



OAKLAND COMMUNITY COLLEGE  
Excellence *Empowered.*

# INFORMATION

Board Agenda Item 6.1  
April 28, 2020

## FALL 2019 MONITORING REPORT

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## Executive Summary

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

[Completion](#) is a complex challenge for community colleges nationwide, particularly when a growing majority of students [attend part-time](#) (currently 75% at OCC) and require several years to achieve their goals. By focusing on improving student milestones and academic progress indicators from the very start, OCC can increase completion rates over time.

- [Enrollment](#) of new students admitted in the fall term increased by 13% over the prior year. The retention and persistence of current students play a major role in total enrollment levels.
- [Average enrolled credits](#) and [college readiness placement, attempt, and attainment](#) mostly held steady for the past two or three years. These indicators are important for establishing momentum of academic progress, but are also impacted by external factors in student lives and prior academic preparation. College readiness innovations that were implemented over several years will reflect more fully starting with student cohort data in the Fall 2020 report.
- The [first term credit success](#) rate for the FTIAC (First Time in Any College) student cohort increased from 65.1% to 72.6% over two years. The initial success and retention of new students is an important leading indicator of future progress and completion, so continued improvement on this early metric can drive long-term benefits for students.
- The fall term [course success rate](#) of all students enrolled in credit courses has fluctuated slightly in recent years, with a five-year average of 72%. This broad indicator involves a wide array of factors impacting student academic performance, including pedagogy and student learning styles, student use of academic support services, and external life factors that influence student attendance and achievement.
- A cyclical [student learning assessment](#) process drives continuous improvement of student learning across the institution. Ongoing surveys of [student service satisfaction](#) inform continuous improvement of student experiences and support.
- The [fall to fall persistence rate](#) is a major factor influencing student completion, since ongoing year to year enrollment is essential to meeting credential requirements. Continued engagement and progress, while minimizing gaps in enrollment, greatly contribute to goal attainment. Over the past five years, the fall to fall persistence rate increased from 48.5% to 56.9%. Several college actions are focused on further improvement for this metric.
- [Completion](#) for the credential-seeking cohort of students has held fairly steady, with a three-year average of 25%. Through a focus on continuous improvement of all prior metrics, this rate can increase. Innovations in student support and in the credentialing process, along with growth in career and technical education, can build to improve goal attainment.
- [Future reports](#) within the cycle will focus on student progress in winter and summer terms, leading to an annual summary report that addresses college-wide advancement to benefit students and the community.

## Introduction

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

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

To support the College in this goal, monitoring reports will be structured around Key Performance Indicators (KPIs) focused on College Climate, Student Progress, and Completion. Data for some indicators can be updated throughout the year, while others have meaningful updates annually, but all will focus on a continuous improvement framework to drive student success. Reports will be provided four times a year, once after each academic term (fall, winter, summer) and in an annual summary. By providing ongoing updates, trends, insights, context, and interpretation, the College will track continuous improvement of core metrics toward established targets. Indicators will cover all eight "Ends" as outlined via Board policy and summarized below. Ideally, focused reports on student-centered indicators can build a common understanding of student success data and the collaborative approaches, current initiatives, and future directions that can help lead to continuous improvement.

This report focuses on data trends and insights from recent Fall terms. Within the student life cycle, the fall term represents the biggest influx of new students into the College. Fall term academic performance can be a good indicator of momentum for future success. Students entering cohort-based programs and utilizing example program plans typically begin in the fall term. Student engagement with faculty, student services, and other students can encourage retention and persistence into future terms and years. An inclusive college climate, campus life, outreach and support can increase a student's sense of satisfaction and feeling of belonging within OCC, all factors that impact progress toward academic goal attainment.

## Policy Background

According to Board of Trustee [Policy 4.1](#), Oakland Community College's purpose is to provide affordable higher education services to the people of Oakland County and the regional community, which advance individual economic mobility, personal growth, and the local economy, at a cost commensurate with the value of services provided. Community Stakeholders benefit from the College through participation in the following Ends:

