



OAKLAND COMMUNITY COLLEGE™  
Excellence *Empowered.*™

# INFORMATION

Board Agenda Item 6.1  
May 21, 2019

## DIVERSITY MONITORING REPORT

# Table of Contents

Background.....	3
Institutional Context .....	5
Student Composition: .....	6
Gender Representation in Career and Technical Education (CTE) Programs.....	11
Student Needs and Demographics.....	13
Staff Demographics and Perceptions.....	16
Diversity Programming .....	18
Diversity throughout the Curriculum .....	21
Diversity in Course Content .....	21
Diversity in Course Delivery:.....	25
Academic Readiness and Enrollment .....	26
Academic Readiness by Race and Ethnicity .....	27
Academic Readiness by Gender .....	30
Academic Readiness by Pell Grant Status.....	31
Academic Readiness by Age .....	33
Academic Readiness by Enrollment Type.....	35
Academic Readiness Strategies:.....	37
Academic Progress and Goal Attainment.....	38
Academic Progress by Race and Ethnicity.....	39
Academic Progress by Gender .....	40
Academic Progress by Pell Status .....	40
Academic Progress by Age.....	41
Academic Progress by Enrollment Status.....	42
Academic Progress and Goal Attainment Strategies.....	42

## Background

In its Ends policy on College Purpose (4.1), The Oakland Community College Board of Trustees identifies six critical services that the College shall provide to the Community. These services include career, technical and transfer programming, workforce training, continuing education as well as college readiness and student service programming. In addition, the Board has identified accreditation (4.4) and diversity (4.5) as essential elements for supporting the achievement of the College's Purposes.

In carrying out its oversight responsibility, the Board reviews a series of monitoring reports which evaluate College performance in key operational areas which are considered to be critical to the attainment of the Board's Ends. Monitoring reports provide the Board with a comprehensive and consistent evaluative framework to assess overall institutional effectiveness and allow for a more coherent approach to making decisions related to the College's strategic direction, the prioritization of performance improvement initiatives, and the allocation of resources.

Policy 4.5 states that the College is committed to ensuring that diversity, in all its forms, is respected and valued by fostering and promoting an environment of equity and inclusiveness.

Students benefit from interacting with peers and role models in a diverse learning environment that increases cultural competency through understanding of and engagement with multicultural, social and civic issues both in and out of the classroom. Students also benefit from diverse learning experiences that foster active thinking, intellectual engagement, increased motivation, consistent attendance, creative problem solving, a comprehensive understanding of their field of study and improved satisfaction with the overall college experience. Finally, students receive the greatest benefit when the learning environment and institutional culture prepare them for success in a multicultural workplace and a globally connected society.

Students receive value when they perceive they have been treated equitably in an inclusive environment that leads to mutual understanding and respect. Students receive great value when they perceive that their campus climate is inclusive and equitable, which often leads to a sense of belonging, improved perceptions of the campus atmosphere, and a willingness to accept intellectual challenges. Finally, students receive greatest value from an equitable and inclusive learning environment where their unique learning needs and backgrounds are recognized and embraced, which enables them to better persist and complete their programs of study.

The community benefits when achievement gaps for minority and low income students are narrowed through student engagement in activities that take place in a diverse, equitable and inclusive educational environment.

In accordance with Board policy 4.3 this monitoring report provides an analysis of key performance indicators, an examination of operational policies and procedures, consideration of external factors impacting college performance, as well as a description of initiatives designed to build on best practices and improve overall college effectiveness.

Within the context of this policy, the following measures of key performance have been identified. These areas reflect different dimensions of the Board Ends including:

- Institutional Context
  - Student Composition
  - Student Needs and Demographics
  - Staff Demographics and Perceptions
  - Diversity Programming and Curriculum
- Academic Readiness and Enrollment
- Academic Progress and Goal Attainment

## Institutional Context

One of the greatest assets of Oakland County and the surrounding region is its rich diversity of people and industries. The county is home to over 12% international residents<sup>1</sup> and includes over 1,000 foreign-owned firms from over forty countries.<sup>2</sup> Individuals from many racial and ethnic backgrounds help the county thrive, and give it a cultural breadth that enhances the lives of its residents. As the public community college to serve this unique area, OCC has a central opportunity to improve the lives and businesses of its surrounding communities. The College can provide an affordable, accessible entry point to higher education, preparation for a career, an opportunity for individuals to adapt or advance in their careers, and a way for residents to pursue lifelong learning and growth.

The College provides an extensive resource and value to the local population, and it serves a core social mission as well. One of the College's central values is to be "[Accessible](#)" and to "welcome people of diverse backgrounds and abilities." OCC has articulated a commitment to diversity, inclusion, and equity by creating a one-year change initiative to "[Promote diversity throughout the College](#)" and by establishing the [College Committee for Diversity & Inclusion](#).

---

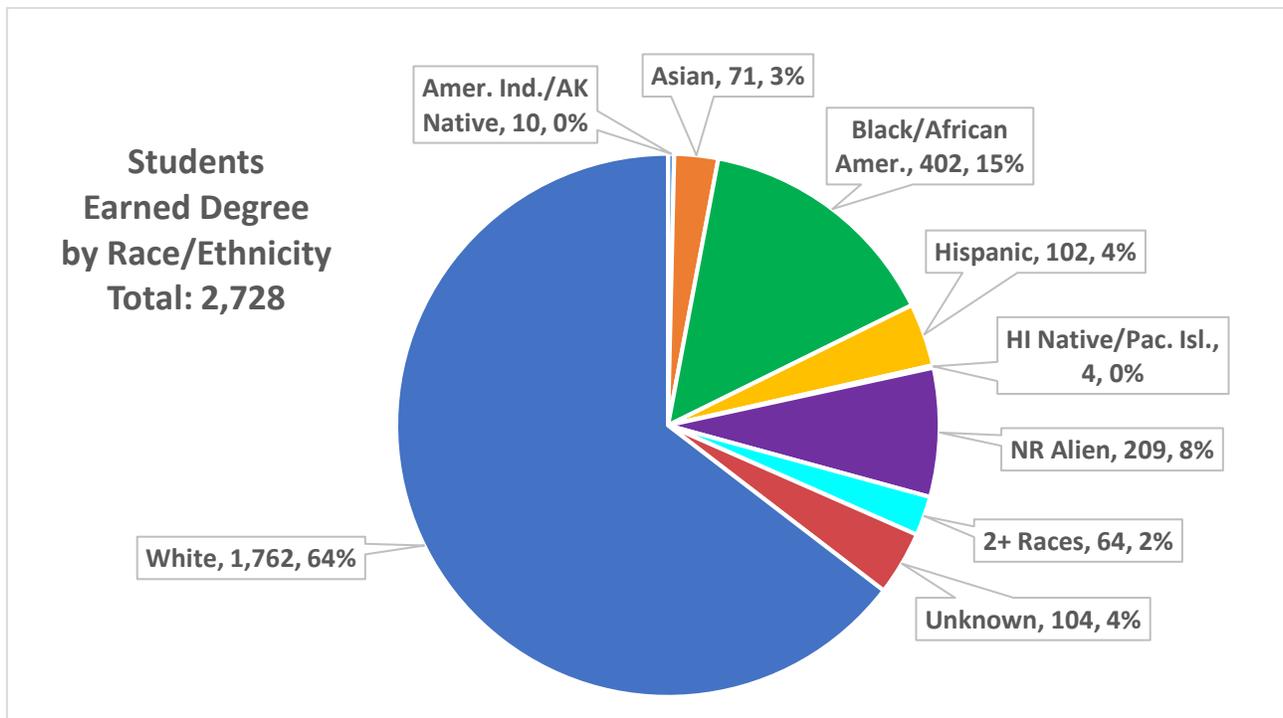
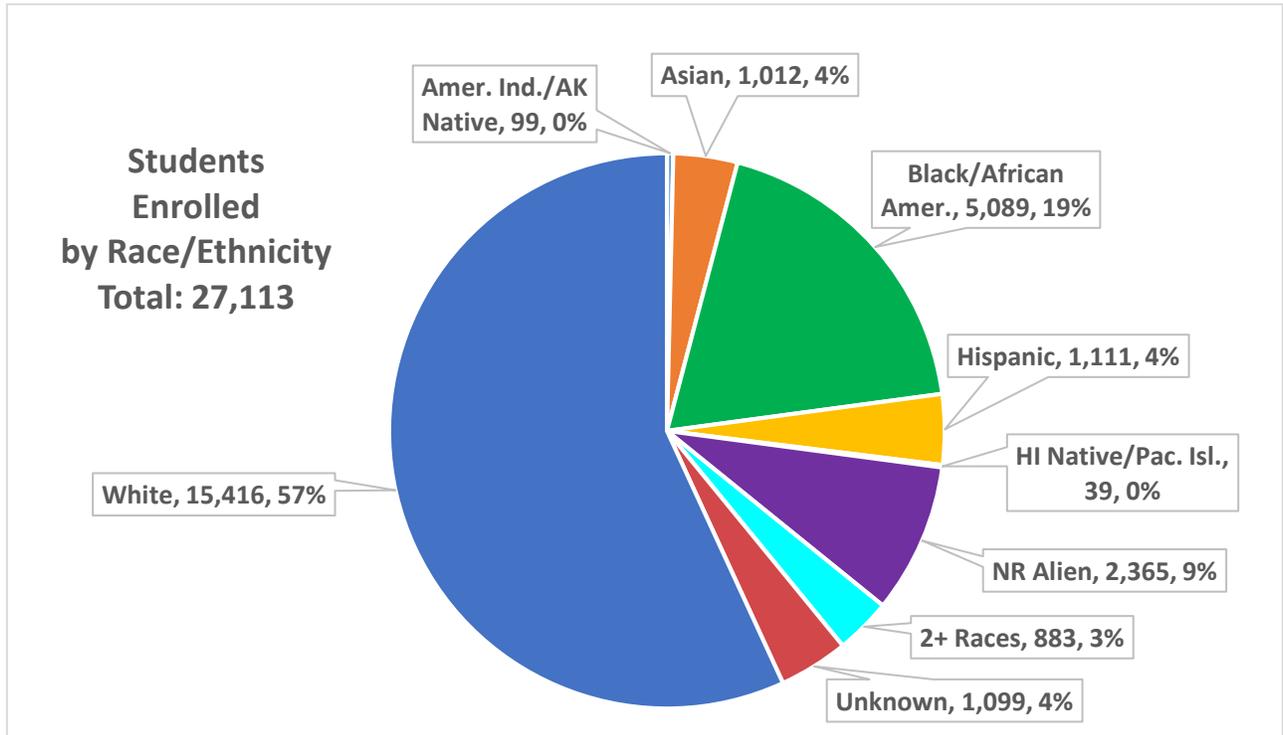
<sup>1</sup> <https://www.census.gov/quickfacts/oaklandcountymichigan>

<sup>2</sup> <https://www.oakgov.com/advantageoakland/international/Pages/Global-Appeal.aspx>

Student Composition:

Enrollment and Degrees Earned by Demographic Characteristics 2017-18

OCC reflects its diverse county through a diverse student population. The charts below include enrollment of part-time and full-time students, followed by earned Associates Degrees/Certificates. These charts do not track the academic progress and goal attainment of specific students, but rather provide a snapshot during one academic year (2017-18) of the demographic makeup of each group.

