



INFORMATION

Board Agenda Item 6.1
July 15, 2025

WINTER 2025 MONITORING REPORT

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Executive Summary

In Winter 2025, OCC achieved additional strong growth in both student headcount and credit enrollment. 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 Winter 2025, two-year college enrollment was up 5.4% over the prior year, yet still down 6.9% since Winter 2020. At OCC, our Winter 2025 enrollment slightly exceeds that of Winter 2020. In Michigan, undergraduate enrollment increased by 3.4%, while OCC increased by 9.2%. 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

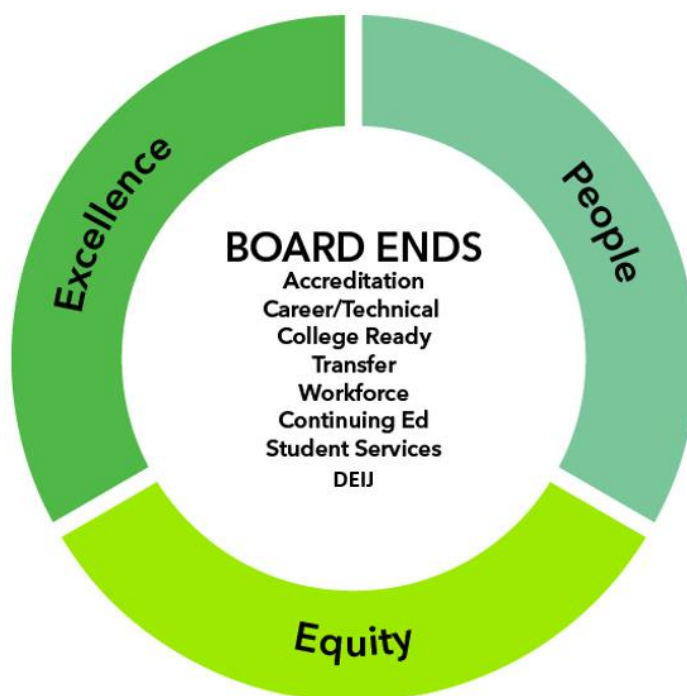
- 2.1 [Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees](#)
- 2.2 [Promote a culture of communication, collaboration, respect, and civility](#)

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

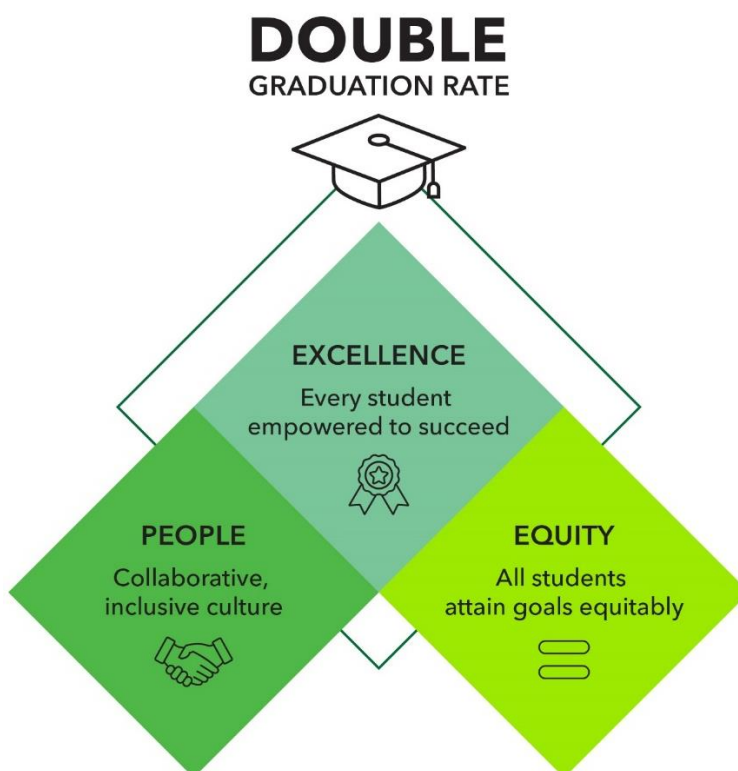
- 3.1 [Build an integrated diversity, equity, inclusion, and justice \(DEIJ\) infrastructure to support students, staff, and community \(active 2021-2024\)](#)

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

Winter Semester Core KPIs	2022	2023	2024	2025	2024-25 % Change	2025 Target	Target to Actual
Conversion rate	30.2%	32.3%	32.6%	31.2%	-4.3%	33.0%	-1.8
Headcount enrollment	13,776	13,574	14,122	15,419	+9.2%	14,351	+1,068
Average enrolled credits	8.06	8.24	8.36	8.64	+3.3%	8.56	+0.08
Fall to Winter retention	73.7%	73.7%	73.0%	72.5%	-0.7%	73.2%	-0.7

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:

