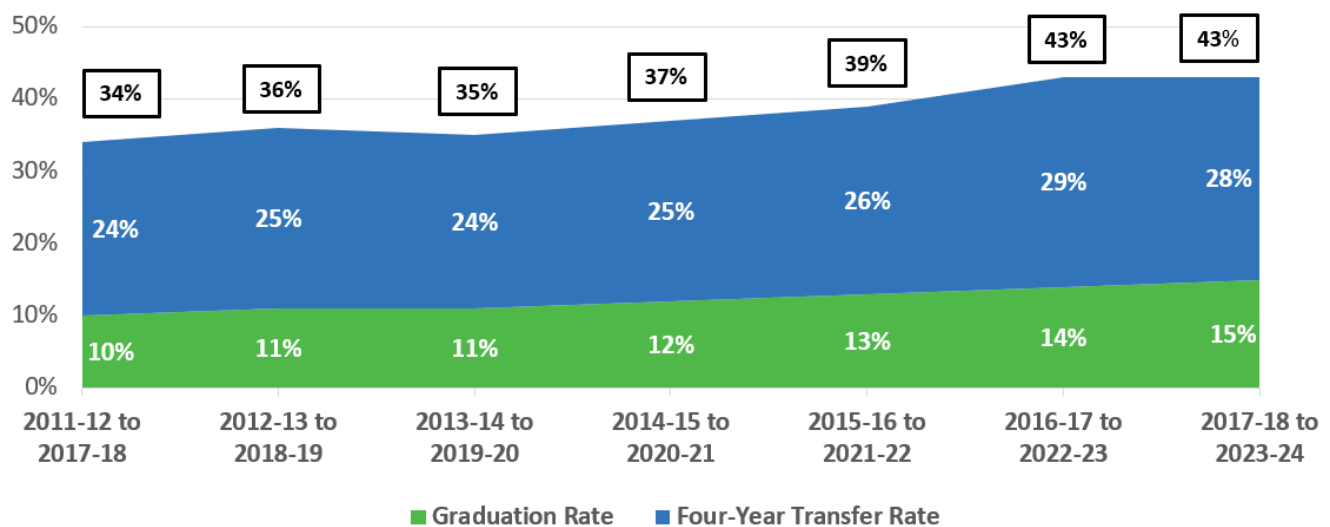


- Purchase graduation regalia and pick up tickets for commencement
- Decorate Your Grad Cap and Graduation Friendship Bracelets
- Create a Motivational “Messages from the Grad” Banner
- Drawings for a Diploma Frame or Cap & Gown Set
- Selfie Station with Talon
- Professional Head Shots
- Music and Refreshments

Already, OCC has realized gains in student completion across six-year cohorts. OCC’s strategies are now focused on implementing national best practices to improve student completion rates while reducing the time to degree for full-time and part-time students.

Some of OCC’s strategies implemented in 2021-25 will still take time to fully impact the six-year graduation cohorts. That said, initial data shows that the graduation rate continues to increase over the past several years. Through ongoing formative evaluation, the College will build upon this upward trajectory with a focus on greater completion through the improvement of leading indicators of student success. Already, we see year over year increases for initial cohorts of students that started at OCC in the past few years. We will continue to monitor their progress and leading indicators for successful completion. Further, our participation in the [Postsecondary Data Partnership \(PDP\)](#) through the National Student Clearinghouse (NSC) starting in 2024-25 will allow us to see not only that our students successfully transfer to a four-year institution, but whether or not they obtain a baccalaureate degree after transferring their OCC credits, benchmarked against peer institutions. In addition to our own degree and certificate programs, we play a central role in making a four-year degree more accessible and attainable. We want to measure not only whether a student transfers, but account for the bigger picture of successful credential attainment, toward our internal strategic goals and those of [Oakland80](#) and [Michigan Sixty by 30](#).