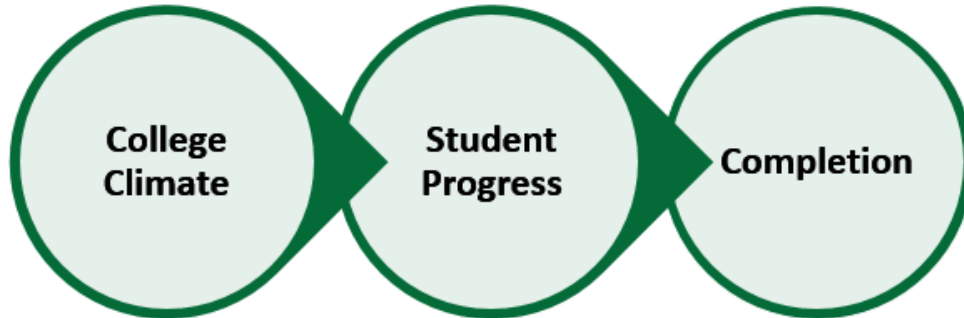
- [Accreditation and Certification](#):
  - Continuous improvement of program and service quality
  - Meet assurance standards of professional organizations and the Higher Learning Commission (HLC), the College's regional accrediting body
  - Alignment of curricula with external standards impacts quality and outcomes, i.e. transferability of courses and preparation for professional licensure/certification
  - Systematic, cyclical assessment and review frameworks allows for thoughtful evaluation and improvement of programs and services
- [College Readiness](#):
  - Courses and services provide skills for success in college-level study
  - Support services and college resources guide students, support academic growth
  - Consistent, efficient progress toward attaining college readiness helps students achieve overall educational, personal, and professional goals.
- [Career and Technical Education \(CTE\)](#):
  - Professional, career-oriented courses and programs prepare students for entry-level employment and industry-recognized apprenticeships.
  - Relevant and evolving curricula informed by input from employers, educational partners, and economic development professionals
  - Agile and skilled workforce benefits employers and community
- [Transfer Education](#):
  - Courses and programs provide students with first two years of a baccalaureate education
  - Students receive value through transfer of credit and alignment with major requirements at four-year colleges and universities.
  - Associated articulation agreements clarify the transfer pathway, reduce time spent obtaining advanced degrees, and potentially limit student loan debt.
- [Continuing Education](#):
  - Training sessions, seminars, courses, certifications, credentials, and programs for individuals to upgrade skills for current jobs or retrain for new jobs/careers
  - Increase employability, mobility, earning potential.
  - Entry point and introduction to professional certificate and degree programs
  - Employers benefit from increased skills of workforce
  - Personal growth and enrichment of community members

- Workforce Training:
  - Customized workforce training, consulting, and technical assistance programs/services support public and private sector development.
  - College's workforce development programs help employees upgrade skills, retrain for a new job assignment, and increase productivity, employability, mobility, and earning potential.
  - Employers receive value from increased employee skills, ongoing growth, and customized talent development to contribute to business and industry success.
  
- Student Services Programming:
  - Programming provides students with essential resources to identify, pursue, persist, and complete academic goals
  - Recruit and admit students; raise community awareness of College degrees, programs, services, and opportunities for learning and enrichment
  - Help students identify educational goals, select achievable career paths, and enroll in courses and programs aligned with their goals
  - Connect students with financial resources to help meet educational costs
  - Provide academic support to assist students with educational goals, learning development, research and writing, academic and personal skills for success
  - Assist students with disabilities with equal access to the College's activities, courses, programs and services through reasonable accommodation
  - Assist students with attainment of internships and post-graduation employment
  - Enhance classroom learning through co-curricular and extracurricular experiences that promote personal development, leadership development, augment classroom instruction, and contribute to growth and achievement
  
- Diversity, Equity, and Inclusion:
  - 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 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.
  - Diverse learning experiences foster active thinking, intellectual engagement, creative problem-solving, subject matter comprehension, and an enriched college experience.
  - Students benefit when the learning environment and institutional culture prepare them for success in a multicultural workplace and a globally-connected society.

These eight Ends combine to create an educational environment that fosters student learning and supports student success. Each area impacts students from their very first experiences with the College through to their final goals. The College offers ongoing opportunities to benefit individuals, the community, and employers based on their evolving needs. The Ends support the College's [mission](#) to empower students to succeed and advance the community.