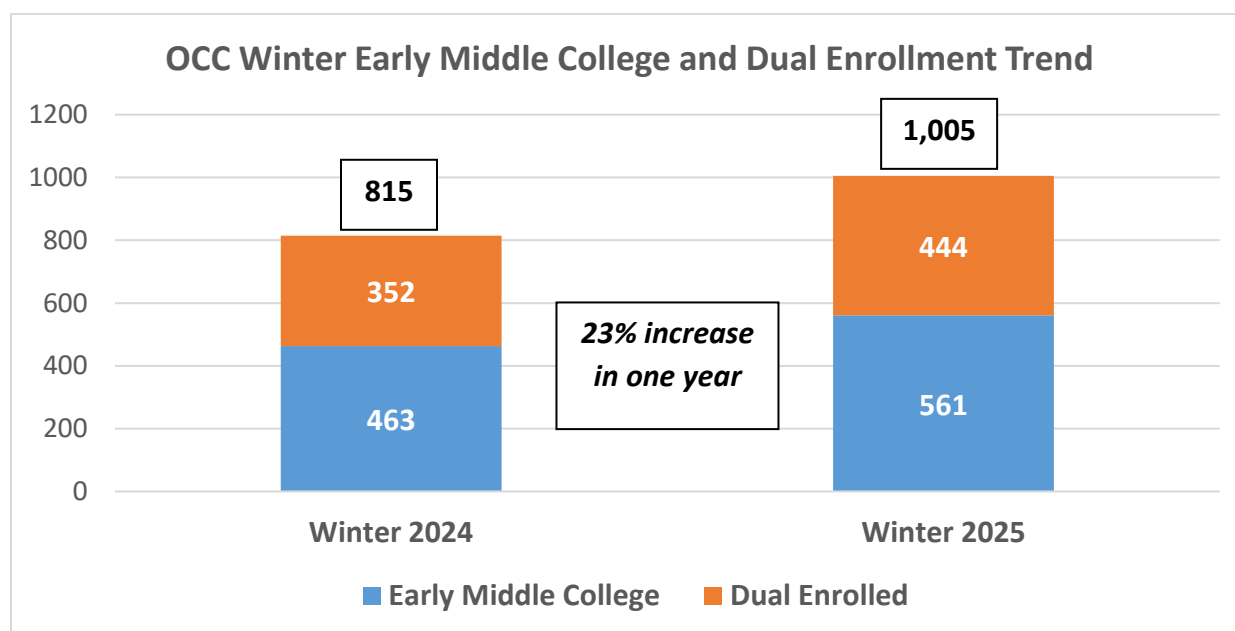
- D3C3: Grow K-12 Alignment, Partnerships, Dual Enrollment
- D3C3 + NISS: Proactive Systematic Student Success Structure
- Basic Needs and Holistic Student Support



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 and 2025, 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.

