



OAKLAND COMMUNITY COLLEGE
Excellence *Empowered.*

INFORMATION

Board Agenda Item 5.1
September 25, 2018

BOARD MONITORING REPORT ACCREDITATION

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Background

The Oakland Community College Board of Trustees, in the policy on College Purpose (4.1), identifies six critical services that OCC shall provide to the Community:

- Career and Technical Programming
- Transfer Programming
- Workforce Training
- Continuing Education Programming
- College Readiness
- Student Service Programming.

In addition, the Board identified Accreditation (4.4) and Diversity (4.5) as essential elements for supporting achievement of the College's "Purposes" as defined in policy 4.1.

The Board, in fulfilling its oversight responsibility, reviews a series of monitoring reports that evaluate College performance in broad operational areas considered critical to the attainment of the aforementioned purposes. Policy 4.4 in part states that OCC is committed to continuously improving program and service quality. The College is further committed to maintaining programs and services that meet assurance standards set forth by affiliated professional organizations, as well as the Higher Learning Commission (HLC), the College's regional, institutional accrediting body.

Students benefit from professionally recognized and peer-reviewed programs and services, and from regional accreditation that allows them to access government financial aid and grants. Additionally, students benefit when their courses transfer to other accredited institutions and when courses and programs are aligned with professional standards that allow them to obtain industry-recognized credentials.

The College benefits when its programs and services are validated through benchmarking, audits and other means of inspecting their quality, conducted by professional organizations. Additionally, a systematic assessment framework allows for thoughtful evaluation and improvement of programs and services. The College receives value when programs and services are recognized for professional excellence by peer organizations. Moreover, the community benefits by the assurance that tax dollars are wisely spent.

In accordance with Board policy 4.3, this monitoring report provides:

- An analysis of key performance indicators
- An examination of internal strengths and challenges
- Consideration of external opportunities and threats
- Description of specific actions designed to strengthen and improve college effectiveness

Within the context of this policy, three areas of key performance have been identified that reflect different dimensions of the Board's policy on accreditation, which include: Institutional Accreditation, Program Accreditation, and Student Services Certification.

Performance Area: Institutional Accreditation

This section examines the College's standing with the Higher Learning Commission (HLC) from several perspectives. We first consider the reaffirmation process as defined through the Open-Pathways Assurance Argument, then the Quality Initiative requirement, Federal Compliance, and finally, approval for offering programs online.

College Performance

Indicator: College Standing with the Higher Learning Commission

- Oakland Community College is accredited by the [Higher Learning Commission \(HLC\)](#), and remains in good standing.
- The next reaffirmation will occur in 2018-19 with the comprehensive visit scheduled for March 18 - 19, 2019.
- In preparation for the 2018-19 reaffirmation, faculty and staff have prepared the Assurance Argument, which covers five [Criteria](#) set forth by the HLC.
 - Criterion 1 – Mission
 - Criterion 2 – Integrity: Ethical and Responsible Conduct
 - Criterion 3 – Teaching and Learning: Quality, Resources, and Support
 - Criterion 4 – Teaching and Learning: Evaluation and Improvement
 - Criterion 5 – Resources, Planning, and Institutional Effectiveness

Indicator: Quality Initiative

- As a requirement of the reaffirmation process, HLC member institutions in the [Open Pathways](#) accreditation model must undertake a quality initiative that addresses a major aspect of college operations.
- For its quality initiative, the College was accepted into the [HLC Persistence and Completion \(P&C\) Academy](#). Over the past three years, the College has sought to improve communication of academic pathways to students, improve student service processes, and increase the level of engagement between faculty and students. Completion of the academy in June 2019 will fulfill our quality initiative requirement.

Indicator: Federal Compliance

- All HLC member institutions are required to submit a [Federal Compliance](#) report prior to the reaffirmation site visit. This report demonstrates the extent to which institutions are compliant with Federal regulatory requirements. The areas of compliance are comprehensive and range from Title IV federal financial aid regulations to program details, publications and processes, records of student complaints, and student learning assessment. The College is currently preparing its report demonstrating OCC's compliance.