Six-Year Completion Rates for New Entering Students



1.2: Promote educational excellence, innovation, and support

The continuous pursuit of educational excellence includes both the quality of academic content and the success of student learning. Numerous departments, faculty groups, and cross-functional committees at the College collaborate to continually advance curriculum, teaching practices, and student learning outcomes. Comprehensive student and academic support services provide students with resources, guidance, and growth throughout their college experience. Current strategic actions in this area include:

- Accelerate Credit Attainment
 - Optimized Modalities
 - Credit for Prior Learning
 - D3C3 + NISS: Gateway Course Enhancement
- D3C3 Employer-Based Mobility Pathways and Integrated Career Development

TLC Mission: Effective professional learning is coordinated through the Teaching and Learning Center, where faculty and staff innovate and improve through the study of best practices in pedagogy, discipline-specific content, and current academic research. The Teaching and Learning Center utilizes internal and external data to inform and promote teaching excellence.

OCC's Teaching and Learning Center (TLC) and the Office of Institutional Effectiveness (IE) host a Data Summit every Fall and Winter semester. At the Data Summits, Faculty and staff come together to discuss innovative practices, student success data, transparency, collaboration, and advancing the College's Strategic Plan goals across several concurrent sessions.



[Credit for prior learning \(CPL\)](#) is an important strategy that recognizes the learning that occurs outside the classroom and in the workforce. CPL evaluates student knowledge and abilities in order to award credit for the learning that students bring with them to college. Particularly for adult students and underserved student populations, CPL has a [significant positive impact](#) on their credit attainment, retention, momentum, and completion. OCC has formalized its CPL opportunities and will continue to scale them in the coming semesters.



In 2023-24, through the D3C3 grant, OCC implemented a strategy for Gateway Course Enhancement. This work introduces pedagogical and curricular innovations into courses with high rates of D/F grades or withdrawal (DFW) that act as barriers to student progress in key disciplines such as Math, Biology, Accounting, Computer Information Sciences, English, Business, etc. Thus far, we had 12 faculty engaged in large-scale research projects, 10 online courses undergoing rebuilds to be more engaging for students, 57 faculty have engaged in mini-projects to change small elements of their courses to engage students, and 10 of those have gone on to complete follow-up projects to create larger changes based upon those experiences.

In 2024-25, these course-level projects have evolved into discipline-level efforts to systematically improve student outcomes at scale:

- **Math Curriculum Alignment:** OCC has made substantial changes to our math curriculum over the past few years. We have removed all remedial courses and created a fully [scaled corequisite model](#) based on [national best practices](#) for improved completion. Now, we are working collegewide to align the math requirements within programs and degrees to our new math curriculum offerings, to support student guidance, outcomes, and completion. Math success early in a student's time at OCC is a critical [early momentum indicator](#) toward increased completion and equity.
- **Gateway Math Redesign:** Nationally, outcomes in initial math courses make a significant difference in student academic progression, motivation, and goal attainment. As is true at most community colleges, initial STEM courses in Algebra often pose the greatest barrier to student success and retention. OCC's math faculty have participated in [MCCA initiatives](#) for math redesign for many years, leading to curricular change and improvements for our students. Now, a team of faculty are working to design and implement active learning strategies for improved Algebra completion rates collegewide. These courses enroll thousands of students each year and meaningful course redesign that incorporates active learning strategies is a collegewide undertaking that can positively impact future students pursuing STEM math pathways.
- **ENG 1510: Composition I Online Coaching:** This year, OCC's English faculty has developed a gateway English coaching program for students taking the ENG 1510: Composition I course online. This course has high enrollment and is a requirement for most students, so improved success rates can have a significant impact on retention and completion. The coaching program features online live sessions scheduled at a wide variety of times for students to attend based on their schedules (including evenings and weekends). Faculty teaching ENG 1510 online require students to attend 3 or more coaching sessions per semester as part of their grade in ENG 1510. The sessions focus on interactive practice activities that reinforce key essential skills for academic writers, such as thesis statement generation, organization, use of research/citation, and more. They also allow students an opportunity to connect with other students. The coach hosts multiple sessions per week throughout the semester and tracks of student attendance, sharing with instructors for record keeping purposes, and will measure the effectiveness of the project, reporting back to the discipline after each semester.

All three active strategies within this objective: Optimized Modalities, Credit for Prior Learning (CPL), and Gateway Course Enhancement are intentional, data-focused ways to advance student credit attainment toward achieving academic goals. Integrated career development and employer-based connections help keep students engaged and connect the work of the classroom with industries and experiential learning opportunities.