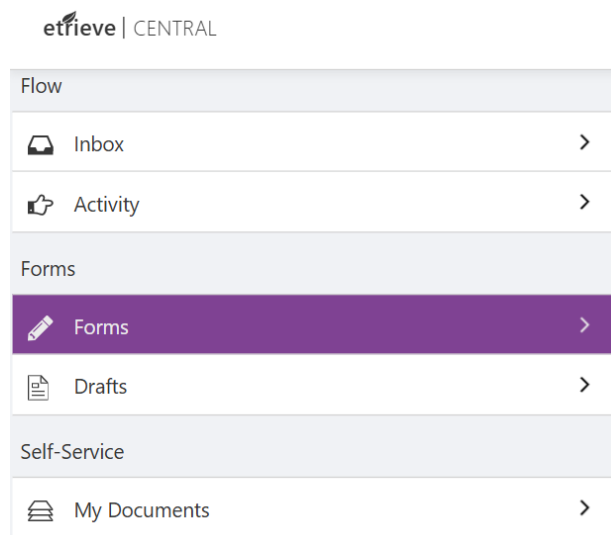


Data Source: Institutional Effectiveness, End of Session Data

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

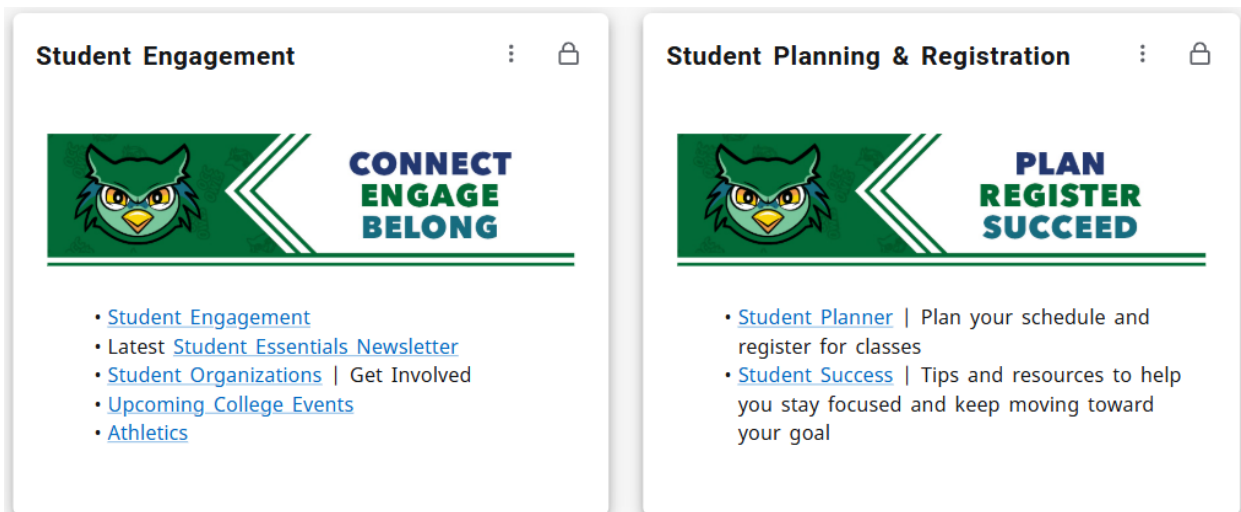


So far, teams at OCC have worked through 152 college forms, many of which involve complex process flows across multiple departments. Processes are being streamlined, mapped, and documented, to improve workflows and increase efficiency. Departments are taking this opportunity to make improvements they have considered for quite some time, reducing the workload burden for processing forms on students and employees.

Softdocs Status	Count of Softdocs Status	Description
Delete	12	Form is no longer being used and will be deleted
Not Being Converted	20	Form is staying as PDF or using another tool
Under Review	15	Form is undergoing internal review
Preparing	1	Templates are being created
Ready	28	Templates have been uploaded and are ready for Softdocs development
In Progress	13	Form is actively being converted to Softdocs
Complete	25	Form has been converted to Softdocs
Published	38	Form is live and web link has been replaced with Softdocs
Grand Total	152	

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.

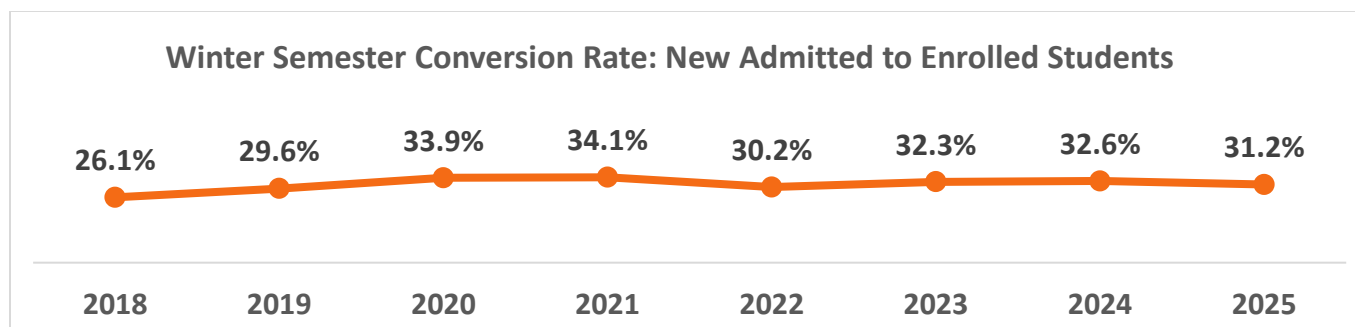


Enrollment Data Trends



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.

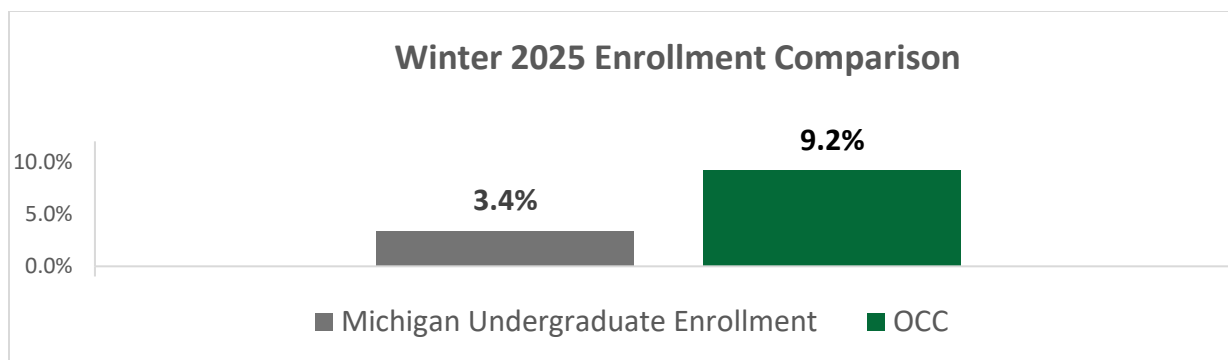
The conversion rate is the percentage of newly admitted students that register and stay enrolled in the semester past the drop/add deadline. In recent years, the summer conversion rate has shown significant improvement and consistently exceeds the college goal of 33%. Marketing and Admissions outreach 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 [20.1%](#). (Note: Community colleges rates are not collected.)