Indicator: Distance Education

- In response to the rapid growth of online education, the HLC adopted strict program [standards](#) to which member institutions must adhere.
- The College enhanced its practices to meet the HLC program standards and the HLC granted the college approval to offer the Criminal Justice – Generalist program online.
- OCC has continued to strengthen online instruction as a [Quality Matters](#) institution.
- In April 2018, the College submitted an application to expand online program offerings and received initial positive feedback from the review board, with the final determination expected in early fall 2018.

Situational Analysis

Distance Education:

- Over the past several years, online education has evolved into a college strength. In total, 60 faculty have successfully completed a rigorous training program that prepares them to teach online. Additionally, 31 courses are now approved for online delivery.
- Meanwhile, student success in online compared to traditional face-to-face courses is steadily improving.

Consistent Management of Student Concerns:

- Addressing student concerns in a timely, effective manner has always been a top priority for the College at the campus level. As part of the College’s efforts toward continuous process improvement, we conducted a self-evaluation of the process by which students report concerns and how they are addressed, and identified opportunities to enhance the process on a college-wide basis. We are currently examining software products that will allow for greater college-wide consistency in terms of the intake and tracking process, recording of more detailed documentation, improved clarity in process steps, and defined accountability for resolution of student concerns. We will also be implementing a link on the OCC home page for internal and external customers such as students, staff, and the public to provide ideas, concerns, and general feedback.
- Current Action: Investigate software applications to improve efficiency of the student complaint process. Expected completion: summer of 2019.
- Action under Consideration: Implement a quality service survey in order to help maintain a high level of service to our students.
- Actions align with two strategic plan initiatives: “Enhance the student experience” and “Create a culture of customer service and innovation.”

Performance Area: Program Accreditation

External accreditation for eligible [programs](#) at the College provides alignment with academic and professional standards that guide the best practices of each profession.

College Performance

Indicator: Accredited Programs

- Seventeen OCC programs have received and maintain external accreditation.
- Seven programs are in the process of seeking external accreditation.
- See full listing of program accreditation details in [Appendix Table 1](#).

Indicator: Programs approved by the Michigan State Board of Education (SBE) as occupational programs

State Board of Education approved programs are eligible to receive funds through the [Carl D. Perkins grant](#), which supports career technical education.

- Forty-eight OCC programs are State Board of Education Approved.
- Five eligible programs are pending approval by the State Board of Education (including programs in Collision Auto Repair and Construction Management).
- See full listing of SBE program details in [Appendix Table 2](#).

Indicator: Programs and courses leading to certification or licensure

- Currently, 15 career and technical programs lead to professional licensure or certification. Additionally, 24 career and technical courses lead to industry-recognized certification or licensure.

Situational Analysis

Program Accreditation:

- Our cyclical [curriculum review](#) process helps faculty and administration keep programs current and assists with data collection for mandatory accreditor self-study reporting. Reviews also produce data and information needed for the State Board of Education approval process.
- Different accrediting organizations offer varying levels of value for our students and institution. Some program accrediting agencies have credentialing standards that exceed OCC hiring requirements.

- The cost of seeking and maintaining accreditation (fees and personnel time) needs to be considered in light of the value returned to students and the College.
- Action under Consideration: Establish a set of guidelines to determine if eligible programs should seek accreditation, based on benefit to the student, College and community.
- Action aligns with two strategic plan initiatives: “Enhance the student experience” and “Foster key partnerships for student success and community needs.”

State Board Approval / Perkins Funding:

- Perkins funding over the years has directly benefited faculty and student success. The Perkins grant is primarily used for professional development, equipment, and additional support for at-risk students.
- Increasing the number of State Board Approved occupational programs may or may not lead to an increase in the College’s Perkins grant. Such factors as the State’s total federal grant allocation, as well as eligibility of programs at other institutions, influence how funds are distributed to the State’s community colleges. Also, the State of Michigan currently employs only one individual to oversee all State Board of Education applications, which limits the number of approved programs.
- The State Board of Education sets the qualifying requirements for the receipt of Perkins Funds. State Board Approved occupational programs at Michigan colleges are expected to annually achieve state-determined benchmarks on six Core Performance Indicators (CPI). The College has met or exceeded all CPI benchmark requirements except for one benchmark regarding the percent of Career Technical students who earned an industry recognized credential, certificate or degree and who left higher education. The College successfully submitted a plan to the State to meet this benchmark to be implemented during 2018-19.
- Michigan recently implemented a protocol where institutions must notify the State of major program changes in order to retain Perkins eligibility. This new requirement represents a higher level of oversight by the state.
- Current Action: Submit additional applications for State Board of Education approval, aligned with the curriculum review process (see schedule in [Table 2](#)).
- Current Action: Incorporate Perkins Core Performance Indicators (CPI) into the College’s cyclical curriculum review process, to ensure standards are met or exceeded. Expected implementation: 2018-19.
- Actions align with two strategic plan initiatives: “Enhance the student experience” and “Foster key partnerships for student success and community needs.”