Mobility Career Pathways

This work is underway as a D3C3-funded initiative to grow OCC's Career Services for students. Key actions include:

- Develop career connectedness at every employment level and build ongoing career development opportunities for students.
- Build connections between industry leaders, faculty, and students to support students' ability to secure internships, pre-apprenticeships, apprenticeships, and jobs.
- Use workforce ties to inform curriculum development, advisory committees, and industry connectedness.

Recent highlighted accomplishments include:



As of January 2025, OCC has 40,000 students and over 3,500 active Michigan employers in [Handshake](#), our online job-search platform where companies from across the country can network with and recruit college students for jobs and internships.



A panel of thriving professionals shared their experiences in paving the way for future generations of women in skilled trades at the inaugural [EmpowHER](#) event this fall at the Auburn Hills campus. The event, organized by OCC's [Engineering, Manufacturing and Industrial Technology \(EMIT\)](#), featured panelists representing computer numerical control (CNC) machinists, electricians, engineers and more.

In December, OCC's EMIT team hosted a Skilled Trades Open House where attendees learned about engineering and skilled trades programs offered at the College through hands-on demonstrations and connections with instructors, employers, and education partners.



1.3: Engage in continuous improvement through organizational analysis to nimbly respond to external opportunities and threats

In 2022-23, OCC launched a collaboration with [rpk GROUP](#), focused on optimizing OCC's structures and processes to intentionally invest in our mission and future success. In 2023-24, this work continued to inform college strategy and the creation of departmental KPIs.

2.1: Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees

OCC's dynamic, multi-faceted, interactive [data dashboard](#) includes information about the academic progress of OCC's students, as well as general enrollment data. These tools provide institutional transparency while empowering the College and community to use both current and trend data to better understand and support OCC's diverse student population. Several specialized internal dashboards have been created and continue to evolve, to empower OCC's administration, faculty, and staff with deeper insights to help guide continuous improvement and institutional excellence.

In 2024, OCC joined the [Postsecondary Data Partnership \(PDP\)](#) through the National Student Clearinghouse (NSC). The PDP is a nationwide effort to help colleges and universities gain a fuller picture of student progress and outcomes, meet various reporting requirements, benchmark their outcomes against peer institutions, and identify where to focus their resources.



2.2: Promote a culture of communication, collaboration, respect, and civility

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



In 2024, OCC's efforts toward this strategic objective included the creation of cultural standards for the College, which underwent review with cross functional strategic teams and focus groups. Using their input, OCC will work to operationalize these standards throughout departments in 2024-25. This work focuses on further evolving institutional culture, to grow norms and accountability measures for respect, civility, and support collegewide and in day-to-day work.

3.1: Build an integrated diversity, equity, and inclusion infrastructure to support students, staff, and community (objective active 2021-2024)

In 2024, the Office of DEIJ was moved to the Office of Institutional Effectiveness, to further align goals within the strategic work of the College. That collaboration will help expand OCC's strategic work to empower all students and employees so they can thrive and succeed.

Conclusion

OCC has shown sustained early momentum toward achieving our strategic goals. Through a dedication to our mission and a continual use of data, research, and analysis to inform ongoing improvement, OCC has established structures, systems, and processes to strategically serve the community through access to quality education and pathways to future success in work and life. This work will continue to deepen and scale in the years to come, to increase the economic mobility and quality of life throughout Oakland County and the metro Detroit region.

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Glossary

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

D3C3: The [Detroit Drives Degrees Community College Collaborative \(D3C3\)](#) (D3C3) is a cross-sector collaborative that elevates the role of community colleges in working towards regional talent pipeline transformation in Southeast Michigan. Through the generous investment of the Ralph C. Wilson, Jr. Foundation and the Ballmer Group, OCC is able to advance significant strategies for student success, K-12 alignment, and mobility pathways with career connectedness.

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 accelerated classes.

Enrolled: Within this report, an “enrolled” student registers for a course or courses, then stays enrolled past the drop/add deadline, which includes submitting payment for the course(s).

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.

NISS: The [National Institute for Student Success \(NISS\) at Georgia State University](#) is a nationally recognized model for increasing student completion. They are a key partner in the D3C3 grant-funded strategies focused on building systems for student success at OCC.

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.

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.