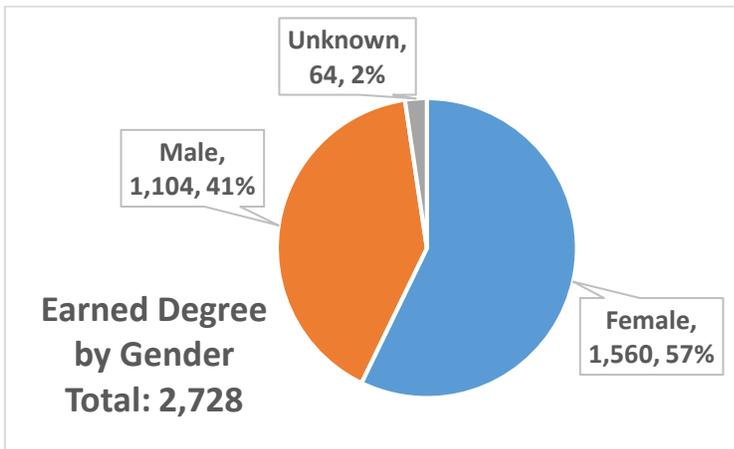
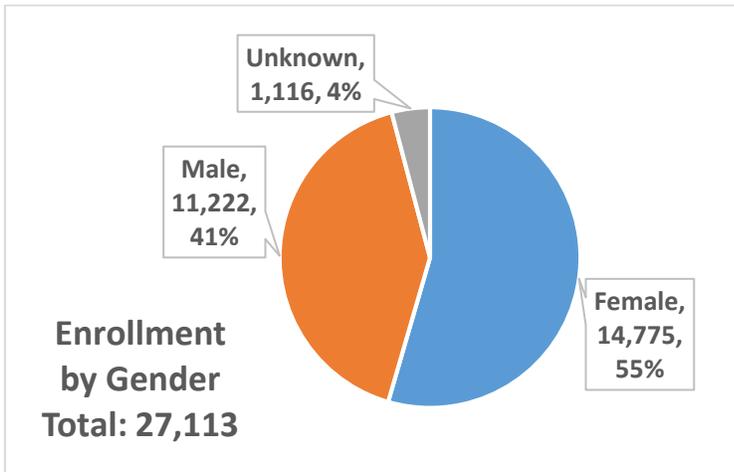


Enrollment and Degrees Earned by Race/Ethnicity 2017-18

<b>Race/Ethnicity</b>	<b>Enrollment Count</b>	<b>Degree/Certificate Count</b>
Native American/Alaskan	99 (<1%)	10 (<1%)
Asian	1,012 (4%)	71 (3%)
Black/African American	5,089 (19%)	402 (15%)
Hispanic	1,111 (4%)	102 (4%)
Hawaiian Native/Pacific Islander	39 (<1%)	4 (<1%)
Non-Resident Alien	2,365 (9%)	209 (8%)
2+ Races	883 (3%)	64 (2%)
Unknown	1,099 (4%)	104 (4%)
White	15,416 (57%)	1,762 (64%)
Total	27,113	2,728

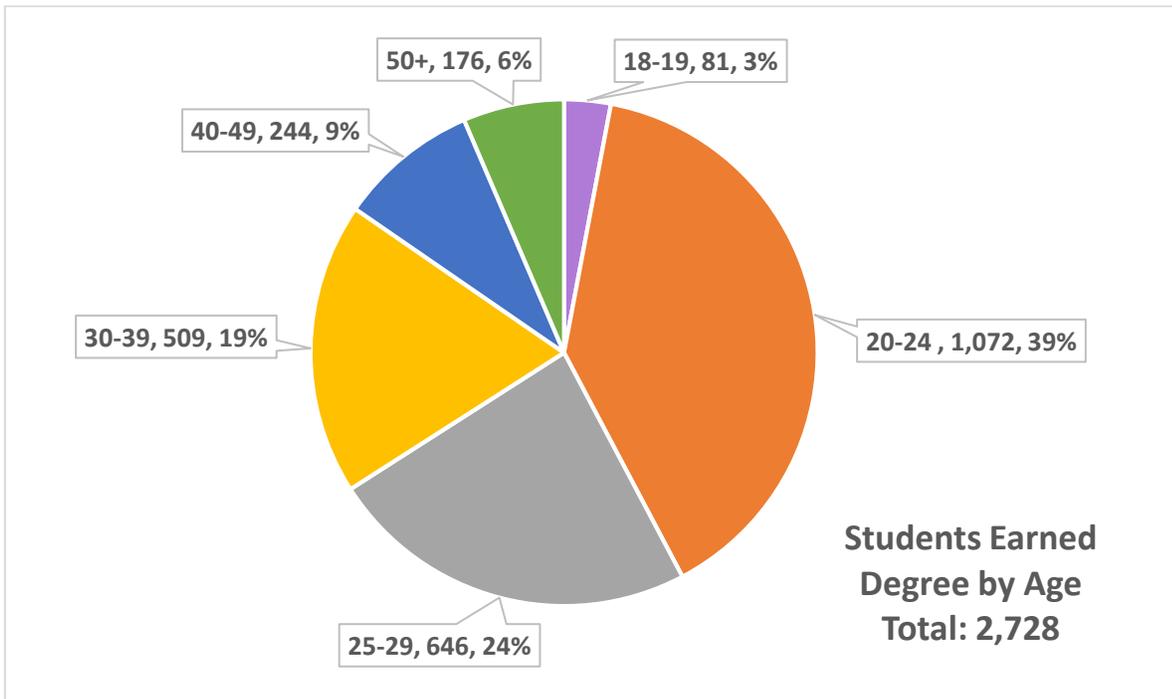
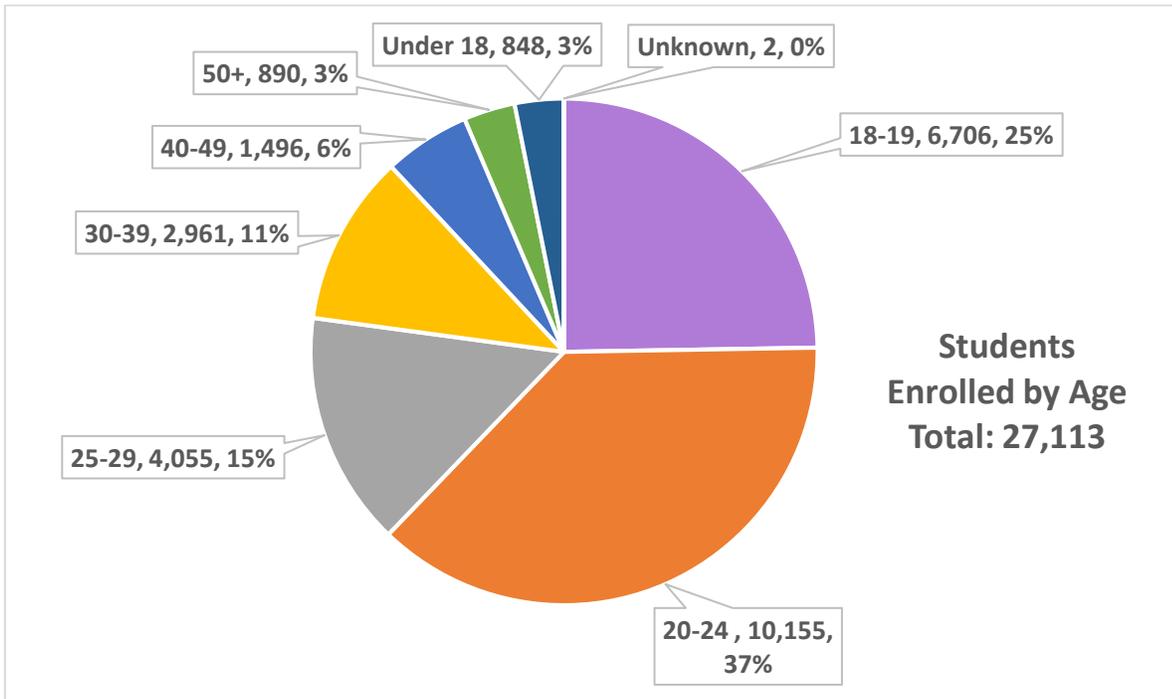
- The proportions of race/ethnicity among enrolled students and graduates in 2017-18 are fairly even, though degree/certificate attainment was lower for Black/African American students and higher for White Students.
- Black/African American and White students combined made up 76% of enrollment and earned 79% of the degrees and certificates awarded in 2017-18. When including international students, those proportions reach 85% enrollment and 87% degrees/certificates earned.

Enrollment and Degrees Earned by Gender 2017-18



- In 2017-18, women accounted for 55% of enrollment and 57% of completions.

Enrollment and Degrees Earned by Age 2017-18



Enrollment and Degrees Earned by Age 2017-18

<b>Age</b>	<b>Enrollment Count</b>	<b>Degree/Certificate Count</b>
Under 18	848 (3%)	0 (0%)
18-19	6,706 (25%)	81 (3%)
20-24	10,155 (37%)	1,072 (39%)
25-29	4,055 (15%)	646 (24%)
30-39	2,961 (11%)	509 (19%)
40-49	1,496 (6%)	244 (9%)
50+	890 (3%)	176 (6%)
Unknown/Other	2 (<1%)	0 (0%)
<b>Total</b>	<b>27,113</b>	<b>2,728</b>

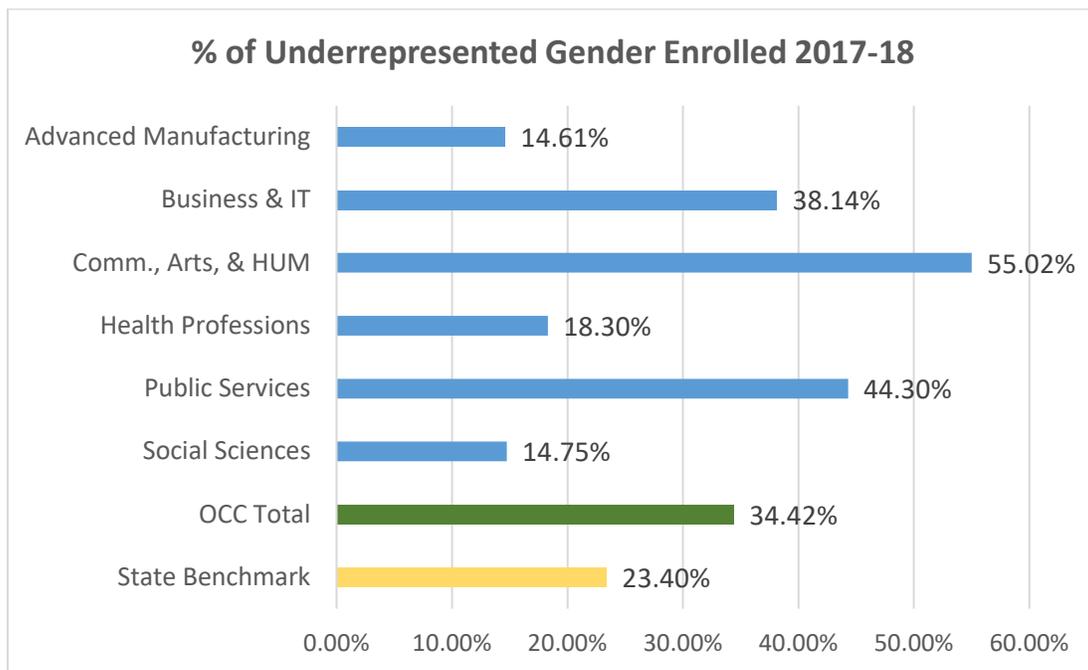
- Naturally, the youngest students will make up more of enrollment numbers and less of degrees/certificates earned.
- Students age 20-29 made up 52% of enrollment and 63% of degrees earned in 2017-18.
- Students age 20-39 earned 82% of degrees in that year.

## Gender Representation in Career and Technical Education (CTE) Programs

Part of the reporting required by CTE programs funded by Perkins includes two indicators on enrollment and program completions in fields where one gender is traditionally underrepresented. While such imbalances reflect trends within society of who participates in specific industries, the Perkins Act intends to encourage movement toward greater gender equity in these CTE fields.

The Perkins “5P1” indicator shows enrollment of underrepresented genders in specified CTE programs. These are students pursuing fields considered nontraditional for their gender. For reporting purposes, the College uses the primary major claimed by students in the most recent term of enrollment. The chart below shows these overall rates by division.

Some programs, such as Collision Auto Repair and HVA, enrolled only men in 2017-18. Other programs enrolled nearly all women, i.e. Dental Hygiene. This gender-specific interest reflects broader societal trends in these fields. Alternately, a high proportion of women enroll in Criminal Justice programs at OCC. Also, a fair proportion of men go into Paralegal and Medical Assisting.