## Continuous Improvement Framework

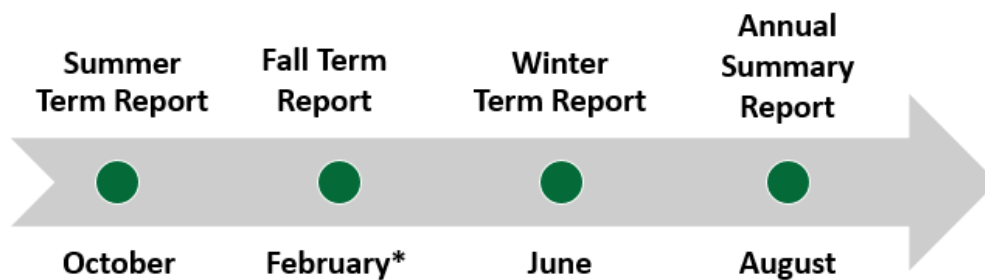
By examining indicators related to each of the Board Ends from the perspective of a student's experiences, it is easier to focus on how they impact student success and how they can improve.



- Key Performance Indicators (KPIs) for all Ends will be reported on an ongoing basis
- Meaningful student success data is updated after each term and year
- Ongoing progress toward clear targets can be tracked throughout the year
- An annual summary report provides an overview of the previous year's progress and future direction

### New Monitoring Reports Timeline











- Review reports on overall updated institutional and student success data as it becomes available after each term and year
  - Fall term onboarding, early success, momentum
  - Winter retention, equity of progress
  - Annual update on college advancement
  - Summer opportunity for continuing & guest students
  - Fall persistence, progress toward completion



\*To catch up to this proposed calendar in the first year, this Fall 2019 Term report is being presented in April 2020, after which the schedule resumes.

## Overview of Key Performance Indicators (KPIs)

The chart below represents a quick, high-level overview of the KPIs available to update for the Fall term report. Each indicator is linked to its section of the report, where additional data, context, and interpretation can be found.

#	Fall 2019 Core KPIs	2017	2018	2019	Trend	Past Year Change	Fall 2020 Target
1	<a href="#">Headcount enrollment</a>	17,673	15,942	15,668		-274	15,504
2	<a href="#">Conversion rate</a>	33.7%	32.4%	33.0%		+0.7%	33.0%
3	<a href="#">Average enrolled credits</a>	8.17	8.17	8.18		+0.01	8.3
4a	<a href="#">Fall FTIAC students placed into developmental ENG and/or MAT</a>	73%*	74%*	--		+1%	73%
4b	<a href="#">Fall FTIAC students attempted developmental ENG and/or MAT</a>	79%*	78%*	--		-1%	79%
4c	<a href="#">Fall FTIAC students attained college readiness</a>	39%*	39%*	--		0%	40%
5	<a href="#">Credits successfully completed by FTIAC students in first fall term (C- or higher)</a>	66.9%*	72.6%*	--		+5.7%	74%
6	<a href="#">Course success (all courses completed grade C or higher)</a>	73.6%	72.4%	72.5%		+0.1	73%
7	<a href="#">Fall to Fall persistence rate</a>	54.3%	54.3%	56.9%		+2.6%	57%
8	<a href="#">Completed Associate Degree or Certificate within six years (cohort data)</a>	24%	25%	--		+1%	26%

\*Two-year cohorts started at OCC in 2015 and 2016, respectively.

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

Indicator 4a (Fall FTIAC students placed into developmental ENG and/or MAT) is unique in that the College would like to see this number decline over time. Improved placement testing processes can have an impact, but overall it is reliant on the academic preparation students have prior to attending OCC.



## College Climate

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

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

While this area is challenging to measure, the following content shows the widespread efforts being made toward continuous improvement. First, it is useful to better understand the diversity of OCC's student population. The demographic makeup of the student body brings myriad perspectives and experiences to enrich OCC's classrooms and campuses. By understanding its students, the College can better serve and support them in their studies and goals. This section also includes programming, training sessions, processes, and current/pending actions from Fall 2019 focused on diversity, equity, and inclusion. Future reports will endeavor to more precisely define and measure OCC's inclusivity and how its climate and culture impact its employees and students in their well-being, growth, and overall success.