Data Source: Institutional Effectiveness, End of Session Data

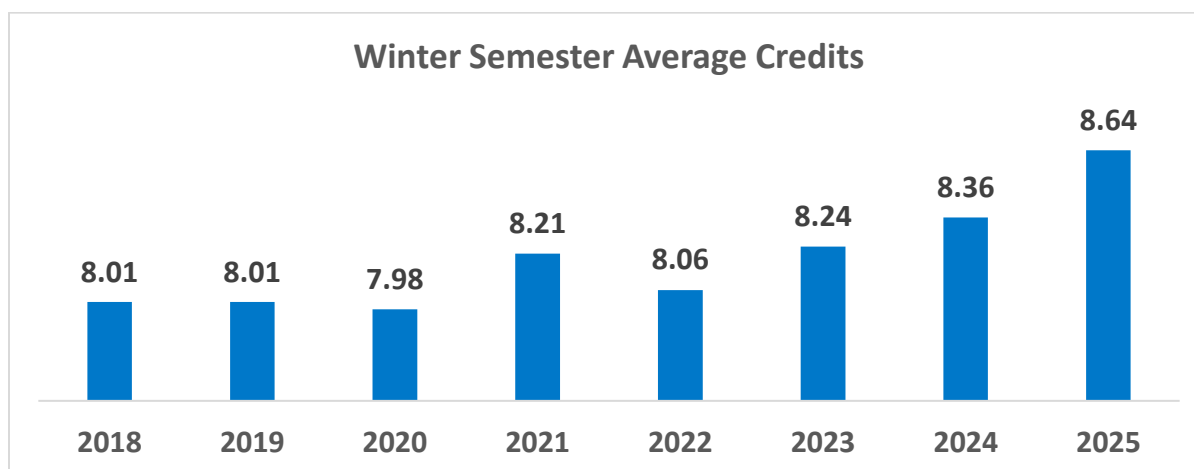
Headcount Enrollment and Average Enrolled Credits

[National reports](#) show that in Winter 2025, two-year college enrollment was up 5.4% over the prior year, yet still down 6.9% since Winter 2020. At OCC, our Winter 2025 enrollment slightly exceeds that of Winter 2020. In Michigan, undergraduate enrollment increased by 3.4%, while OCC increased by 9.2%.



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.

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.

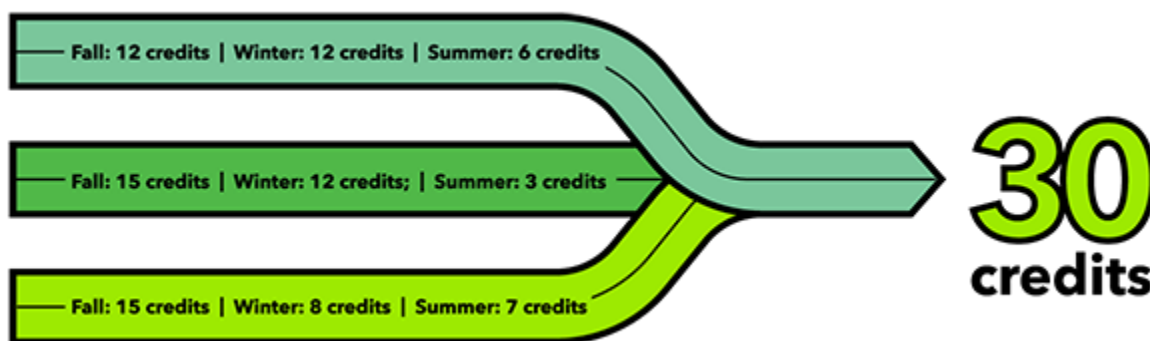
- ✓ **Credit Momentum:** 6-12 credits earned first semester; 15-30 credits completed first year
- ✓ **Gateway Course Momentum:** Complete college-level English and/or math in the first semester/year
- ✓ **Persistence Momentum:** Fall to Winter retention in first year (for OCC, Fall to Fall persistence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

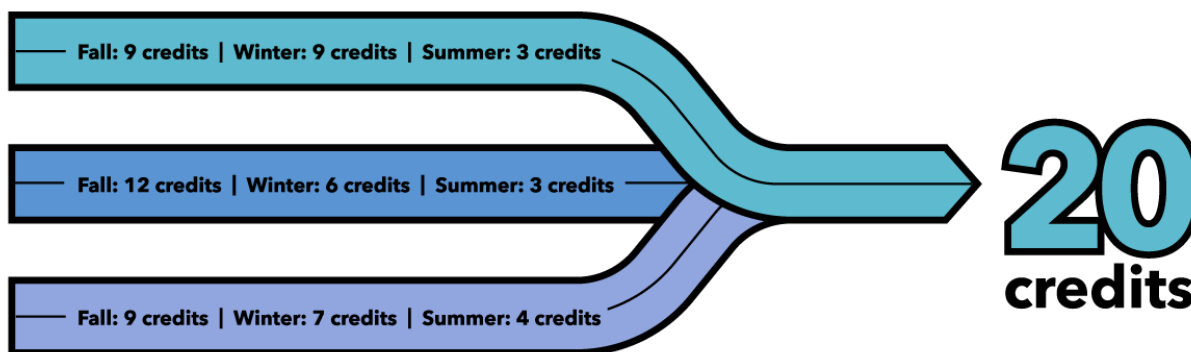
This work on early momentum is part of a [collegewide strategy](#) for annual credit attainment for both full-time and part-time students. OCC wants to increase the structures, support, and guidance that allow full-time students to complete 30 credits a year and part-time students to complete 20 credits 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