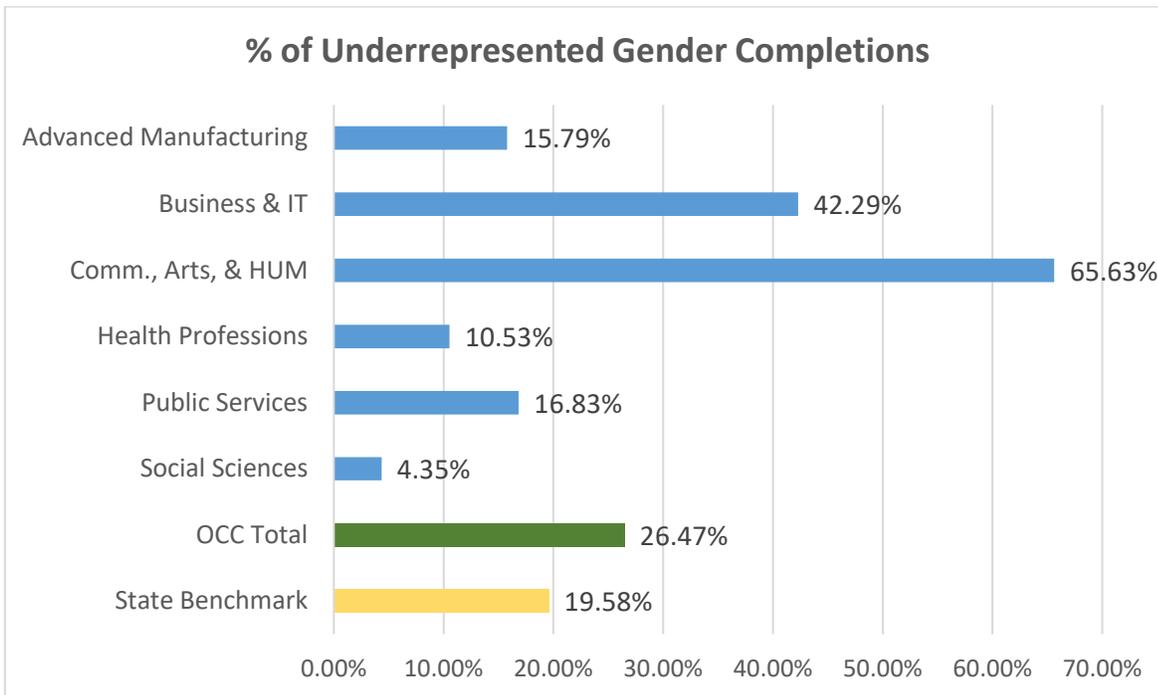
### Perkins 5P1 Peer Comparison:

OCC exceeds the state benchmark, the state average, and all local peers on 5P1.

	2015-16	2016-17	2017-18
<b>State Benchmark</b>	23.40%	23.40%	23.40%
<b>OCC</b>	<b>32.47%</b>	<b>32.66%</b>	<b>34.42%</b>
<b>Macomb</b>	28.85%	50.26%	26.83%
<b>Henry Ford</b>	26.76%	26.83%	27.29%
<b>Schoolcraft</b>	28.25%	28.59%	29.16%
<b>State Average</b>	27.01%	29.99%	25.94%

The Perkins “5P2” indicator shows completions by underrepresented genders in specified CTE programs. These students completed programs in fields considered nontraditional for their gender. The chart below shows these overall rates by division.

In terms of completions, in 2017-18, no women completed programs in AUT, CAR, or HVA. Early Childhood Education has a low percentage of male graduates. CAD and CIS programs were mixed, with greater gender equity occurring in some programs over others. Completions of Business degrees show a high proportion of women graduates in relation to the benchmark.



Perkins 5P2 Peer Comparison:

OCC exceeds the state benchmark and the state average, and is fairly comparable to local peers on 5P2.

	2015-16	2016-17	2017-18
<b>State Benchmark</b>	18.90%	18.90%	19.58%
<b>OCC</b>	<b>27.53%</b>	<b>26.87%</b>	<b>26.47%</b>
<b>Macomb</b>	28.13%	28.05%	26.74%
<b>Henry Ford</b>	28.11%	29.61%	29.91%
<b>Schoolcraft</b>	23.51%	25.78%	26.72%
<b>State Average</b>	23.12%	22.37%	23.76%

## Student Needs and Demographics

OCC administered the [Survey of Entering Student Engagement \(SENSE\)](#) in Fall 2018, in order to better understand the preparedness and perceptions of students new to the College. The first term sets an important foundation for student retention and student success, which data obtained from SENSE can help support. Out of 577 respondents, 95% said they would recommend OCC to a friend or family member.

Also in Fall 2018, OCC conducted a survey on institutional climate, given to both students and faculty/staff. In those survey results, 83% of OCC students (out of 1,238 total respondents) report being satisfied or very satisfied with the overall campus climate and 71% report an overall sense of belonging at OCC as new students (out of 1,209 total respondents). Further, 6% of OCC students (71 of 1,190 total respondents) report experiencing discrimination at the College, mostly on the basis of age, race/ethnicity, and political orientation, though not all elaborated. Finally, almost 92% of student respondents expressed no difficulty with accessibility at OCC. In open-ended responses, students showed interest in attending diversity activities, events, and clubs.

Mental health of students is an increasing concern for colleges and universities across the country. According to a [2018 survey](#) by the [American College Health Association](#), three out of five students suffer from anxiety and two out of five students experience depression, limiting their ability to function and succeed in their studies.<sup>3</sup> OCC has demonstrated a sensitivity to the mental health of students by participating in the [Healthy Minds Study](#) conducted by the [JED Foundation](#) to identify student mental health needs. From those survey respondents, 809 students reported mental health concerns, primarily depression, anxiety, or both, with a smaller number reporting a probable eating disorder. Of those 809 students, 64% (518) report that their mental health concerns impair their ability to function one or more days per week. OCC has trained, licensed counseling staff available on [every campus](#) to assist and refer students to the appropriate resources based on their needs.

In terms of demographics, it is helpful to consider how representative the student population is in comparison to the county:

- OCC enrollment includes a higher proportion of 18-24 year old students, 55% in 2010 to 63% in 2017, while the population of Oakland County for this age group remains relatively constant around 8%.
- OCC has a higher percentage of 18-24 year old female students compared to the proportion of 18-24 year old females in Oakland County. 53-54% of OCC's 18-24 year old students are female compared to females representing 48% of 18-24 year olds in Oakland County.
- Public Services and Business & Information Technology programs enroll high levels of females, considered an “underrepresented” gender for employment in the field (44% and 38% female enrollment respectively, which exceed the 5P1 Perkins benchmark of 23.4%). Examples of these programs include: cybersecurity, business administration, business systems analyst, criminal justice corrections and criminal justice generalist, among others.

---

<sup>3</sup> Roy, N. (2018). The Rise of Mental Health on College Campuses: Protecting the Emotional Health of Our Nation's College Students. *Higher Education Today*. Retrieved from: <https://www.higheredtoday.org/2018/12/17/rise-mental-health-college-campuses-protecting-emotional-health-nations-college-students/>

- OCC's student body includes a slightly higher percentage of 18-24 year old Black or African American students compared to the proportion of this group in Oakland County overall. From 2014-2017, the county population of 18-24 year old Black or African Americans declined from about 18% to about 16%, while the proportion of this group in OCC enrollment went from about 23% to about 17%. In the same timeframe, the county proportion of 18-24 year Whites went from 69% to 70%, while the OCC proportion of these students increased from about 60% to 62%.
- The geographic reach of OCC is significant. In 2017-18, 27,113 students came from over 400 cities and towns across seven counties. Seventeen students came from out of state and several hundred came from over fifty other countries, with over seventy primary languages.
- Over 500 veteran students attend OCC and add their depth of experience and expertise to its classrooms and community.
- OCC serves and supports students with a variety of different abilities via the [ACCESS](#) (Accessibility Compliance Center & Education Support Services) program. Located on every campus, ACCESS provides accommodations and services to students with a documented disability diagnosed by a qualified, licensed professional as [required](#) by Section 504 of the federal Rehabilitation Act of 1973 (PL 93-112) and the Americans with Disabilities Act (ADA). Students with disabilities are supported through ACCESS with accommodations and services including, but not limited to: 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). From Summer 2018-Winter 2019, a total of 2,155 students used ACCESS resources across all campuses. OCC's highly trained staff works to meet the diverse learning needs of its students via ACCESS.
- The student body reflects a wide range of socioeconomic backgrounds and needs as well. In 2017-18, 8,084 students (about 30%) used financial aid to attend OCC. For 6,024 students (about 22%), this aid included the Pell Grant, which provides assistance to students with the highest financial need.
- When looking at all funding sources, in Fall 2018 a total of about 40% of students used scholarship and grants of any kind. Further, nearly 17% of students were the first in their family to attend college. These students can require particular support and guidance to successfully navigate the college experience and attain their goals.

#### Current Actions in Progress:

- Reflect inclusivity in facilities by: continuing to add gender-neutral restrooms when facilities modification occurs; ensuring automatic doors are always functional; providing desks and chairs that fit students of all shapes, sizes and abilities; including lactation and prayer rooms on each campus; and increasing facility appropriateness for deaf/blind students. Currently, there is a [lactation room](#) available on every campus and six gender neutral restrooms have been added so far.

- Continue to explore course delivery for differing learning styles – more online courses, hybrid, flipped classroom, etc. Professional development for faculty on pedagogy for various course delivery methods and learning styles is being piloted via the Faculty Academy.

Potential Actions under Consideration:

- Expand recruitment and continuing education opportunities to attract “non-traditional” students, including returning students, international students and older students.
- Implement faculty/staff training on issues of diversity, inclusion and equity to increase competence in these areas college-wide (including LGBTQ+ competency training, mental health triage/first aid training, and others).
- Explore partnerships with community agencies to increase awareness and support for mental health.
- Increase awareness and communication around diversity resources, services and events that exist or are implemented for staff, faculty and students.
- Expand use of, and adherence to, Guided Pathways model for students (packaging programs in clear, coordinated ways for students).
- Continue to improve and consider expanding programming and services for the LGBTQ+ community, international students, older students, and “non-traditional” students.
- Leverage the experience and knowledge of faculty, staff, and students to increase overall awareness and sensitivity to certain students such as the deaf community (SLI faculty), students with disabilities (ACCESS staff), students with English as a Second Language (ESL faculty), LGBTQ+ students (Sociology/Social Work faculty), international students etc. Marshall the resources of our rich and diverse community to create a more inclusive environment.
- Increase diversity in course offerings and content as well as programming structure, content and offerings.

The work of the College in this area aligns with the following strategic plan [initiatives](#):

- Enhance and innovate educational offerings.
- Improve the student experience.
- Guide students to their desired outcomes.
- Enhance utilization of people, processes, and technology.
- Implement processes to increase persistence and completion.
- Promote diversity throughout the College.
- Increase employee engagement.
- Foster key partnerships.