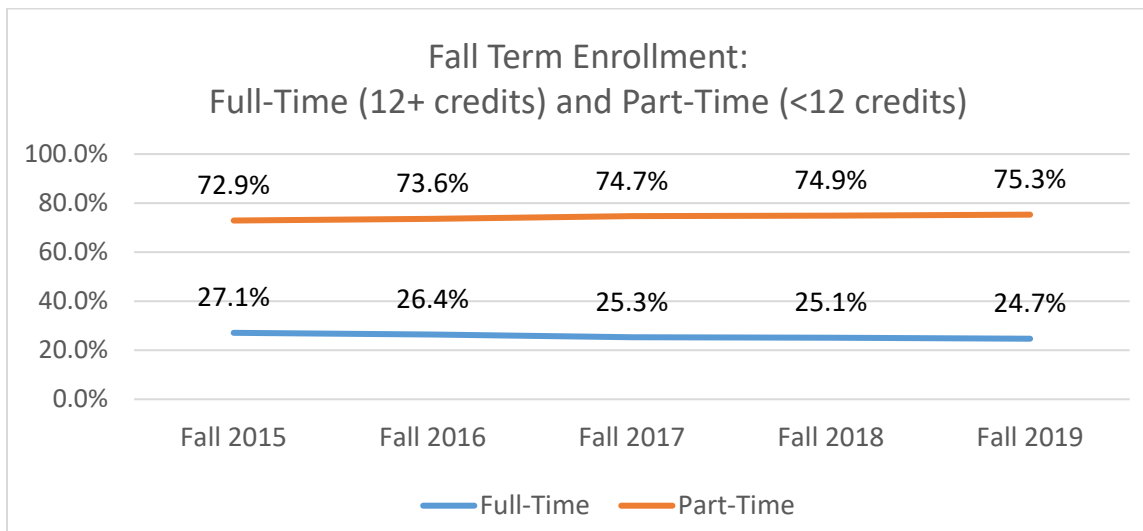
## Student Characteristics

### Full-Time vs. Part-Time Enrollment

- In Fall 2019, 75% of OCC’s students attended part-time (enrolled in fewer than twelve credits). OCC’s proportion of part-time enrollment has increased in recent years.

	Full-Time		Part-Time		Total Students
	#	%	#	%	
Fall 2015	5,790	27.1%	15,537	72.9%	21,327
Fall 2016	5,052	26.4%	14,082	73.6%	19,134
Fall 2017	4,470	25.3%	13,203	74.7%	17,673
Fall 2018	3,997	25.1%	11,945	74.9%	15,942
Fall 2019	3,876	24.7%	11,792	75.3%	15,668