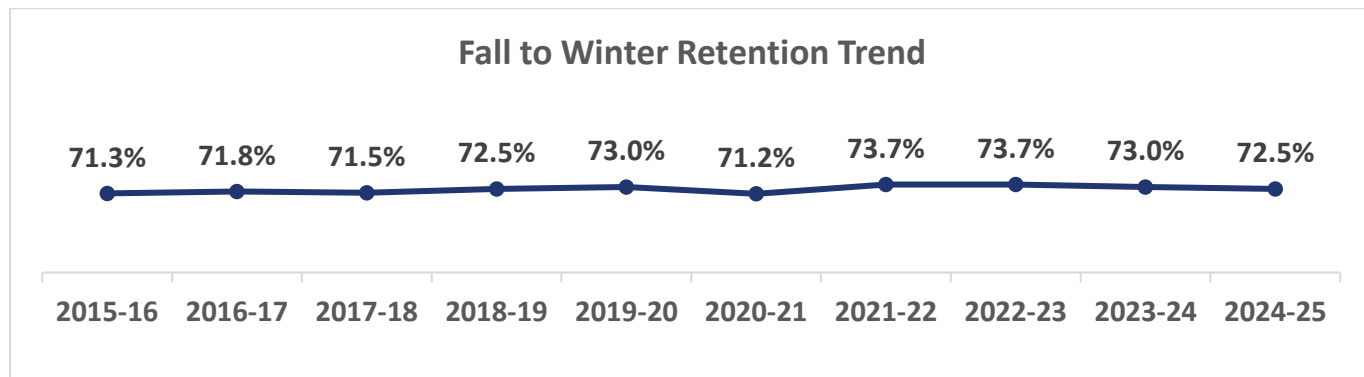
- Part-time students: take at least 20 credits every year.
 - Fall: 9 credits; Winter: 9 credits; Summer: 3 credits
 - Fall: 12 credits; Winter: 6 credits; Summer: 3 credits
 - Fall: 9 credits; Winter: 7 credits; Summer: 4 credits



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.

Fall to Winter retention remains a key metric for student progress which remains fairly stable but could benefit from further improvement. Additional analysis into student retention shows that many students attend off cycle and take breaks during their time at OCC. A way to measure continuous enrollment should also account for students that start in winter or summer terms and may need to stop out for work or life reasons before continuing. The

college will continue to examine these enrollment patterns in order to even better understand how to encourage students to persist year-round.



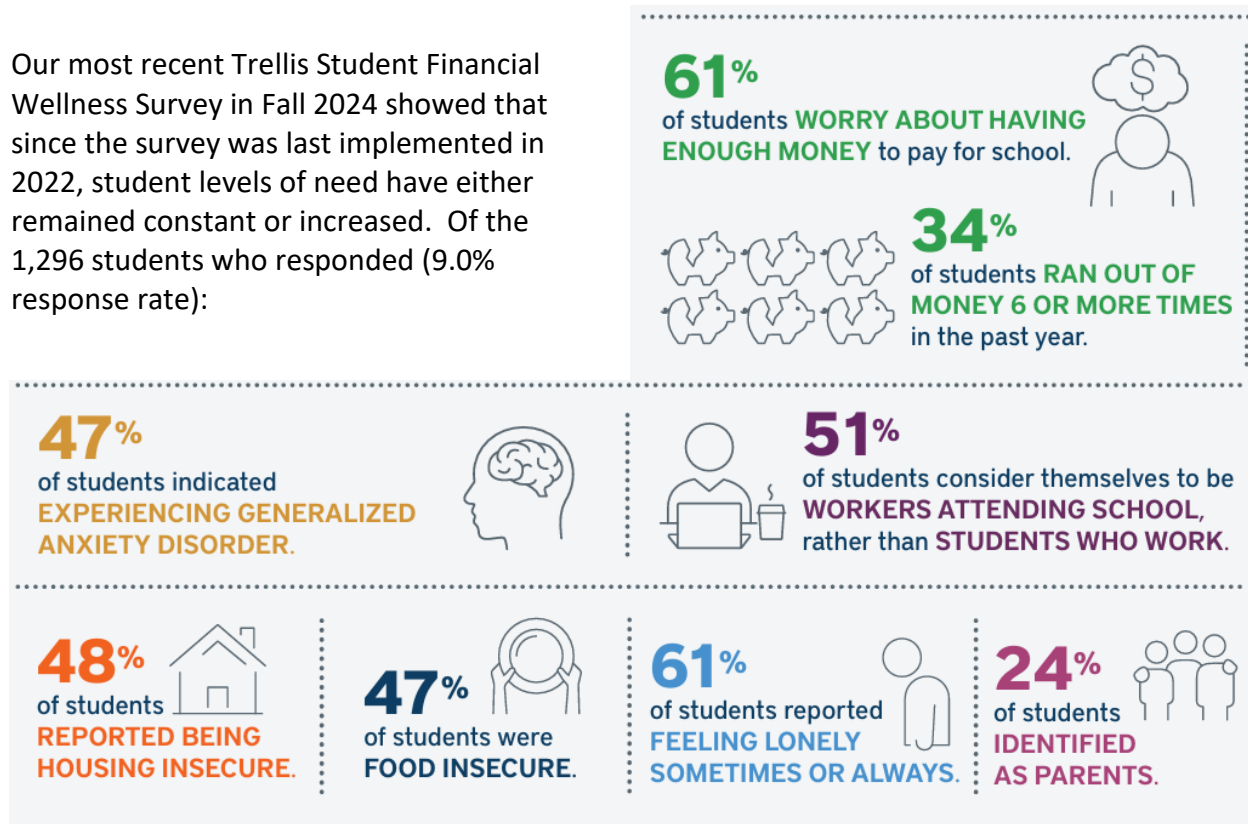
Basic Needs as College Completion Strategy