Performance Area: Student Services Certification

College Performance

Most student service areas at the College have externally defined standards that guide their ongoing operations; these standards are either set forth by a certifying organization or guided by federal laws and regulatory agencies. For example, all student service areas must comply with the [Family Educational Rights and Privacy Act \(FERPA\)](#) as federal law. Hence, student service areas are not accredited, but are guided by external standards and expectations.

As such, the following information relates to the performance of our student service areas that are required to abide by federal laws and guidelines, or that hold certification through a “best practice” organization. As a result of this analysis, it is suggested that the Board’s policy on Accreditation be revised in order to clarify the difference between program accreditation and student service certification.

With the above distinction in mind, this section will concentrate on the following units of student services at OCC: the Academic Support Center (ASC), ACCESS/Disability Services, Counseling, Enrollment Services, Financial Aid and Library Services.

Academic Support Center

The [Academic Support Center \(ASC\)](#) provides programs and services that help students achieve their academic goals.

- Offers tutoring, Supplemental Instruction (SI), study skill seminars and courses on college learning
- Certified by the [College Reading and Learning Association \(CRLA\)](#) as a training center for the [International Tutor Training Program Certification \(ITTPC\)](#) levels 1 - 3
- CRLA membership also allows OCC to have representation on the Council for the Advancement of Standards in Higher Education (CAS).

ACCESS

The [Accessibility Compliance Center & Education Support Services \(ACCESS\)](#) program is designed to provide accommodations and services to students with a documented disability diagnosed by a qualified, licensed professional as required by [Section 504 of the Rehabilitation Act of 1973 \(PL 93-112\)](#).

- Complies with federal [Americans with Disabilities Act \(ADA\)](#)
- Accommodations include (without limitation): sign language interpreters, note takers, alternative testing arrangements, specialized equipment and tutoring.
- The College has implemented processes for ensuring course material (both in person and online) and all websites are ADA-compliant (i.e. can utilize screen reader software, as one example).

- All staff are credentialed with at least a master’s degree and many are also Licensed Professional Counselors.

Counseling

Counselors provide [counseling](#) in educational planning, college transfer information, career exploration, referrals for personal and social issues, and college procedures, as well as teach courses to enhance student success.

- All counselors have graduate degrees in Counseling, Psychology, or related fields.
- Most are Licensed Professional Counselors through the State of Michigan, or have a Limited Licensure. Licensure is held and maintained by individual counseling faculty members, not by the Counseling Department college-wide. Records of licensure are kept by OCC’s Human Resources Department.

Placement Testing

Through [Placement Testing](#), OCC offers several externally validated instruments to help students place into programs and courses in which they are prepared to succeed.

- [HESI](#) for student entry into the Nursing, Respiratory Therapy, and Diagnostic Medical Sonography programs.
- [Accuplacer Placement](#) is required for all native English speakers new to OCC. It determines a student’s English placement and eligibility to take other courses at OCC.
- [ALEKS Math Placement](#) places students into the appropriate level of Math.
- [Michigan Test of English Language Proficiency \(MTELP\)](#) is a language placement exam measuring a student’s ability in English as a second language.
- The [Biology Proficiency Test](#) determines if students are prepared to enroll in BIO 1570 (Microbiology of Health and Disease) and BIO 2630 (Anatomy and Physiology I).
- The National College Testing Association (NCTA) offers [testing center certification](#); however, it is unclear that it offers value commensurate with the time and cost needed to acquire and maintain it. Very few of our peer institutions currently hold this certification¹ and a very small percentage of higher education institutions nationally have it (fewer than five percent).²

Registration

[Registration](#) includes several different components and processes. Testing and prerequisite verification are required as part of the admissions process and first-time college students need to meet with a counselor before registering for courses.