Data Source: Office of Institutional Effectiveness, End of Session Data

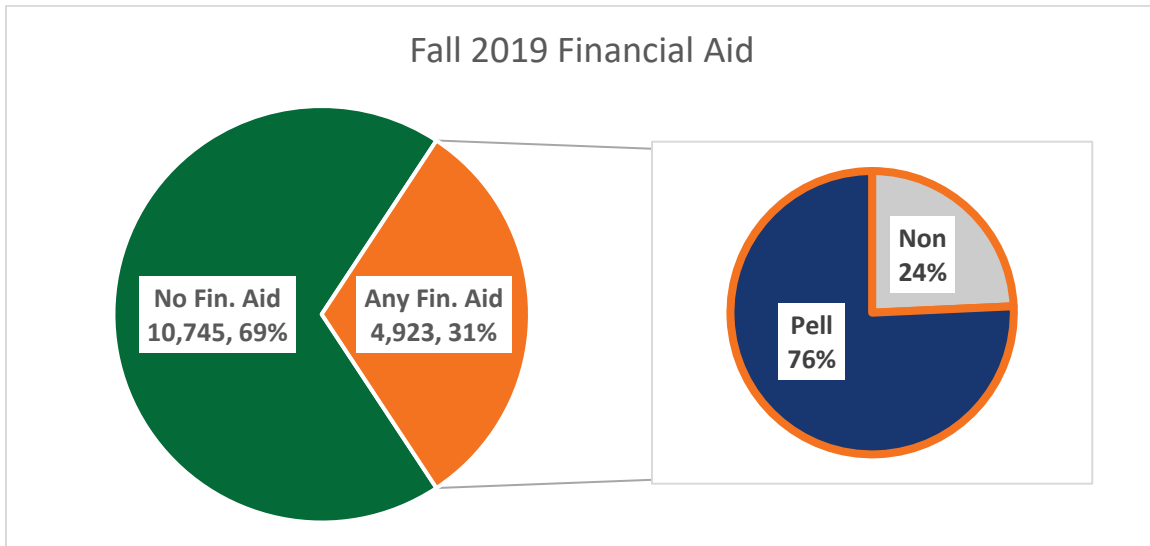


Recent research finds that “nationwide, nearly two-thirds...of two-year college students attend on a part-time basis” and looking ahead, “part-time enrollment growth is projected to outpace that of full-time students through much of this decade.” A majority of students fluctuate between full-time and part-time enrollment based on life circumstances. Part-time students are more likely to be: working, caring for dependents, over age 24, financially independent, limited income, first generation college students, etc. Overall, they are less successful than full-time students. Holistic support needs to consider the diversity of circumstances among part-time students (in work schedule, family responsibilities, transportation, etc.). It should be made clear to part-time students how long a degree will take based on credit enrollment and how an additional course (as possible) can accelerate progress.<sup>1</sup>

<sup>1</sup> Lawton, J. and Toner, M. (2020). Supporting the Success of Students Enrolled Part-Time. Retrieved from [https://www.achievingthedream.org/system/files\\_force/resources/supporting\\_the\\_success\\_of\\_students\\_enrolled\\_part-time.pdf?download=1](https://www.achievingthedream.org/system/files_force/resources/supporting_the_success_of_students_enrolled_part-time.pdf?download=1)

## Financial Aid Status

- OCC students bring economic diversity to the institution, coming from a variety of circumstances and life stages. Financial aid is a crucial component for providing equity of access to the community. Through flexibility and affordability, community college provides higher education pathways for students who may not otherwise be able to attend due to external life factors and responsibilities of work and family.
- In Fall 2019, 31% (4,923) of students received some form of financial aid to attend OCC.
- Of those 4,923 students, 76% (3,728) qualified for a Pell Grant, the federal financial aid offered to students with the highest level of financial need.



- Over five years, an average of one-third of students use financial aid to attend the fall term.

Term	# of Students Received Any Type of Aid	Total Enrolled Students	% Received Aid
Fall 2015	7,392	21,237	34.8%
Fall 2016	6,469	19,134	33.8%
Fall 2017	6,146	17,673	34.8%
Fall 2018	5,061	15,942	31.7%
Fall 2019	4,923	15,668	31.4%

Data Source: Office of Institutional Effectiveness, End of Session Data

- In Fall 2019, 24% of total enrolled students qualified for a Pell Grant, the federal award for students with the highest level of financial need.

Term	Students Eligible for PELL	Total Enrolled Students	% of Students Eligible for PELL
Fall 2015	5,497	21,327	25.8%
Fall 2016	4,714	19,134	24.6%
Fall 2017	4,728	17,673	26.8%
Fall 2018	3,707	15,942	23.3%
Fall 2019	3,728	15,668	23.8%

Data Source: Office of Institutional Effectiveness, End of Session Data

- Students who use financial aid to attend OCC benefit from the many Federal and State funding options available via the [Financial Aid office](#) and the Free Application for Federal Student Aid ([FAFSA](#)).
- Students also benefit from a wide range of [scholarships](#) offered via the OCC Foundation, to help with tuition and related educational expenses, including full-ride [Chancellor's Scholarships](#) offered to 100 of Oakland County's High School Seniors.
- Further, the Foundation created and administers the [Student Success Fund](#). Inspired by a grassroots effort led by College employees, the Student Success Fund is the Foundation's rapid response to students in crisis. It provides immediate financial help for students facing an emergency beyond their control, such as an accident, loss of income, or illness. By sweeping aside the financial barrier, these students can complete their classes and stay on the path to success.

Faculty and staff refer currently enrolled students in need to Counseling. Counselors learn more about the student's circumstances, refer them to community resources, and recommend help from the Fund.

In FY2018-19 and FY2019 to date, the Fund has provided emergency help to 35 students, totaling more than \$15,000 in assistance for housing, utilities, and transportation to campus, among other critical needs, with an average award of \$444 per student. FY2018-19 was the first year using the new process and criteria. Prior to that time, awards of \$25 or \$50 were given in gift cards in a looser process.

From October 2019 through March 2020, the Foundation reached its goal for endowing the Student Success Fund, with \$80,000 invested for future distributions. The new [Student Empowerment Appeal](#) will help address immediate funding needs as the Foundation responds to the pandemic.