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.



Our most recent Trellis Student Financial Wellness Survey in Fall 2024 showed that since the survey was last implemented in 2022, student levels of need have either remained constant or increased. Of the 1,296 students who responded (9.0% response rate):



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 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

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. We will continue to monitor student 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](#).

New Students: First Academic Year	Graduated with an OCC Degree or Certificate				
	Within 2 Years	Within 3 Years	Within 4 Years	Within 5 Years	Within 6 Years
AY 2014-15	2.8%	6.1%	8.7%	10.8%	12.0%
AY 2015-16	3.3%	6.8%	9.6%	11.9%	13.2%
AY 2016-17	3.6%	7.1%	10.2%	12.5%	14.0%
AY 2017-18	4.1%	7.3%	10.9%	13.2%	14.8%
AY 2018-19	4.1%	8.2%	11.8%	14.4%	16.0%
AY 2019-20	5.5%	9.3%	13.1%	15.4%	
AY 2020-21	5.6%	10.4%	13.9%		
AY 2021-22	7.2%	11.7%			
AY 2022-23	7.2%				

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.

Economic and Workforce Development

OCC's [Economic and Workforce Development](#) helps community residents upskill through short-term [training programs](#), to further their career or to pursue a new one. Through trainings of 14 weeks or fewer, community members can gain new skills, career development support, and a clear path to an in-demand field. Alongside OCC's [Apprenticeship](#) and [Pre-Apprenticeship](#) opportunities, these community-focused programs connect students with employers and a chance to train for success in their life and work goals, often using funding through [Michigan Works](#) and both State and [Federal](#) grant opportunities. As of June 5, 2025, there have been 1,542 inquiries to date for the calendar year regarding OCC short-term training programs. This surpasses the 1,537 total inquiries for all of 2024 (and also reflects the continuing long-term growth as total inquiries in 2023 was 683).

Allied Health

The healthcare field continues to evolve in response to long-term trends such as an aging population and the lasting impact of the COVID-19 pandemic. To meet growing workforce demands and better support community health, we continue to expand our training opportunities across multiple areas, including the addition of a short-term Dental Assistant training program.

- [Certified Nursing Aide](#)
- [Certified Nursing Aide/Patient Care Technician](#)
- [Mammography Technologist](#)
- [Sterile Processing Technician](#)
- [Dental Assistant](#)

Logistics/Supply Chain

We live in an era of complicated logistics, with supply chain issues and other challenges affecting many businesses. Yet, supply chains and fulfillment companies are still delivering goods across the world in record volumes.

- [Logistics Technician](#)

Manufacturing/Industrial

The manufacturing industry continues to evolve, creating new opportunities for workforce development. In response, we are expanding our training programs to meet emerging needs, including the launch of a Pre-Apprenticeship in Construction program (partnered with Goodwill Pontiac) and soon an Industrial Readiness Training program (supported by the U.S. Navy). OCC has also now piloted two short-term Electric Vehicle (EV) Technician cohorts to support the growing clean energy sector.

- [Apprenticeship](#)
- [CNC Machine Operator](#)
- [Electric Vehicle Technician](#)
- [PLC and Robotic Technician](#)
- [Pre-Apprenticeship - Industrial and Construction](#)
- [EV Technician](#)

Technology

The industry is rapidly growing and evolving. Technology jobs are in high-demand and entry level helpdesk jobs are attainable with CompTIA certifications.