¹ <http://www.ncta-testing.org/list-of-certified-centers>

² https://nces.ed.gov/programs/digest/d17/tables/dt17_105.50.asp?current=yes

- English and math placement-approved course lists guide students in appropriate registration selections.
- Registrar’s office is compliant with the [American Association of Collegiate Registrars and Admissions Officers](#), specifically the Michigan chapter, [MACRAO](#).
- Participation in the [Michigan Transfer Network \(MTN\)](#) facilitates transfer and course equivalencies between many Michigan colleges and universities.
- Participation in the [Michigan Transfer Agreement \(MTA\)](#) gives students a clear, efficient way to complete core college requirements in a cluster that easily transfers.

Libraries

The [Libraries](#) provide students, faculty and staff with countless resources to support student success.

- “[Ask A Librarian](#)” feature allows students, faculty and staff to contact a librarian for assistance by phone, email or live chat. The 24/7 live chat service is provided through a statewide cooperative that includes most Michigan community colleges, as well as a number of universities.
- Participation in the [Detroit Area Library Network \(DALNET\)](#), a consortium that allows for the sharing of resources and expertise between member institutions.
- Orchard Ridge Campus Library is a partial repository for the [Federal Depository Library Program \(FDLP\)](#), a government program that makes U.S. federal government publications available to the public at no cost through qualifying libraries.
- Auburn Hills Library has recently become a regional repository for documents produced by the [American Welding Society \(AWS\)](#), to support our [Welding Technology](#) program students, faculty, and staff, as well as the community.

Financial Aid

[Financial Aid](#) awards and processes educational funding for students and ensures regulatory compliance.

- Staff interpret state and federal regulations and provide advice to students and parents on financial aid and scholarship programs.
- The Financial Aid department complies with an annual financial audit, included in OCC’s annual financial report.
- OCC has elected to participate in peer reviews by the [National Association of Student Financial Aid Administrators \(NASFAA\)](#), which offers an objective assessment of our delivery of student financial aid. Customized reviews highlight strengths, identify compliance exceptions, and recommend improvements.

Situational Analysis

- Certifications and credentials can be obtained by student services areas, but some benefit the College and its students more than others. Credentials are often not required to successfully operate daily functions in many student service units. However, student service areas should be reviewed on a cyclical basis for adherence to quality standards and student satisfaction.
- Certain organizations can provide guiding values and practices to help ensure successful review and continuous process improvement. In an area as diverse, complex, and dynamic as student services, that approach may range from a more formal certification process to a reliance on best practices in the design and delivery of programming to support increased student success.
- Potential Action under Consideration: Explore the merits of available certification and alignment with agencies and organizations across student service areas.
- Action aligns with two strategic plan initiatives: “Enhance the student experience” and “Foster key partnerships for student success & community needs.”

Appendix

Table 1: List of programs eligible for external accreditation, name of accreditor, status

	Program Title / Code	Predominant Accrediting Agency	Accreditation Status	Reaffirmation Date
1	Police Academy (CRJ.OPA.CA)	State of Michigan - Michigan Commission on Law Enforcement Standards	Accredited / Approved	Dec 2018
2	Culinary Arts (CUL.AASX)	Primary: American Culinary Federation (Secondary: National Restaurant Association)	Accredited / Approved	Dec 2019
3	Baking and Pastry Arts Certificate (CUL.BPA.CT)	Primary: American Culinary Federation (Secondary: National Restaurant Association)	Accredited / Approved	June 2018
4	Dental Hygiene (DHY.AASX)	American Dental Association Commission on Dental Accreditation	Accredited / Approved	2020
5	Diagnostic Medical Sonography (DMS.AASX)	Commission on Accreditation of Allied Health Education Programs	Accredited / Approved	2025
6	Emergency Medical Services (EMS.AAS)	Primary: Committee on Accreditation for the EMS Professions (CoAEMPS) (Secondary: Michigan Department of Health and Human Services)	Accredited / Approved	2022
7	EMT (EMS.EMT.CA)	Primary: Committee on Accreditation for the EMS Professions (CoAEMPS) (Secondary: Michigan Department of Health and Human Services)	Accredited / Approved	
8	Paramedic Certificate (EMS.PAR.CT)	Primary: Committee on Accreditation for the EMS Professions (CoAEMPS) (Secondary: Michigan Department of Health and Human Services)	Accredited / Approved	2022
9	Fire Academy (FFT.CA)	Primary: Pro Board Fire Service Professional Qualifications System (Secondary: State of Michigan - Michigan Fire Fighters Training Council)	Accredited / Approved	
10	Medical Assisting Certificate (MDA.CT)	Commission on Accreditation of Allied Health Education Programs	Accredited / Approved	2021
11	NUR Transitional LPN from LPN to AND (NUR.TPN.AAS)	Primary: Accreditation Commission for Education in Nursing (Secondary: Michigan Board of Nursing)	Accredited / Approved	2022
12	Paralegal (PLG.AAS)	Primary: American Bar Association (Secondary: American Association for Paralegal Education (AAfPE))	Accredited / Approved	2022
13	Paralegal Post Baccalaureate	Primary: American Bar Association	Accredited / Approved	2022