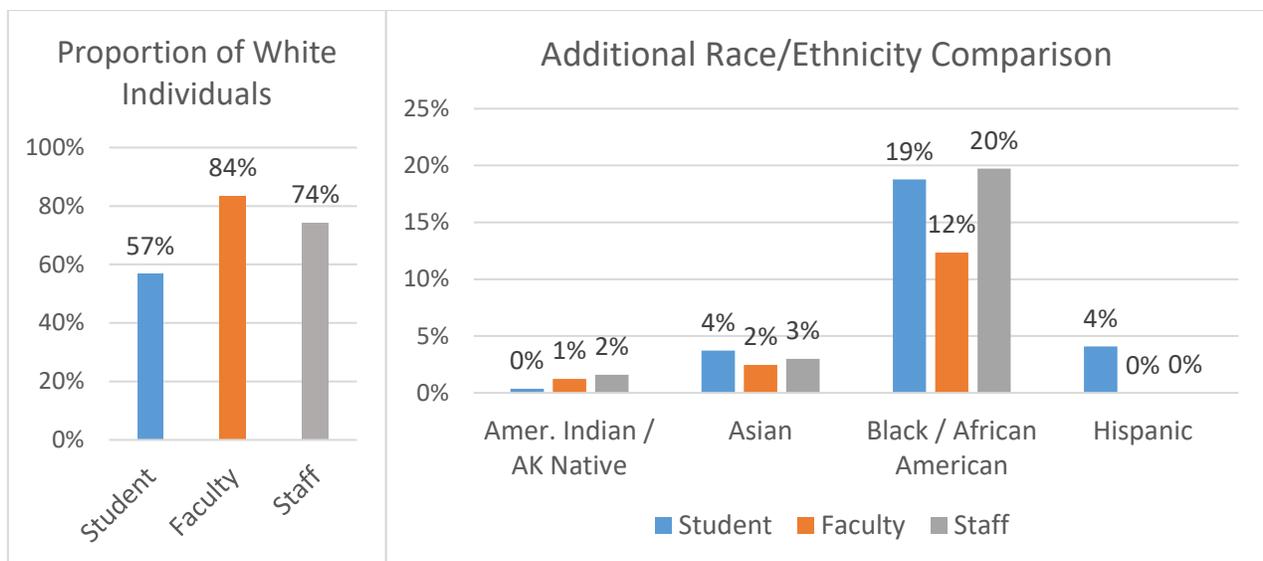
## Staff Demographics and Perceptions

Similar to students, it is interesting to consider the diversity of OCC's employees in relation to the diversity of the county. Highlights of this comparison include:

- Some staff and faculty groups are more diverse in race/ethnicity than Oakland County overall. For example, while Oakland County has 13.63% Black or African American representation, OCC's non-exempt management staff, classified staff and maintenance staff have higher representation of Black or African American employees at 16.51%, 21.79% and 29.41% respectively. Other employee groups show a lower percentage.
- OCC boasts high female faculty gender representation in traditionally male-dominated disciplines, such as chemistry (65% female) and criminal justice (39% female).
- Similar to society as a whole, faculty in certain programs at OCC are dominated by a specific gender, including Health Professions (Dental Hygiene, Diagnostic Medical Sonography, Nursing and Surgical Technology, which are nearly all female) and most programs in Advanced Manufacturing (EMIT, which currently are all male full-time faculty with two female paraprofessionals).
- Also similar to society, certain employee groups show a predominant gender. Public safety officers and operating engineers are 89% and 90% male, respectively, while classified staff are 82% female.
- Racial and ethnic diversity is less present in certain employment groups. For example, the exempt administrative staff are 90% white, and public safety officers are 95% white. Additionally, OCC faculty tend to include more white staff than the county representation (84% of OCC full-time faculty are white compared to the population of Oakland County, which is 75% white).
- The lowest average age across all OCC employee groups is around 49 years old and the oldest average age is around 60 years old (with the median age across all groups at 55 years old).

In addition to examining how representative OCC faculty and staff are in relation to county demographics, it is important to consider how representative they are of the student body. Literature in higher education shows that diverse student populations succeed at a higher rate at institutions with a diverse makeup of faculty and staff.<sup>4</sup>

The charts below show 2017-18 student enrollment proportions by race/ethnicity, in relation to 2018 faculty/staff proportions. White faculty/staff proportions exceed student enrollment, while other races and ethnicities could benefit from greater faculty/staff representation. These demographics reflect a national trend, though some institutions have more equal representation than others. The same academic challenges experienced by particular groups, and in particular fields, limit the attainment of graduate degrees that lead to college faculty careers. Institutions compete to hire qualified instructors of diverse backgrounds and the cycle in some ways is self-perpetuating. Efforts to support the higher education attainment of diverse populations, combined with efforts to recruit and support diverse faculty and staff, can begin to address the imbalance.



Potential Actions under Consideration:

- Work to remove barriers and recruit a diverse applicant pool for positions; maintain a commitment to diversity and inclusion through staff hiring and retention, particularly in areas of the College that could benefit from it most (as outlined in this report).

The work of the College in this area aligns with the following strategic plan [initiatives](#):

- Improve the student experience.
- Promote diversity throughout the College.

<sup>4</sup> Hurtado, S., & Alvarado, A. R. (2013). Diversity in Teaching and Learning: Affirming Students as Empowered Learners. *Diversity and Democracy*, 16(3). Retrieved from <https://www.aacu.org/publications-research/periodicals/diversity-teaching-and-learning-affirming-students-empowered>

## Diversity Programming

In 2018-19, the College has offered a wide range of diversity and inclusion programming to help improve the awareness and understanding of students, faculty, and staff. The Winter 2019 term in particular showed a substantial increase in diversity and inclusion programming over prior semesters, thanks to the efforts of the College Committee for Diversity and Inclusion (CCDI), the diversity and inclusion committees at each campus, the growth of Global Education at OCC, and the work of dedicated counselors, faculty, staff, and student clubs. Over 2,000 participants benefited from these experiences.

- The annual Dr. Martin Luther King Jr. Convocation, held in January, brings the college community together to reflect on the [legacy and impact](#) of Dr. King’s work and mission. (Attendance totaled 193: 82 students, 57 staff, 54 other individuals)
- In January and March, the College hosted a presentation via the National Alliance on Mental Illness (NAMI) called “[In Our Own Voice](#),” using individual stories of living with mental illness to help change attitudes and stereotypes, and build understanding. (49 attended)
- Throughout February, all OCC libraries held [The 30th National African American Read-in](#) the nation’s first and oldest event dedicated to diversity in literature, and explored excerpts from central authors. (Across all campuses, 80 books authored by African American authors were read aloud; 68 participated as readers; 216 participated as listeners.)
- Also in February, the “Check Your Privilege” interactive demonstration encouraged participants to reflect on the ways that race, class, gender, sexuality, and other parts of our identities shape our lives in the context of society. (41 attended)
- March included both a [Transgender Panel Discussion](#) (92 attendees)
- Three “[Human Library](#)” events were held in 2018-19, where conversations with people from other backgrounds helped to break down barriers and prejudices, and to build understanding and acceptance. In a “Human Library,” diverse individuals who have been unfairly or negatively labeled act as “Human Books” so “Readers” can get to know them and learn face to face about people from all walks of life.
  - October 2018: 15<sup>th</sup> Human Library at OCC HL (18 “Human Books,” 165 readers)
  - November 2018: Human Library at Farmington East Middle School (7 “Human Books,” 21 readers)
  - March 2019: 16<sup>th</sup> Human Library at OCC HL (18 “Human Books,” 90 readers)
- In late March, international students at OCC held a cultural fair, where they served outstanding food and drinks from their home countries and shared music, culture, and dress with the college community. (Over 40 students participated; event was widely attended.)
- Also in late March, faculty led a session on “[Discussion vs. Debate](#),” which covered how to effectively communicate with others from different backgrounds and viewpoints, an important life and job skill. (Ten attended, due to concurrent event)
- A number of cultural film events were held throughout March and April, including several films hosted by the [Spanish Film Club](#) on important historical and political events from throughout Ibero-America (countries or territories where Spanish and Portuguese are the predominant language). (Five film screenings, about 140 total attendees)
- Ongoing ESL (English as a Second Language) Conversation Gatherings (six times per term, 20-45 attend from OCC and community) and International Student Club meetings give students a chance to interact and get involved (over 50 total members).

- As “Celebrate Diversity Month,” April featured an extensive range of diversity programming across all campuses:
  - A [Diversity and Inclusion Fair](#) was held at the Highland Lakes campus, including a film screening about speaking out against stereotypes. (100 attended)
  - The Auburn Hills campus hosted an art show called “[Pieces of Peace](#),” where all from the OCC community could submit work with the theme of peace in order to promote diversity and inclusion at OCC. (Six artists participated.)
  - The Culinary Studies Institute held an International Smorgasbord Buffet where attendees sampled the international culinary delights of our students. (137 guests)
  - A presentation was made by Thomas "TJ" Rogers, Development Director at [Freedom House Detroit \(FHD\)](#), a temporary home for indigent survivors of persecution from around the world who are seeking asylum. (45 attended)
  - [HIV workshop](#) (71 attended) and [Mindfulness](#) event (78 attended) were held as well.
  - As part of Autism Awareness Month, Alex Kimmel, 2017 co-winner of the Dan Moran Award for inclusion and advocacy, spoke on “[Moving from Awareness to Acceptance](#)” of individuals with disabilities. (84 attended)
  - A film screening, “[Soul Food Junkies](#),” focused on the soul food culinary tradition and its relevance to black cultural identity, including both the film viewing and a discussion. (32 attended)
- In May, OCC honored the College’s 2019 diversity champion, Dr. Kim Davis, via the [Race Relations and Diversity Task Force's 20th Annual Diversity Champion](#) Honor Roll Breakfast. The College has now recognized diversity champions for [20 years](#).

[Student organizations](#) also provide significant benefit to students, by creating communities and experiences that extend and enhance the learning that takes place in the classroom. These groups include: the International Students Club and Intercultural Student Organization, along with OCC chapters of international organizations (Optimists International and Phi Theta Kappa). The full diversity of the student population continues to be represented via: Spectrum (LGBTQ+), SIGN Club (ASL/deaf community), Student Veterans of America, Spanish Club, French Club, Hispanic/Latinx, Muslim Student Association (MSA), Jewish Student Organization (JSO), and InterVarsity Christian Fellowship.

These wide-ranging activities represent important co-curricular learning and student life engagement at the College. The programming, committees, and groups increase knowledge and skills for work in a global economy and diverse society. The College needs an ongoing commitment to creating an inclusive and equitable environment where students can grow and develop in their understanding of the world and other people. One central way the institution has done this is through the launch of the Global Literacy Endorsement in November 2018.

The [Global Literacy Endorsement \(GLE\)](#) is an official endorsement on a student’s transcript, showing that the student has completed a number of activities to develop global competencies and engage in intercultural learning. To earn the GLE, students must successfully complete four courses with a global focus from two different disciplines (including at least one semester of language). They must participate in study abroad OR at least two sustained local experiences with a global focus. They need to attend at least four international events or activities at OCC or in the community. For example, as part of GLE programming, there are monthly Global Coffee Hours with games, conversation, and refreshments. There are also “Passport” events once a month, each covering an introduction to a different continent (Asia, Europe, South America, etc.). After

fulfilling all these requirements, students complete a capstone project, reflecting on their GLE experience, and present it at a global learning event.

To date, 60 students officially signed up to complete the GLE and an additional 290 students have expressed interest. Participants are guided by 25 faculty/staff coaches that help them track their progress and reflect on their experiences. Over 70 individuals participate in the Conversation Partner Program, to engage with others from different backgrounds. Two OCC study abroad programs are scheduled and seven study abroad scholarships have been given to date, with more pending. Specific efforts have been made to help support students in pursuing study abroad who may not otherwise be able to afford it, deepening their education with direct global, intercultural experiences. Finally, a new global student club was formed at the Royal Oak campus and student clubs engage with GLE events and their attendees.

As an institution, OCC has deepened connections across the globe, with two memoranda of understanding with Chinese institutions, faculty visiting OCC from Wuxi, and OCC faculty visiting Wuhan. OCC will continue to grow its global engagement in the coming year via professional development for staff, a revitalized Global Studies Associates degree, the establishment of a Global Education Advisory Board, increased use of existing partnerships, and further support for growing international student enrollment and global programming. By creating an institutional climate that values global learning, diversity, and inclusion, OCC gives its students, staff, and community increased intercultural understanding, interpersonal communication, and a rich environment in which to grow, learn, and thrive in the complex lives and work of the 21st century.

The work of the College in this area aligns with the following strategic plan [initiatives](#):

- Enhance and innovate educational offerings.
- Improve the student experience.
- Guide students to their desired outcomes.
- Promote diversity throughout the College.

## Diversity throughout the Curriculum

Elements of diversity and inclusion are represented throughout the curriculum, both in course content and in various modes of instructional delivery. A review of the current college [catalog](#) reveals at least 125 courses (12% of 1,007 active credit courses) that directly feature aspects of diversity and inclusion. The list is not meant to be exhaustive and certainly many other courses at the college relate to diversity and inclusion topics. However, courses highlighted in the chart below show the wide range of disciplines that clearly increase student knowledge of other cultures and people, including their traditions, histories, environments, and languages.

These course offerings contribute to student completion of key academic competencies as defined by the College. Many of them are options to fulfill the [academic component](#) of the Global Literacy Endorsement (GLE), as indicated in the chart. Some courses also feature an outcome from the [Global Understanding & Responsibility](#) General Education outcome (GEO) and dimensions (updated and reaffirmed by the [Student Outcomes Assessment Committee](#) in 2018). As defined by the faculty, this outcome and its five dimensions teach students the following [core competencies](#).

Outcome: “Students will demonstrate an understanding of global issues and the potential impact of their decisions on other individuals, groups and the environment. Students will identify opportunities and articulate potential solutions to improve global conditions.”