- [Computer Support Technician](#)
- [Digital Content Developer](#)

Industry Offerings

The College works with [employers and their employees](#) to foster continuous growth and development, both professionally and personally, across a wide range of industries and skills.

- [Business Analysis, Design & Agile](#)
- [CAD/CAM/Product Life Cycle Management \(PLM\)](#)
- [Communication & Business Effectiveness](#)
- [Computer & Information Technology](#)
- [Courseware Development, Technical & Business Writing](#)
- [Environmental Safety](#)
- [Facilitators & Training Personnel](#)
- [Healthcare](#)
- [Human Resources](#)
- [ISO/Lean/Quality/Six Sigma](#)
- [Interpersonal & Personal Development](#)
- [Leadership, Supervisory & Technical Skills](#)
- [Logistics & Supply Chain Management](#)
- [Manufacturing Technology & Processes](#)
- [Non-Profit Management](#)
- [Project & Program Management](#)
- [Sales & Customer Service](#)
- [Workplace Skills](#)

OCC also engages employer and industry partners through events such as the recent Machine Tool Employer Convening, which brought together manufacturers, educators, and workforce leaders to discuss training needs, talent pipelines, and collaborative solutions for the skilled trades.

Continuing Education

OCC provides non-credit, continuing education courses for adult learners at all stages of their lives, for personal enrichment or professional development. These offerings have served nearly a thousand community members from June 2024 to April 2025. During this time, Continuing Education (CE) has cultivated new partnerships leading to an expanded footprint in the K-12 sector, with an informed focus on STEM learning and careers in the skilled trades via two [Youth Career Discovery Camps](#).

- [Culinary](#)
- [ESL Bridge Class](#)
- [Motorcycle Safety](#)

- [Retirement and Finance Workshops](#)
- [Concealed Pistol License \(CPL\)](#)
- [Advanced Concealed Pistol License Level 1](#)
- Additional courses are [offered online with Ed2Go](#)

To support these expanding initiatives, the department is hiring two new Coordinators dedicated to growing CE offerings and partnerships.

Testing & Certification Services

OCC's Testing Center plays a critical role in workforce readiness, offering industry-recognized assessments and certifications. Each year, the center serves approximately 5,000 individuals, providing essential support for students, job seekers, and professionals pursuing career advancement and industry credentials.

Government Relations & Community Affairs

Our Community Affairs efforts continue to grow through meaningful partnerships and impactful programming. We are proud to launch a new collaboration with the Holocaust Museum in Farmington Hills, which will integrate historical and ethical perspectives into the nursing curriculum to deepen students' understanding of compassionate care. Building on this commitment to community-centered education, this year's College Promise event brought together a diverse group of nonprofits, schools, community partners, and local leaders, reinforcing our shared focus on expanding access and opportunity for students.

Career Services

Career Services has expanded from 2 to 7 team members over the past three years, with 2 additional contracted positions soon to be filled. These roles will enhance support for student work-based learning opportunities and extend employer partnerships.

The department offers comprehensive employment preparation through monthly info sessions (e.g., Walk-in Wednesdays, Handshake Tutorials, Internship and Veteran presentations), employer apprenticeship sessions, industry tours, interview days, and career fairs. On average, Career Services assists 10 students weekly with resume building and mock interviews, supplemented by a 24/7 AI-powered resume platform. Career Services has developed a clear Career Life Cycle process, from scheduling appointments to job searching, and formalized internship steps for both credit and non-credit options, streamlining placement and faculty coordination with digital forms via Softdocs.

This year's collegewide Career Fair attracted 60+ employers, including the U.S. Army and National Guard, and over 120 students, providing valuable networking and on-site interviews. Employer-led presentations featured companies including Plante Moran, PwC, and Michigan State Federal Credit Union.

Last winter 2025, OCC added 17 new apprentices and continues to grow apprenticeship and pre-apprenticeship programs. To date, the Skilled Trades Pre-Apprenticeship has trained 207

students, conducted 40 industry tours, 20 interview days, placed 74 students in employment or apprenticeships, and awarded over 1,500 academic credits.

Grants Office

Several major federal workforce grants have recently concluded including One Workforce Industry Infinity (OWII), Strengthening Community Colleges (SCC), and Closing the Skills Gap (CSG), all funded via the Department of Labor. Through CSG alone, OCC and partners served over 4,000 participants, trained more than 1,400 apprentices in manufacturing and IT, and supported the creation of over 300 new Registered Apprenticeship programs. In recognition of this work, OCC received the Adaptive Leadership Award and the Sustainability and Expansion Award from the U.S. Department of Labor.