	Program Title / Code	Predominant Accrediting Agency	Accreditation Status	Reaffirmation Date
	Professional Certificate (PLG.CT)	(Secondary: American Association for Paralegal Education (AAfPE))		
14	Radiologic Technology (Extended) (RAL.AASX)	The Joint Review Committee on Education in Radiologic Technology	Accredited / Approved	2024
15	Respiratory Therapy (RSP.AASX)	The Commission on Accreditation for Respiratory Care	Accredited / Approved	2020
16	Sign Language Interpreter (SLI.AAS)	Commission on Collegiate Interpreter Education	Accredited / Approved	2026
17	Surgical Technology (SUR.AASX)	Commission on Accreditation of Allied Health Education Programs	Accredited / Approved	2023
18	Automobile Servicing (AUS.AAS)	National Automotive Technicians Education Foundation (now ASE)	Seeking Accreditation	
19	Automobile Servicing Certificate (AUS.CT)	National Automotive Technicians Education Foundation (now ASE)	Seeking Accreditation	
20	Collision Auto Repair: Non-Struct Repair Tech Certificate (CAR.NRT.CT)	National Automotive Technicians Education Foundation (now ASE)	Seeking Accreditation	
21	Detailer / Painter Assistant (CAR.PRT.CA)	National Automotive Technicians Education Foundation (now ASE)	Seeking Accreditation	
22	Collision Auto Repair: Paint & Refinish Tech Certificate (CAR.PRT.CT)	National Automotive Technicians Education Foundation (now ASE)	Seeking Accreditation	
23	Library Technician (LBT.AAS)	American Library Association	Seeking Accreditation	
24	Library Technician Certificate (LBT.CT)	American Library Association	Seeking Accreditation	
25	Business Administration - Concentration in Accounting (ACC.ABA)	Accreditation Council for Business Schools and Programs	Eligible for Accreditation	
26	Business Administration (BUS.ABA)	Accreditation Council for Business Schools and Programs	Eligible for Accreditation	
27	Early Childhood Education (ECE.AAS)	National Association for the Education of Young Children	Eligible for Accreditation	
28	International Commerce (ICM.INT.AA)	Accreditation Council for Business Schools and Programs	Eligible for Accreditation	
29	Medical Assisting (MDA.AAS)	Commission on Accreditation of Allied Health Education Programs	Eligible for Accreditation	
30	Medical Insurance Coding & Billing (MDA.MIC.CA)	Commission on Accreditation of Allied Health Education Programs	Eligible for Accreditation	