Dimensions:

- Demonstrates an understanding that differences exist between global cultures, situations and issues.
- Demonstrates an understanding that similarities exist among global cultures, situations and issues.
- Demonstrates an understanding of relationships among global cultures, situations and issues.
- Identifies potential impact of their decisions on individuals, groups, situations and the environment.
- Identifies and articulates potential solutions to improve global conditions.

### **Diversity in Course Content:**

<b>Course Code</b>	<b>Course Title</b>	<b>GLE</b>	<b>GEO</b>
ANT 1520	Physical and Archaeology Anthropology	x	
ANT 1540	Introduction to Cultural Anthropology	x	x
ANT 2750	Myth, Magic and Folk Religion	x	x
ARB 1510	Beginning Arabic I	x	
ARB 1530	Beginning Arabic II	x	
ART 1560	Art Appreciation	x	
ART 2600	American Art		
BIO 1500	Environmental Science	x	x
BIO 1511	Life Science		
BIO 1512	Biology of Global Health	x	
BUS 2150	Global Business	x	
CHI 1510	Beginning Chinese I	x	
COM 1290	Interpersonal Communication		
COM 2290	Intercultural Communication	x	
COM 2640	Leadership and Small Groups		

<b>Course Code</b>	<b>Course Title</b>	<b><u>GLE</u></b>	<b><u>GEO</u></b>
CUL 2311	International Cuisine-Italian	x	
CUL 2312	International Cuisine - Asian	x	
ECE 1515	Family and Community Connections		
ECO 2610	Economics I	x	
ECO 2620	Economics II	x	
ENG 2530	World Literature I	x	
ENG 2540	World Literature II	x	
ENG 2550	British Literature Before 1700	x	
ENG 2560	British Literature After 1700	x	
ENG 2570	Survey of African American Literature	x	
ESL 1011	English Conversation	x	
ESL 1021	Intermediate Oral Communication	x	
ESL 1410	English Grammar & Listening Comm. Skills I	x	
ESL 1420	English Grammar and Listening Comm. Skills II	x	
ESL 1510	Writing and Reading for Academic Purposes I	x	
ESL 1520	Writing and Reading for Academic Purposes II	x	
ESL 2011	Advanced Oral Communication	x	
ESL 2410	English Grammar and Listening Comm. Skills III	x	
ESL 2420	English Grammar and Listening Comm. Skills IV	x	
ESL 2510	Writing and Reading for Academic Purposes III	x	
ESL 2520	Writing and Reading for Academic Purposes IV	x	
FRE 1510	Beginning French I	x	
FRE 1530	Beginning French II	x	
FRE 2610	Intermediate French I	x	
FRE 2620	Intermediate French II	x	
FSH 1500	Foundations of Humanities	x	
GEO 1510	Physical Geography	x	
GEO 1520	World Geography	x	
GER 1510	Beginning German	x	
GER 1530	Beginning German II	x	
GLS 2900	Topics in Global Studies: Economic Crisis, Global Consequences	x	
GLS 2901	Topics in Global Studies: The Global Politics of Food	x	
GLS 2903	Topics in Global Studies History of Science	x	
GLS 2910	Topics in Global Studies: Revolutions & Social Networking	x	
GSC 1620	Introduction to Environmental Geology	x	
HIS 1510	World Civilizations to the Beginning of the Modern Era	x	
HIS 1520	World Civilizations from the Modern Era	x	
HIS 1550	Contemporary World	x	
HIS 1660	Topics in History: The Culture and History of Ancient Egypt	x	
HIS 1661	Topics in History: Native American Studies	x	
HIS 2520	United States History from 1877 to the Present		

<b>Course Code</b>	<b>Course Title</b>	<b><u>GLE</u></b>	<b><u>GEO</u></b>
HIS 2610	African American History to 1877	x	
HIS 2620	African American History From 1877 to The Present	x	
HLS 1006	International Strategies in Homeland Security	x	
HUM 1510	Arts and Literature: Origins of Western Traditions	x	
HUM 1520	Arts and Literature: Renaissance Through Modern	x	
HUM 1710	World Religions	x	x
HUM 2101	Topics in Film: World Cinema	x	
HUM 2720	Bible	x	x
ITA 1510	Beginning Italian I	x	
ITA 1530	Beginning Italian II	x	
JPN 1510	Beginning Japanese I	x	
JPN 1530	Beginning Japanese II	x	
JPN 2610	Intermediate Japanese I	x	
JPN 2610	Intermediate Japanese I	x	
MUS 1585	Listening to Music: World Music	x	
MUS 1590	Listening to Music: Rock to Hip-Hop		
PHI 1510	Introduction to Philosophy	x	
PHI 1520	History of Modern Philosophy	x	
POL 1992	Topics in Political Science: Politics of Africa		
POL 2520	Urban and State Politics		x
POL 2530	International Relations	x	
POL 2610	Comparative World Politics	x	x
POL 2990	Topics in Political Science: Globalization and the Environment	x	
PSY 2510	Introduction to Psychology		
PSY 2630	Psychology of Organizational Behavior		
PSY 2910	Abnormal Psychology		
SLS 1000	American Sign Language (ASL) I	x	
SLS 1001	Orientation to Deafness	x	
SLS 1010	American Sign Language (ASL) II	x	
SLS 1020	American Sign Language (ASL) III	x	
SLS 1030	American Sign Language (ASL) IV	x	
SLS 1040	American Sign Language (ASL) V	x	
SLS 1045	American Sign Language (ASL) VI	x	
SLS 1050	Linguistic Principles of ASL		
SLS 1100	Fingerspelling and Number Use in ASL		
SLS 1150	Beginning Sign to Voice		
SLS 1211	Non-manual Grammatical Features of ASL		
SLS 1501	Deaf Culture and History	x	
SLS 1550	Intermediate Sign to Voice		
SLS 2050	Principles of Interpreting		
SLS 2100	Advanced Fingerspelling and Number Use in ASL		

Course Code	Course Title	<a href="#">GLE</a>	<a href="#">GEO</a>
SLS 2150	Advanced Sign to Voice		
SLS 2250	Interpreting and Transliterating I		
SLS 2450	Interpreting and Transliterating II		
SLS 2800	Interactive Interpreting		
SLS 2900	Sign Internship		
SLS 2910	Topics in Interpreting: Interpreting in Artistic Settings		
SLS 2911	Topics in Interpreting: Interpreting/Transliteration II		
SLS 2912	Topics in Interpreting: Educational Interpreting		
SLS 2913	Topics in Interpreting: Idioms		
SLS 2914	Topics in Interpreting: ASL Storytelling		
SLS 2915	Topics in Interpreting: Deaf Blind Interpreting		
SLS 2916	Topics in Interpret.: Math: Specialized Termin. for Interpret.		
SLS 2917	Topics in Interpreting: Freelance 101		
SLS 2918	Topics in Interpreting: Team Interpreting		
SOC 2510	Sociology	x	
SOC 2520	Analysis of Social Problems		
SOC 2530	Racial and Ethnic Group Relations	x	x
SOC 2550	Sociology of the Aging		x
SOC 2560	Sociology of Sex Roles		x
SOC 2570	Marriage and Family in Modern Society		x
SOC 2580	Mass Media and Society		
SOC 2620	Sociology of Diversity	x	
SPA 1510	Beginning Spanish I	x	
SPA 1530	Beginning Spanish II	x	
SPA 2610	Intermediate Spanish I	x	
SPA 2620	Intermediate Spanish II	x	
SRV 1100	Service Learning Elective		
THE 1561	Introduction to Theatre	x	

The [assessment of student learning](#) in the courses above is one way to demonstrate student mastery of their content. From 2016-2019, assessment results were submitted for 754 student learning benchmarks. Of these, 91% (685 benchmarks) met or exceeded the goal for student learning. Diversity content is also now included in the [curriculum review](#) process for programs/disciplines.

### **Diversity in Course Delivery:**

OCC offers courses in a variety of modalities, increasing the accessibility of its curricula to meet the personal needs and learning styles of its students. By providing courses online and in hybrid forms (which combine both in-person and online instruction), the College provides flexible ways for students to complete requirements within busy schedules and competing life responsibilities. In recent years, the College has grown and improved its delivery of distance education, forming a full [virtual campus](#) where students can access the [range of services](#) available at OCC in online form. For students whose circumstances make it challenging to attend classes on campus, or who prefer to learn online, these offerings provide an efficient way to progress toward their goals, while maintaining the full quality of learning experienced by students in traditional formats. In the 2018-19 academic year, enrollment totaled 3,697 in 163 course sections that included distance learning.

## Academic Readiness and Enrollment

This section examines the academic readiness of incoming students based on several demographic characteristics. The [Voluntary Framework of Accountability \(VFA\)](#) via the American Association of Community Colleges (AACC) provides a useful way to compare colleges that elect to submit data. OCC shows the following college readiness attainment for degree-seeking students entering in Fall 2015, in comparison with local peer colleges, Macomb Community College and Henry Ford College (only combined data is available and neither Schoolcraft College nor Wayne County Community College District participate in VFA reporting).

The VFA analysis group<sup>5</sup> selected includes students who completed high school (or equivalent) and entered OCC for the first time in Fall 2015 (or the prior summer, then enrolled in Fall 2015 as well), but who may or may not have prior postsecondary experience. It includes full-time and part-time students who are identified as credential-seeking, in that they earned at least twelve credit hours by the end of the second year.<sup>6</sup> Enrollment in and completion of both developmental and non-developmental courses is tracked, in this case for two years (through summer 2017), to determine outcomes by that time. The data below is the most current published data available.

While the VFA data represents a subset of total student enrollment, it provides valuable information for analysis and insight. Students attend community colleges for myriad reasons, and further analysis is needed to determine the success rates of students who only wish to take one course or a handful of courses, and the impact of demographic characteristics on attainment of different goals. Students may also start and stop at OCC more than once over the span of several years. The value of the VFA data below is that it pinpoints students new to the College with sustained enrollment over time, using metrics that were rigorously developed specifically for community colleges. While much of the reporting structures at the state and federal level are structured primarily with four-year institutions in mind, VFA takes account of the complexities and diversity of community college attendance, while providing data for peer colleges as a crucial point of comparison. The degree-seeking group represented below provides an important way for the College to assess the efficacy of its developmental education, success of degree attainment, etc. for those students that specifically display an intention to achieve those goals. The tables included at the beginning of each section show how representative this analysis group is of the overall student enrollment in that term.