OCC has also secured over \$3 million in new grant funding since September 2024. This includes:

- MiLEAP Barrier Removal – Direct to Students
- MiLEAP College Success
- MiLEAP Reconnect Community Action
- MiLEAP ADN to BSN Completion Program
- US Navy - Industrial Readiness Training and Job Continuum Program
- Department of Justice - Community Oriented Policing (COPS) Program

Closing the Skills Gap Grant Outcome Report

Over a five-year period, OCC led a \$4 million initiative funded by the U.S. Department of Labor to expand Registered Apprenticeship opportunities in high-demand fields across Southeastern Michigan. The project was carried out in partnership with the Workforce Intelligence Network, regional community colleges, and Michigan Works Agencies, with a strong emphasis on equity and workforce alignment. All outcomes reported are cumulative across the grant period and reflect results from all Closing the Skills Gap (CSG) grantees.

1

Regional Leadership: Oakland Community College served as the lead agency on a \$4 million grant funded by the U.S. Department of Labor under the MI-Apprenticeship Hub.

2

Collaborative Approach: The project united member agencies of the Workforce Intelligence Network to develop and scale Registered Apprenticeship programs in manufacturing and IT.

3

System-Wide Impact: Focused on aligning training with employer needs and increasing access and awareness to career employment, the initiative drove long-term workforce development.



TOTAL PARTICIPANTS SERVED

130% of outcome goal achieved



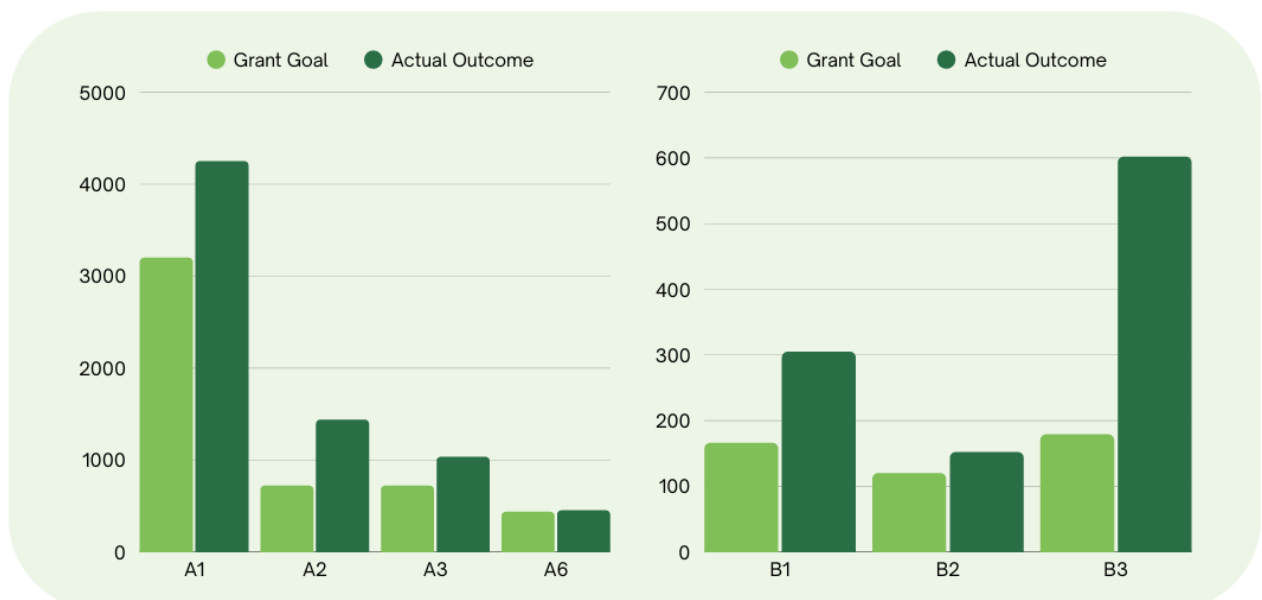
PARTICIPANTS ENROLLED IN EDUCATION AND TRAINING ACTIVITIES

200% of outcome goal achieved



EMPLOYERS ENGAGED

335% of outcome goal achieved



Outcome Measure	Total		
	Grant Goal	Actual Outcome	% To Goal
Performance Outcomes			
A1. Total participants served	3,200	4,234	132%
A2. Total participants enrolled in education/training activities	720	1,433	199%
A3. Total participants who complete education/training activities	720	1,026	143%
A6. Total number of incumbent worker participants who complete training activities and advance into a new position	435	449	103%
B1. Total number of newly created Registered Apprenticeship Programs	166	305	184%
B2. Total number of existing Registered Apprenticeship Programs, that are expanded	120	152	127%
B3. Total number of employers engaged	179	602	336%



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

In 2023-24, OCC worked collegewide on the creation of departmental KPIs. In 2024-25, this work continues with the additional setting of departmental goals and benchmarks.

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)

While this particular objective is no longer active, OCC's strategic work remains focused on empowering all students and employees so they can thrive and succeed through well-examined institutional standards and practices.

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.

Acknowledgements

Many thanks to the collaboration of numerous faculty, staff, and administrators from across OCC that contributed to this report. Their ongoing work and efforts help the students represented by these numbers to achieve success at OCC. Special thanks to OCC's Creative Services Department for their help developing the graphics featured in this report.

Glossary

Conversion Rate: The number/percentage of 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.