	Program Title / Code	Predominant Accrediting Agency	Accreditation Status	Reaffirmation Date
31	Medical Office Admin. Procedures (MDA.MOA.CA)	Commission on Accreditation of Allied Health Education Programs	Eligible for Accreditation	
32	Phlebotomy (MDA.PHT.CA)	Commission on Accreditation of Allied Health Education Programs	Eligible for Accreditation	
33	Associate of Arts - Music (MUS.AA)	National Association of Schools of Music	Eligible for Accreditation	
34	Music Certificate (MUS.CT)	National Association of Schools of Music	Eligible for Accreditation	
35	Restaurant Management (CUL.RMP.AAS)	National Restaurant Association	Eligible for Accreditation	
36	Cybersecurity (CIS.CYS.AAS)		Eligible for Accreditation	
37	CyberSecurity Certificate (CIS.CYS.CT)		Eligible for Accreditation	
38	Machine Tool - Numerical Control Technology (MTT.CNC.AAS)	National Institute for Metalworking Skills (NIMS)	Eligible for Accreditation	
39	Machine Tool - Numerical Control Technology Certificate (MTT.CNC.CT)	National Institute for Metalworking Skills (NIMS)	Eligible for Accreditation	

Table 2: List of programs eligible for State Board of Education (SBE) approval and current status

	OCC SBE Eligible Program Name	Status
1	Associate of Arts (AA.AA)	Transfer Program - does not apply
2	Accounting (ACC.ABA)	Transfer Program - does not apply
3	General Accounting (ACC.GA.CT)	Eligible (Planned 2023-24)
4	Associate in Science (ASC.ASC)	General Program - does not apply
5	Automobile Servicing (AUS.AAS)	Approved
6	Automobile Servicing (AUS.CT)	Approved
7	Business Administration (BUS.ABA)	Eligible (Planned 2020-21)
8	CAD Architectural Applications (CAD.ARC.CA)	Eligible (Planned 2023-24)
9	CAD Computer Aided Engineering Tech (CAD.CAE.AAS)	Approved
10	CAD-Computer Aided Engineering Tech (CAD.CAE.CT)	Approved
11	CAD-Level I (Fundamentals) (CAD.LV1.CA)	Approved
12	CAD-Level II (Intermediate) (CAD.LV2.CT)	Approved
13	CAD-Product Design Option (CAD.PDO.AAS)	Approved
14	CAD Product Design Certificate (CAD.PDO.CT)	Approved
15	CAD-Vehicle Design Option (CAD.VDO.AAS)	Approved
16	CAD-Vehicle Design Option (CAD.VDO.CT)	Approved
17	CAR-Non-Structural Repair Technology (CAR.NRT.CT)	Eligible (Application Pending)
18	CAR-Detailer/Painter Assistant (CAR.PRT.CA)	Eligible (Application Pending)
19	CAR-Paint & Refinish Technology (CAR.PRT.CT)	Eligible (Application Pending)
20	Cinematic Arts (CIN.AA)	General Program - does not apply
21	CIS-Business Systems Analysis Option (CIS.BSA.AAS)	Eligible (Planned 2024-35)
22	CIS-Cisco Internetworking (CIS.CIN.CA)	Eligible (Planned 2019-20)
23	CIS- CyberSecurity (CIS.CYS.AAS)	Eligible (Planned 2019-20)
24	CIS-Cyber Security (CIS.CYS.CT)	Eligible (Planned 2019-20)
25	CIS-IT Support Option (CIS.ITS.AAS)	Eligible (Planned 2022-23)
26	CIS-IT Support (CIS.ITS.CT)	Eligible (Planned 2022-23)
27	CIS-Software Engineering (CIS.SWE.AAS)	Approved
28	CIS-Software Engineering Certificate (CIS.SWE.CT)	Approved
29	CIS-Web Designer Option (CIS.WDE.CT)	Eligible (Planned 2019-20)
30	Construction Management (CMN.AAS)	Eligible (Application Pending)
31	Construction Management (CMN.CT)	Eligible (Application Pending)
32	Construction MgtProfessional (CMP.AAS)	Eligible
33	CRJ-Corrections (CRJ.CRO.AAS)	Approved
34	CRJ-Generalist (CRJ.GEN.AAS)	Eligible (Planned 2018-19)
35	CRJ-Law Enforcement (CRJ.LAW.AAS)	Approved
36	Police Academy (CRJ.OPA.CA)	Eligible
37	CRJ-Police Evidence Technology (CRJ.PET.AAS)	Approved
38	Culinary Arts (CUL.AASX)	Approved