---

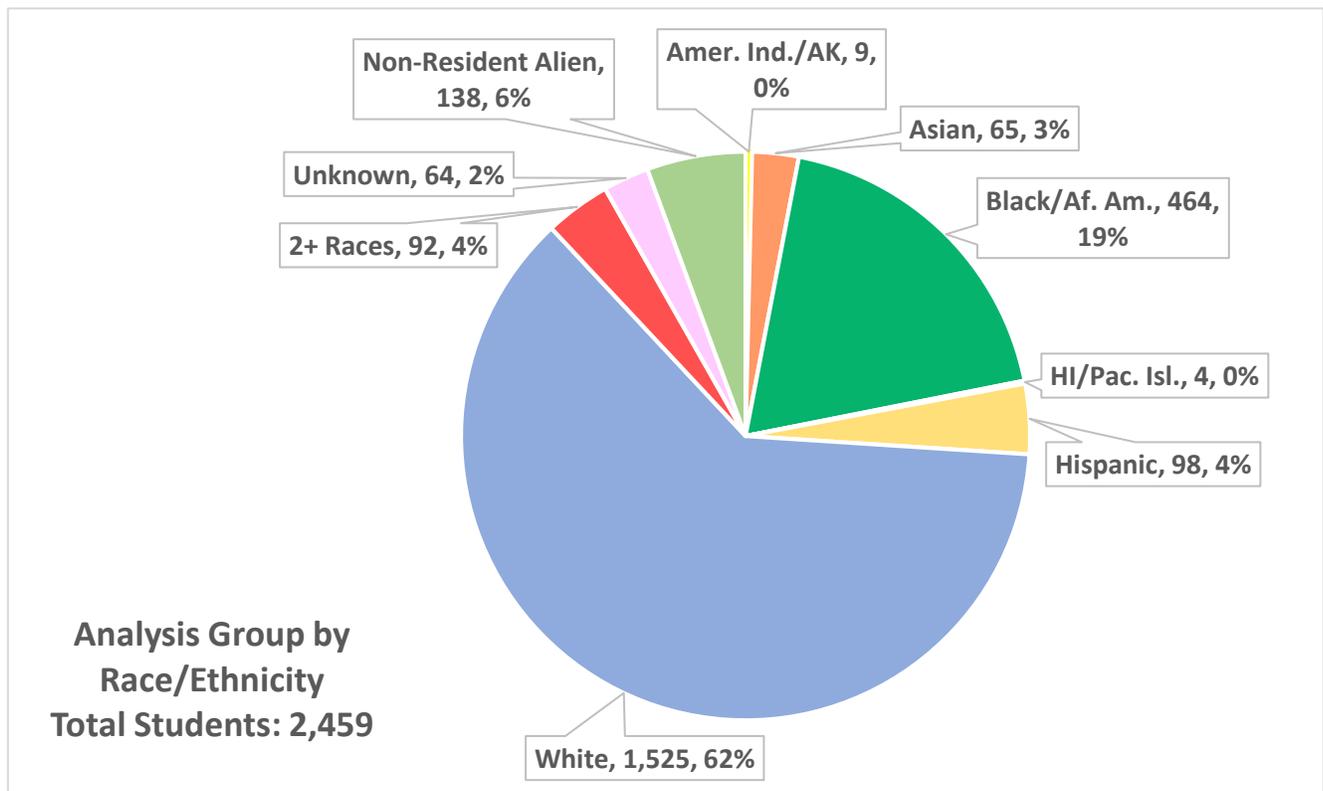
<sup>5</sup> “Credential-Seeking Cohort” details pp. 8, 12: <https://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf>

<sup>6</sup>Note p. 12: “The VFA uses student behavior to define credential seeking due to inconsistency and unreliability of a student’s self-report of their intentions to complete a credential. VFA follows a process that many state-level accountability systems have used, which tracks student behavior (credit accrual) to indicate if they are seeking a formal credential (degree, certificate, diploma, etc).”

## Academic Readiness by Race and Ethnicity

The analysis group below is closely representative of overall student enrollment by race/ethnicity.

Race/Ethnicity	Fall 2015 Analysis Group	Fall 2015 Overall Students
American Indian or Alaska Native	9 (<1%)	95 (<1%)
Asian	65 (3%)	565 (3%)
Black or African American	464 (19%)	4,227 (20%)
Hispanic	98 (4%)	782 (4%)
Native Hawaiian or Pacific Islander	4 (<1%)	36 (<1%)
Non-Resident Alien	138 (6%)	1,788 (8%)
Two or more races	92 (4%)	622 (3%)
Unknown	64 (3%)	837 (4%)
White	1,525 (62%)	12,375 (58%)
Total	2,459	21,327



In the following charts, “development need” means that a student (through placement testing or referral), was found to need coursework below what is considered “college-level” in English and/or Math. Next, the column of students who “attempted any developmental course” are those who enrolled in at least one of the courses needed to bring them up to college-level (this can be one course or it can be up to three courses in the case of Math). Once all developmental courses in the sequence are successfully attained, the student is considered to be “college ready” in that subject. The student may then choose to go a step further and pursue/complete a “college-level” course (i.e. ENG 1510).

Race/ Ethnicity	Development Need: Any		% Attempted Any Dev Course (By Referral)		% College Ready All Subjects	
	OCC	Peers	OCC	Peers	OCC	Peers
Am. Ind./AK	6**	16	4 (67%)*	90%	3 (50%)	47%
Asian	27**	108	23 (85%)*	69%	18 (67%)	53%
Black	297**	512	229 (77%)*	70%	119 (40%)	37%
HI/Pac. Isl.	0**	1	n/a*	100%	n/a	100%
Hispanic	53**	162	42 (79%)*	76%	31 (59%)	52%
White	560**	1,737	382 (68%)*	70%	351 (63%)	56%
2+ Races	47**	79	30 (64%)*	74%	25 (53%)	53%
Unknown	21**	222	16 (76%)*	68%	16 (76%)	50%
NR Alien	38**	72	30 (79%)*	61%	27 (71%)	54%
Total	1,049 (43%)	2,909 (56%)				

- OCC’s students show a lower rate of overall development need than the peer group. Certain racial/ethnic groups attempt a developmental course and become college ready at a higher rate than peers. For example, Asian, Black/African American, Hispanic/Latinx, and international students show a higher rate of college readiness attempt and attainment.

**Students with Highest Need
*Students with Moderate Progress
Students Attained Preliminary Goal
Students Surpassed Preliminary Goal

Race/ Ethnicity	Developmental Need: Math		% Attempted Dev Course (By Referral)		% College Ready Math		% Completed College Math	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Am. Ind./AK	6**	16	4 (67%)*	85%	3 (50%)	47%	3 (50%)	30%
Asian	21**	84	15 (71%)*	76%	12 (57%)	61%	11 (52%)	39%
Black	255**	492	153 (60%)*	63%	88 (35%)	40%	84 (33%)	16%
HI/Pac. Isl.	0**	1	n/a*	0%	n/a	100%	n/a	100%
Hispanic	39**	155	30 (77%)*	72%	19 (49%)	55%	14 (36%)	25%
White	458**	1,551	281 (61%)*	69%	269 (59%)	57%	237 (52%)	33%
2+ Races	39**	70	22 (56%)*	71%	20 (51%)	52%	18 (46%)	26%
Unknown	12**	188	9 (75%)*	69%	9 (75%)	55%	8 (67%)	37%
NR Alien	33**	49	25 (76%)*	58%	23 (70%)	48%	18 (55%)	27%
Total	863 (35%)	2,606 (51%)						

- When focusing specifically on Math, again fewer students show a developmental need. For many groups (other International students), fewer attempt and then achieve college readiness in Math in comparison to peers. However, more students in every racial/ethnic group go on to complete a college-level Math course, and most at a substantially higher rate in this particular dataset.

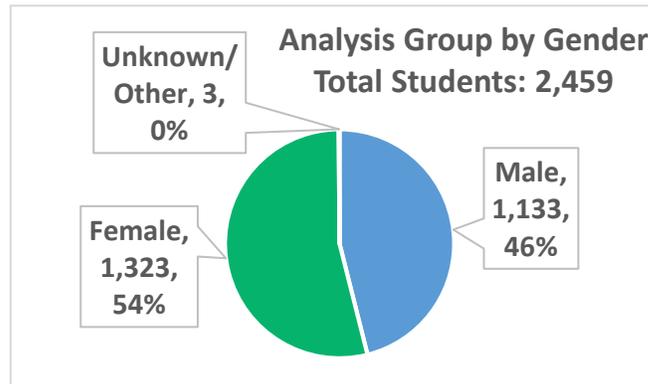
Race/ Ethnicity	Development Need: English		% Attempted Dev Course (By Referral)		% College Ready English		% Completed College English	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Am. Ind./AK	2**	5	1 (50%)*	100%	1 (50%)	100%	1 (50%)	38%
Asian	17**	28	13 (77%)*	83%	17 (100%)	86%	13 (77%)	57%
Black	172**	237	152 (88%)*	82%	136 (79%)	80%	81 (47%)	49%
HI/Pac. Isl.	0**	1	n/a*	100%	n/a	100%	n/a	100%
Hispanic	21**	64	18 (86%)*	92%	16 (76%)	83%	12 (57%)	59%
White	200**	455	150 (75%)*	77%	166 (83%)	78%	130 (65%)	58%
2+ Races	19**	31	15 (79%)*	82%	15 (79%)	92%	14 (74%)	74%
Unknown	12**	82	10 (83%)*	80%	10 (83%)	68%	6 (50%)	59%
NR Alien	8**	24	7 (88%)*	91%	5 (63%)	76%	4 (50%)	62%
Total	451 (18%)	927 (18%)						

- In English, the rate of college readiness attempt and attainment varies by group and in relation to peers, with some groups performing better than others at each step. Some groups (i.e. Asian and White students) showed a higher rate of continuing on to complete college-level English.

## Academic Readiness by Gender

The analysis group below is closely representative of overall student enrollment by gender.

Gender	Fall 2015 Analysis Group	Fall 2015 Overall Students
Male	1,133 (46%)	9,213 (43%)
Female	1,323 (54%)	11,916 (56%)
Unknown/Other	3 (<1%)	198 (1%)
Total	2,459	21,327



Gender	Development Need: Any		% Attempted Any Dev Course (By Referral)		% College Ready All Subjects	
	OCC	Peers	OCC	Peers	OCC	Peers
Male	468**	1,316	343 (73%)*	68%	272 (58%)	51%
Female	580**	1,550	412 (71%)*	72%	317 (55%)	54%
Unknown	1**	43	1 (100%)*	83%	1 (100%)	45%
Total	1,049 (43%)	2,909 (56%)				

- Male students at OCC attempt and achieve college readiness at a slightly higher rate than women and higher in relation to peer colleges.

Gender	Development Need: Math		% Attempted Dev Course (By Referral)		% College Ready Math		% Completed College Math	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Male	388**	1,149	252 (65%)*	65%	214 (55%)	53%	183 (47%)	28%
Female	475**	1,418	287 (60%)*	71%	229 (48%)	55%	210 (44%)	30%
Unknown	0**	39	n/a*	81%	n/a	41%	n/a	5%
Total	863 (35%)	2,606 (51%)						

- Both women and men students at OCC have a lower developmental need in Math, then women attempt and become college ready at a lower rate than peers. However, both men and women continue on to complete college-level Math at a significantly higher rate.

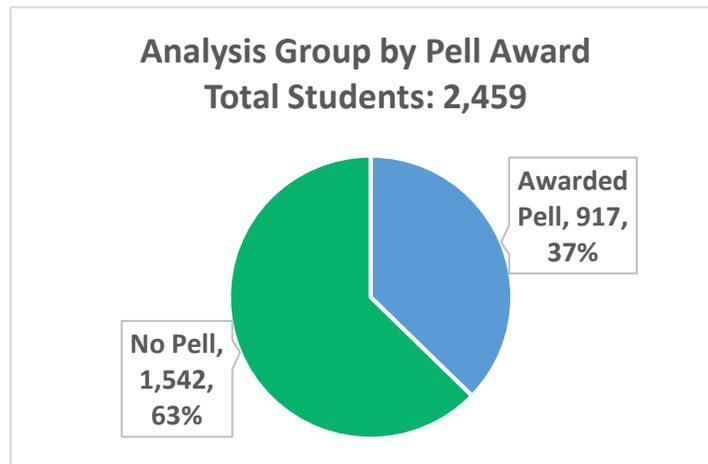
Gender	Development Need: English		% Attempted Dev Course (By Referral)		% College Ready English		% Completed College English	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Male	201**	471	159 (79%)*	76%	156 (78%)	77%	110 (55%)	52%
Female	249**	452	206 (83%)*	84%	209 (84%)	85%	150 (60%)	62%
Unknown	1**	4	1 (100%)*	(100%)	1 (100%)	50%	1 (100%)	50%
Total	451 (18%)	927 (18%)						

- Male students at OCC attempt and attain college readiness in English at a slightly higher rate than peers, then continue on to complete college-level English at a higher rate as well.

### Academic Readiness by Pell Grant Status

The analysis group below shows a similar proportion as overall enrollment, but is not as closely representative. The degree-seeking analysis group is more likely to receive Pell assistance.

Pell Status	Fall 2015 Analysis Group	Fall 2015 Overall Students
Awarded Pell	917 (37%)	5,736 (27%)
No Pell	1,542 (63%)	15,591 (73%)
Total	2,459	21,327



Financial Aid Status	Development Need: Any		% Attempted Any Dev Course (By Referral)		% College Ready All Subjects	
	OCC	Peers	OCC	Peers	OCC	Peers
Awarded Pell	517**	1,804	385 (75%)*	70%	271 (52%)	50%
No Pell	532**	1,105	371 (70%)*	70%	319 (60%)	56%
Total	1,049 (43%)	2,909 (56%)				

- OCC students receiving Pell funding attempt college readiness at a higher rate. Attainment of college readiness is higher among non-Pell recipients and a bit higher than peers. While receiving Pell provides support for students to enroll, perhaps the lower income levels of students and their families pose additional challenges to successful course sequence completion (i.e. issues in transportation, working while attending college, caring for dependents, etc).

Financial Aid Status	Development Need: Math		% Attempted Dev Course (By Referral)		% College Ready Math		% Completed College Math	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Awarded Pell	445**	1,599	272 (61%)*	68%	214 (48%)	52%	198 (45%)	29%
No Pell	418**	1,007	267 (64%)*	68%	229 (55%)	56%	195 (47%)	29%
Total	863 (35%)	2,606 (51%)						

- OCC students who do not receive Pell funding attempt and attain college readiness in Math at a higher rate than those who do not receive it. While students at peer colleges attempt and attain at a higher rate, a higher percentage of OCC students (both Pell and non-Pell) go on to complete college-level Math courses.

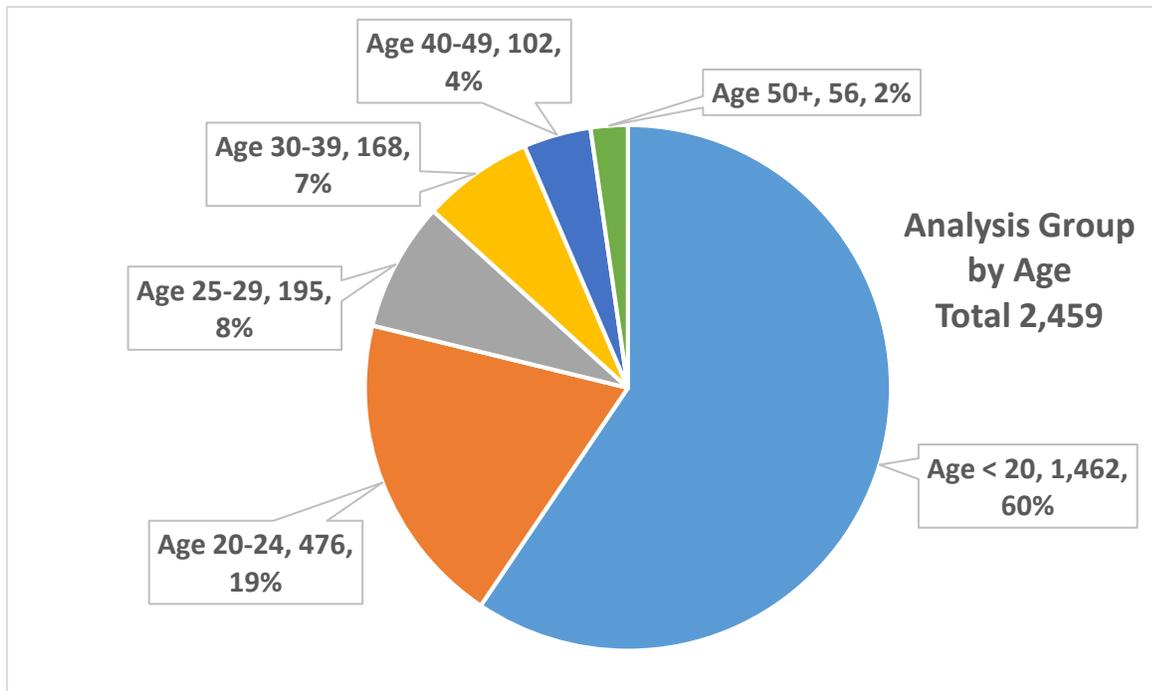
Financial Aid Status	Development Need: English		% Attempted Dev Course (By Referral)		% College Ready English		% Completed College English	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Awarded Pell	242**	664	207 (86%)*	80%	198 (82%)	80%	138 (57%)	55%
No Pell	209**	263	159 (76%)*	81%	168 (80%)	81%	123 (59%)	61%
Total	451 (18%)	927 (18%)						

- OCC students that receive Pell funding attempt and attain college readiness in English at a higher rate than those who do not, then attain it at a slightly lower rate. OCC students with Pell perform a bit better at every level compared to peers, while students without Pell fall a bit below in comparison.

Academic Readiness by Age

The analysis group below varies some in age proportions related to overall enrollment. Both groups have the most students in the <20 age group, with decreasing proportions for each subsequent age range, but the analysis group has a higher proportion of that youngest student population (all are in their first term at OCC).

Age	Fall 2015 Analysis Group	Fall 2015 Overall Students
<20	1,462 (59%)	8,413 (39%)
20-24	476 (19%)	5,383 (25%)
25-29	195 (8%)	2,932 (14%)
30-39	168 (7%)	2,401 (11%)
40-49	102 (4%)	1,334 (6%)
50+	56 (2%)	861 (4%)
Unknown	0 (0%)	3 (<1%)
Total	2,459	21,327



Age	Development Need: Any		% Attempted Any Dev Course (By Referral)		% College Ready All Subjects	
	OCC	Peers	OCC	Peers	OCC	Peers
< 20	649**	2,164	506 (78%)*	77%	419 (65%)	59%
20-24	209**	354	134 (64%)*	56%	100 (48%)	41%
25-29	78**	150	46 (59%)*	47%	26 (33%)	35%
30-39	58**	146	34 (59%)*	48%	23 (40%)	28%
40-49	40**	73	26 (65%)*	43%	16 (40%)	27%
50+	15**	22	10 (67%)*	54%	6 (40%)	16%
Total	1,049 (43%)	2,909 (56%)				

- Younger students attempt college readiness at a higher rate than older students. The youngest students (those under 20) attain it at the highest rate, while those from age 25-39 show a lower level of attainment. In this dataset, nearly all OCC students of all ages attempt and attain college readiness at a higher rate than peers (particularly among the older students, though numbers of students are relatively small).

Age	Development Need: Math		% Attempted Dev Course (By Referral)		% College Ready Math		% Completed College Math	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
< 20	482**	1,934	329 (68%)*	75%	281 (58%)	59%	247 (51%)	32%
20-24	195**	318	114 (59%)*	54%	92 (47%)	45%	82 (42%)	21%
25-29	76**	131	37 (49%)*	45%	26 (34%)	40%	22 (29%)	23%
30-39	56**	135	29 (52%)*	46%	22 (39%)	35%	21 (38%)	20%
40-49	39**	68	21 (54%)*	43%	16 (41%)	31%	15 (39%)	19%
50+	15**	20	9 (60%)*	50%	6 (40%)	21%	6 (40%)	0%
Total	863 (35%)	2,606 (51%)						

- OCC students under 20 attempt and attain Math readiness at a lower level than peers, while most older students tend to attempt/attain at a higher level, with a few exceptions. Students of all ages complete college-level Math at a higher rate than peer colleges.

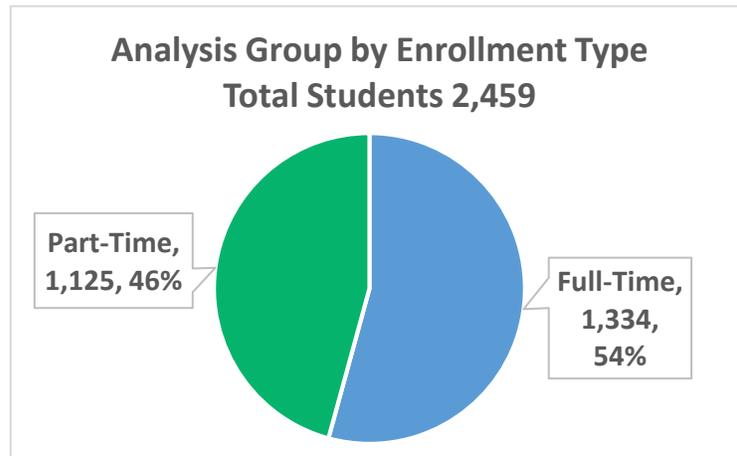
Age	Development Need: English		% Attempted Dev Course (By Referral)		% College Ready English		% Completed College English	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
< 20	339**	724	286 (84%)*	85%	284 (84%)	86%	208 (61%)	62%
20-24	61**	95	42 (69%)*	69%	43 (71%)	65%	24 (39%)	40%
25-29	20**	43	15 (75%)*	62%	16 (80%)	63%	11 (55%)	36%
30-39	14**	38	11 (79%)*	47%	12 (86%)	45%	9 (64%)	32%
40-49	13**	16	10 (77%)*	75%	9 (69%)	75%	8 (62%)	39%
50+	4**	11	2 (50%)*	47%	2 (50%)	53%	1 (25%)	42%
Total	451 (18%)	927 (18%)						

- Older OCC students attempt college readiness in English at a higher rate than peers. OCC students age 25-29 and 30-39 attain it and continue on to college-level English at a higher level, though the population is small.

Academic Readiness by Enrollment Type

Enrollment status is the least representative of the demographic analysis groups. The degree-seeking analysis group is more likely to enroll full-time than the overall student body.

Enrollment Status	Fall 2015 Analysis Group	Fall 2015 Overall Students
Full-Time	1,334 (54%)	5,790 (27%)
Part-Time	1,125 (46%)	15,536 (73%)
Total	2,459	21,326



Enrollment Status	Development Need: Any		% Attempted Any Dev Course (By Referral)		% College Ready All Subjects	
	OCC	Peers	OCC	Peers	OCC	Peers
Full-time	534**	1,434	410 (77%)*	72%	339 (64%)	60%
Part-time	515**	1,475	346 (67%)*	67%	251 (49%)	45%
Total	1,049 (43%)	2,909 (56%)				

- Full-time students at both OCC and peer institutions attempt and attain college readiness at a higher level. OCC students in this analysis group attempt and attain college readiness at an equal or slightly higher rate than peers.

Enrollment Status	Development Need: Math		% Attempted Dev Course (By Referral)		% College Ready Math		% Completed College Math	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Full-time	421**	1,238	288 (68%)*	73%	241 (57%)	60%	207 (49%)	35%
Part-time	442**	1,368	251 (57%)*	63%	202 (46%)	47%	186 (42%)	23%
Total	863 (28%)	2,606 (51%)						

- Full-time students at OCC and other colleges attempt and attain college readiness in Math at a higher rate. Students at other colleges attempt and attain at a somewhat higher rate, while more OCC students continue on to complete college-level Math.

Enrollment Status	Development Need: English		% Attempted Dev Course (By Referral)		% College Ready English		% Completed College English	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Full-time	235**	487	201 (86%)*	82%	201 (86%)	80%	152 (65%)	55%
Part-time	216**	440	165 (76%)*	76%	165 (76%)	78%	109 (51%)	54%
Total	451 (18%)	927 (18%)						

- Once again, full-time students surpass part-time students at all levels of college readiness progress in English. OCC full-time students achieve at a higher level than peers, while part-time students fall a bit below.

## Academic Readiness Strategies:

The following proposed strategies to improve the attainment of college readiness among diverse groups of students can be considered and vetted by faculty, staff, and administration throughout the College. Any initiative should be piloted and fully evaluated to ensure its efficacy at OCC before additional resources are committed to its implementation. In a context of finite resources and staffing, data analytics can be employed to help target the specific places and populations where interventions can have the greatest impact on student success.

A 2017 [report](#) by the U.S. Department of Education<sup>7</sup> suggests that the following strategies have the potential to improve academic performance among diverse student groups with college readiness needs:

- 1) Using multiple measures to assess postsecondary readiness and place students
- 2) Compressing or mainstreaming developmental education with course redesign, such as offering co-requisite college-level courses
- 3) Implementing comprehensive, integrated, and long-lasting support programs

Further, the College might consider historical trends of indicators such as those presented above, to see which characteristics have proven beneficial or detrimental to student academic progress over time. OCC student success varies by many characteristics, such as gender, age, race/ethnicity, Pell status, enrollment status, high school ranking and GPA, etc. It could be possible to look at future incoming populations in terms of how many demographic “risk” factors certain students bring. The College could use a data-informed approach to modify or target curriculum and services to meet the needs of those groups of students with characteristics that put them more at risk of withdrawal or low academic achievement. Perhaps the right intervention at the right time could increase success. While complex, pinpointing specific student needs in this way could potentially result in efficient use of services and outreach to proactively meet student needs.