	OCC SBE Eligible Program Name	Status
39	Baking and Pastry Arts (CUL.BPA.CT)	Eligible (Planned 2024-35)
40	Hotel/Motel Management (CUL.HMM.AAS)	Approved
41	CUL-Restaurant Management (CUL.RMP.AAS)	Approved
42	Dental Hygiene (DHY.AASX)	Approved
43	Diagnostic Medical Sonography (DMS.AASX)	Approved
44	Early Childhood Education (ECE.AAS)	Approved
45	Emergency Medical Services (EMS.AAS)	Approved
46	Emergency Medical Services - EMT (EMS.EMT.CA)	Eligible (Planned 2019-20)
47	Emergency Medical Services - Paramedic (EMS.PAR.CT)	Eligible (Planned 2019-20)
48	Fine/Visual Art (FAV.AA)	Transfer Program - does not apply
49	Fire Fighter Technology (FFT.AAS)	Approved
50	Fire Fighter Technology (FFT.CA)	Eligible
51	General Studies (GEN.AGS)	General Program - does not apply
52	Global Studies (GLS.AA)	General Program - does not apply
53	Graphic Design (GRD.AAS)	Approved
54	Health Care Administration (HCA.AAS)	Approved
55	Health Care Administration (HCA.CT)	Approved
56	Homeland Security Level 1 (HLS.LV1.CA)	Eligible (Planned 2018-19)
57	HVAC/R Systems Technology - Building Air and Water	Eligible (Planned 2022-23)
58	HVAC/R Systems Technology - Air Conditioning (HVA.HVC.CT)	Approved
59	HVAC/R Systems Technology - Heating (HVA.HVH.CT)	Approved
60	HVAC/R Systems Technology - Refrigeration (HVA.HVR.CT)	Approved
61	Heating, Ventilation, Air Conditioning and Refrigeration	Approved
62	HVAC/R Systems Technology - Alternative Thermal Energy	Eligible (Planned 2022-23)
63	International Commerce (ICM.INT.AA)	Transfer Program - does not apply
64	Industrial Tech/Skilled Trades (IND.AAS)	Eligible
65	Industrial Tech/Skilled Trades Certificate (IND.CT)	Eligible
66	Interior Design (INT.AAS)	Eligible (Planned 2020-21)
67	Library Technician (LBT.AAS)	Approved
68	Library Technician (LBT.CT)	Approved
69	Medical Assisting (MDA.AAS)	Approved
70	Medical Assisting (MDA.CT)	Approved
71	MDA-Medical Insurance Coding/Billing (MDA.MIC.CA)	Eligible (Planned 2021-22)
72	MDA-Medical Office Admin Procedures (MDA.MOA.CA)	Eligible (Planned 2021-22)
73	MDA-Phlebotomy (MDA.PHT.CA)	Eligible (Planned 2021-22)
74	Business Management(MGT.BUS.AAS)	Approved
75	Mental Health/Social Work (MHS.AAS)	Approved
76	MTT-Numerical Control (MTT.CNC.AAS)	Approved
77	MTT-Numerical Control (MTT.CNC.CT)	Approved
78	Music (MUS.AA)	Transfer Program - does not apply
79	Music Certificate (MUS.CT)	Transfer Program - does not apply

	OCC SBE Eligible Program Name	Status
80	Nursing (NUR.AASX)	Approved
81	NUR-Transitional LPN to ADN Track (NUR.TPN.AAS)	Eligible (Planned 2024-25)
82	Photographic Technology (PHT.AAS)	Approved
83	Photographic Technology (PHT.CT)	Approved
84	Paralegal (PLG.AAS)	Eligible (Planned 2020-21)
85	Paralegal Post Bachelor Certificate (PLG.CT)	Eligible (Planned 2020-21)
86	Radiologic Technology (RAL.AASX)	Approved
87	Robotics-Automated Systems Tech (ROB.AUT.AAS)	Approved
88	Robotics-Automated Systems Technology (ROB.AUT.CT)	Approved
89	Robotics-Programmable Controllers (ROB.PCT.CA)	Approved
90	Respiratory Therapy (RSP.AASX)	Approved
91	Sign Language Interpreter Program (SLI.AAS)	Approved
92	Surgical Technology (SUR.AASX)	Eligible (Planned 2021-22)
93	Theatre (THE.AA)	General Program - does not apply
94	Technological Sciences (TSC.AAS)	Eligible
95	Welding Technology (WEL.CT)	Approved