Currently, the College has an initiative to encourage college readiness via the [Man Up](#) program. Man Up helps male students more easily transition into college life. Throughout the winter semester, the group participates in academic and co-curricular workshops designed to help students achieve personal, educational and professional goals. Housed at OCC’s Southfield campus, the group accommodates about 40 students per year. Since the 10-week program began in 2011, more than 300 young men have participated in Man Up. The program initially took students from only the Southfield Public Schools, but has since expanded to also encompass 10th- through 12-graders from the Birmingham, Hazel Park and Oak Park school districts. Besides the requisite work improving study skills, time management and note-taking, the program addresses maintaining healthy relationships, financial well-being and career readiness.

The work of the College in this area aligns with the following strategic plan [initiatives](#):

- Guide students to their desired outcomes.
- Implement processes to increase persistence and completion.
- Promote diversity throughout the College.

---

<sup>7</sup> U.S. Department of Education. (2017). *Developmental Education Challenges and Strategies for Reform*. Retrieved from: <https://www2.ed.gov/about/offices/list/opepd/education-strategies.pdf>

## Academic Progress and Goal Attainment

The [Voluntary Framework of Accountability \(VFA\)](#) also provides a useful way to compare student academic progress and goal attainment at colleges that elect to submit data. OCC shows the following academic progress and goal attainment for first time in any college students entering in Fall 2015, in comparison with local peer colleges, Macomb Community College and Henry Ford College (only combined data is available and neither Schoolcraft College nor Wayne County Community College District participate in VFA reporting).

### Indicator [definitions](#):

- Fall to Next Term Retention: Percent of students who were enrolled in the first fall term and were still enrolled in the next full academic term (Winter term at OCC).
- First Term Credit Success Rate: Percent of credit hours (not students) attempted during the first term by the cohort, which were successfully completed with a grade of “C-” or better.<sup>8</sup>
- Two Year Credit Hour Success Rate: Percent of credit hours (not students) attempted during the first two academic years by the cohort, which were successfully completed with a grade of “C-” or better.<sup>9</sup>
- Total Two-Year Outcomes: combined, unduplicated percent of students who:
  - o Completed a formal award (earned a certificate or associate degree by the end of the second academic year)
  - o Transferred (to a 2-year or 4-year institution) at any point in the initial two years, but did not earn a formal award<sup>10</sup>
  - o Did not earn an award or transfer, but were still enrolled anytime during the second academic year

	Credential Seeking	Fall to Next Term Retention		1st Term Credit Success Rate		
	Count	Count	Result	Completed	Attempted	Result
<b>OCC</b>	2,459**	2,260*	92%*	22,304	26,545	84%
<b>Peers</b>	5,156	4,813	94%	47,757	56,719	86%

	Two Year Credit Success Rate			Completed Cert or Degree		Transferred		Still Enrolled		Total Two-Year Outcomes	
	Completed	Attempted	Result	Count	Result	Count	Result	Count	Result	Count	Result
<b>OCC</b>	70,543	88,935	79%	206	8%	404	16%	1,576	64%	2,186	89%
<b>Peers</b>	166,713	205,383	82%	210	4%	543	11%	3,893	76%	4,646	90%

- OCC shows a high fall to next term retention rate for this particular cohort of students, just slightly below the peer group. The credit attainment rate is a bit lower in comparison to others, but the credential attainment rate is slightly higher and the overall two-year outcomes are comparable.

<sup>8</sup> Includes all credit hours students were enrolled in after the drop/add period, both developmental and college-level.

<sup>9</sup> Includes all credit hours students were enrolled in after the drop/add period, both developmental and college-level.

<sup>10</sup> Students are not counted as transfer if they return to OCC at any point during those two years.

Academic Progress by Race and Ethnicity

Race/Ethnicity	Credential Seeking		Fall to Next Term Retention		1st Term Credit Success Rate		Two Year Credit Success Rate	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Am. Ind./AK	9**	27	9 (100%)*	93%	78%	77%	78%	77%
Asian	65**	218	56 (86%)*	97%	80%	87%	80%	84%
Black	464**	694	440 (95%)*	94%	78%	80%	72%	75%
HI/Pac. Isl.	4**	6	4 (100%)*	100%	100%	91%	86%	88%
Hispanic	98**	240	96 (98%)*	90%	85%	83%	78%	78%
White	1,525**	3,276	1,385 (91%)*	94%	86%	87%	81%	84%
2+ Races	92**	140	86 (94%)*	92%	81%	82%	75%	81%
Unknown	64**	427	59 (92%)*	94%	84%	86%	83%	83%
NR Alien	138**	128	125 (91%)*	94%	85%	91%	84%	89%

- At OCC, Native American/Alaskan students, Black/African American students, Hispanic/Latinx students, and students with two or more races/ethnicities show a higher fall to next term retention rate than the peer group, while Asian, White, and international students fall below. For credit success rates, Hawaiian/Pacific Islander and Hispanic/Latinx students at OCC show the higher attainment here in relation to peers.

Race/Ethnicity	Completed Cert or Degree		Transferred		Still Enrolled		Total Two-Year Outcomes	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Am. Indian/AK	0 (0%)	0%	1 (11%)	19%	8 (89%)	64%	9 (100%)	83%
Asian	4 (6%)	3%	16 (25%)	12%	43 (66%)	79%	63 (97%)	94%
Black	18 (4%)	4%	62 (13%)	12%	303 (65%)	67%	383 (83%)	83%
HI/Pac. Isl.	1 (25%)	25%	1 (25%)	0%	1 (25%)	63%	3 (75%)	88%
Hispanic	7 (7%)	4%	13 (13%)	7%	66 (67%)	82%	86 (88%)	93%
White	146 (10%)	5%	270 (18%)	11%	963 (63%)	77%	1,379 (90%)	92%
2+ Races	6 (7%)	4%	12 (13%)	10%	64 (70%)	73%	82 (89%)	88%
Unknown	8 (13%)	4%	12 (19%)	12%	38 (59%)	77%	58 (91%)	94%
NR Alien	16 (12%)	0%	17 (12%)	<1%	90 (65%)	76%	123 (89%)	77%

- OCC exceeds other schools in the degree/credential attainment and transfer rates of most groups represented here, though the populations are small.

**Students with Highest Need
*Students with Moderate Progress
Students Attained Preliminary Goal
Students Surpassed Preliminary Goal

### Academic Progress by Gender

Gender	Credential Seeking		Fall to Next Term Retention		1st Term Credit Success Rate		Two Year Credit Success Rate	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Male	1,133**	2,473	1,046 (92%)*	94%	81%	84%	76%	81%
Female	1,323**	2,609	1,212 (92%)*	94%	87%	87%	82%	84%
Unknown	3**	74	2 (67%)*	97%	100%	91%	73%	87%

- Women at OCC complete credits at a higher rate than men and at a similar rate as peers, while male students at OCC fall below peers in credit attainment.

Gender	Completed Cert or Degree		Transferred		Still Enrolled		Total Two-Year Outcomes	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Male	104 (9%)	4%	186 (16%)	12%	706 (62%)	75%	996 (88%)	91%
Female	101 (8%)	4%	218 (17%)	10%	869 (66%)	76%	1,188 (90%)	90%
Unknown	1 (33%)	<1%	0 (0%)	5%	1 (33%)	61%	2 (67%)	67%

- Degree/certificate attainment is higher at OCC than at peer colleges, as is the transfer rate. Again, women persist at a somewhat higher rate and more of them are still enrolled at the college at the end of two years.

### Academic Progress by Pell Status

Financial Aid Status	Credential Seeking		Fall to Next Term Retention		1st Term Credit Success Rate		Two Year Credit Success Rate	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Awarded Pell	917**	2,823	867 (95%)*	95%	83%	85%	77%	82%
Not Awarded Pell	1,542**	2,333	1,393 (90%)*	92%	85%	86%	81%	83%

- Students receiving the Pell grant are retained at a higher level than those who do not receive it, though they earn fewer credits out of those attempted than non-recipients do.

Financial Aid Status	Completed Cert or Degree		Transferred		Still Enrolled		Total Two-Year Outcomes	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Awarded Pell	61 (7%)	4%	119 (13%)	9%	604 (66%)	77%	784 (86%)	90%
Not Awarded Pell	145 (9%)	5%	285 (19%)	12%	972 (63%)	74%	1,402 (91%)	91%

- Students not receiving Pell at OCC completed more certificates and degrees or transfer, but students receiving Pell were slightly more likely to still be enrolled at the end of two years. The total two-year outcomes for non-Pell recipients at OCC are comparable with the peer group.

## Academic Progress by Age

Age	Credential Seeking		Fall to Next Term Retention		1st Term Credit Success Rate		Two Year Credit Success Rate	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
< 20	1,462**	3,767	1,345 (92%)*	95%	82%	85%	78%	82%
20-24	476**	718	430 (90%)*	92%	85%	88%	78%	84%
25-29	195**	283	178 (91%)*	91%	88%	86%	83%	85%
30-39	168**	241	153 (91%)*	92%	90%	86%	88%	85%
40-49	102**	111	99 (97%)*	90%	90%	90%	87%	89%
50+	56**	36	55 (98%)*	86%	93%	87%	87%	85%

- Retention of OCC students age 40 and over exceeds peers, with the greatest difference for students age 50 and over. In subsequent terms, OCC shows an equal or higher first term credit attainment rate for students age 25 and over. Two-year credit success rates fall a bit above or a bit below the peer group, depending on the age range.

Age	Completed Cert or Degree		Transferred		Still Enrolled		Total Two-Year Outcomes	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
< 20	47 (3%)	3%	277 (19%)	11%	991 (68%)	79%	1,315 (90%)	93%
20-24	62 (13%)	6%	76 (16%)	10%	268 (56%)	68%	406 (85%)	84%
25-29	35 (18%)	6%	26 (13%)	13%	110 (56%)	63%	171 (88%)	82%
30-39	27 (16%)	9%	17 (10%)	7%	105 (63%)	72%	149 (89%)	88%
40-49	20 (20%)	8%	6 (6%)	6%	68 (67%)	72%	94 (92%)	86%
50+	15 (27%)	8%	2 (4%)	8%	34 (61%)	64%	51 (91%)	81%

- Nearly all age groups in this cohort at OCC earn more degrees and certificates than at peer colleges by the end of the two years. The transfer rate for most age groups is higher than peers. The two-year retention rates fall a bit below the comparison group. Finally, the overall two-year outcomes here meet or exceed peers across nearly all age levels (20 and above).

Academic Progress by Enrollment Status

Enrollment Status	Credential Seeking		Fall to Next Term Retention		1st Term Credit Success Rate		Two Year Credit Success Rate	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Full-time	1,334**	2,726	1,201 (90%)*	94%	84%	87%	79%	83%
Part-time	1,125**	2,430	1,059 (94%)*	94%	85%	84%	80%	81%

Enrollment Status	Completed Cert or Degree		Transferred		Still Enrolled		Total Two-Year Outcomes	
	OCC	Peers	OCC	Peers	OCC	Peers	OCC	Peers
Full-time	126 (9%)	5%	274 (21%)	13%	768 (58%)	71%	1,168 (88%)	89%
Part-time	80 (7%)	3%	130 (12%)	8%	808 (72%)	81%	1,018 (91%)	92%

- While in the other VFA data groups full-time students demonstrate higher academic success, in this particular group the part-time students show higher retention and slightly higher credit attainment. Full-time students have higher rates of certificate/degree attainment and transfer.
- OCC is equal or slightly below peers in retention rates and credit attainment, but exceeds peers in certificate/degree attainment and transfer.

Academic Progress and Goal Attainment Strategies

Over the past three years, the College has participated in the [HLC Persistence and Completion \(P&C\) Academy](#). This involvement has resulted in the following initiatives and actions:

- Improve communication of academic pathways to students
- Improve student service processes
- Increase the level of engagement between faculty and students

The work of the College in academic progress and goal attainment aligns with the following strategic plan [initiatives](#):

- Guide students to their desired outcomes.
- Implement processes to increase persistence and completion.
- Promote diversity throughout the College.

In conclusion, experiences of diversity, inclusion, and equity at OCC are as diverse as the populations of students, faculty, and staff themselves. These diverse populations strengthen the educational experiences of the College through their varying viewpoints, perspectives, and life stories they bring to the classroom and to the college community. In an increasingly global, interconnected world, an accessible, affordable institution such as OCC can not only help its students attain their academic and career goals, but help them grow in their understanding of the world and its people.