A recent recipient shared:

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***“THANK YOU SO MUCH!! Thanks to this financial assistance I was able to pay my entire DTE balance which then allowed me to enroll in budget billing. With the remaining money, I was able to initiate budget billing with Consumers and roll the remaining past due amount into my monthly payment! With your help, not only will I have peace of mind, but the kids never even knew there was that issue on top of this virus. With electricity and gas secured, we can continue our daily education!”***

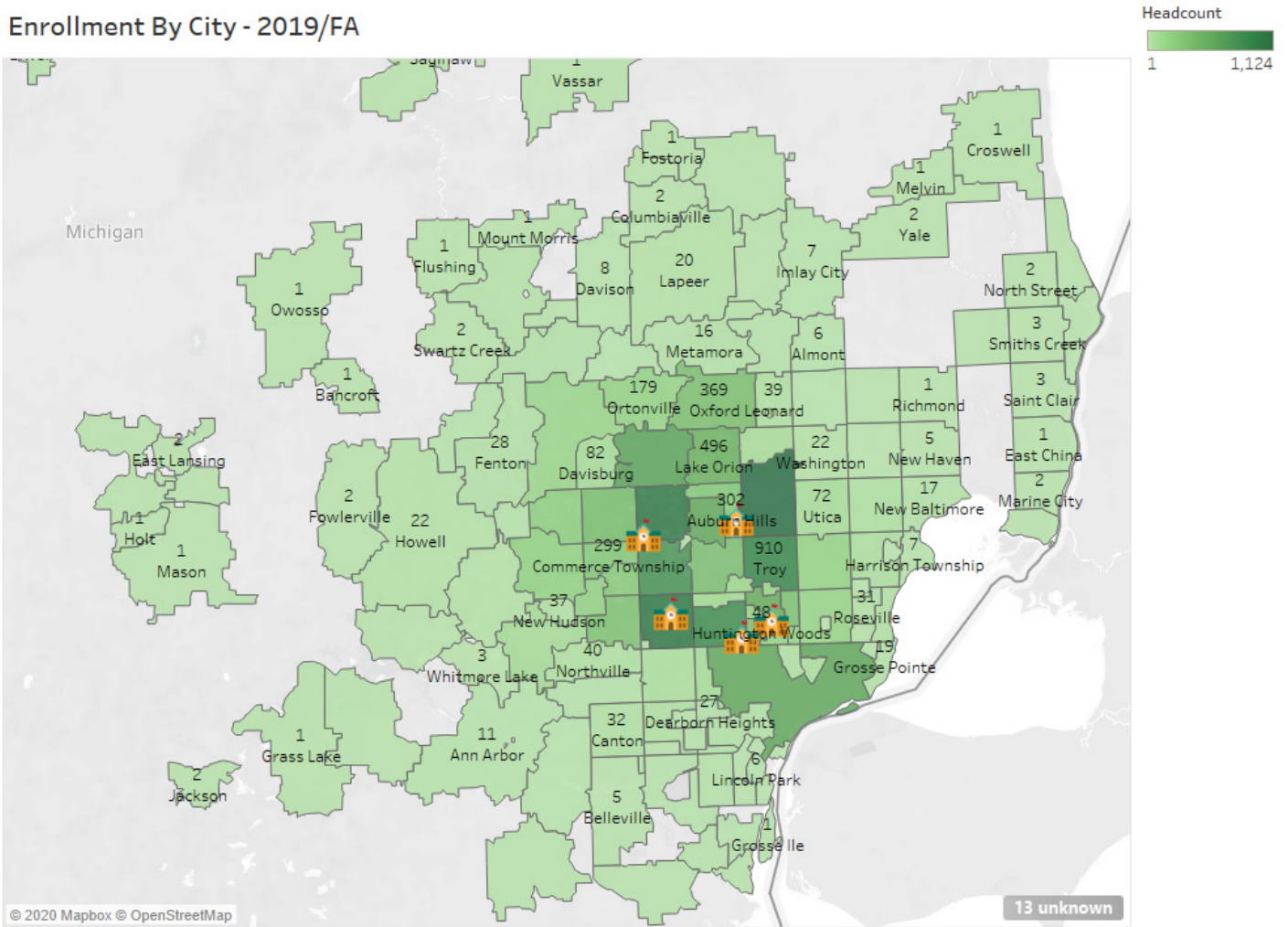
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- In its support of students with financial and life needs, OCC maintains [resource links](#), provides referrals via [counseling](#), and will participate in a national initiative focused on basic student needs called [MI-BEST \(Michigan Building Economic Stability Today\)](#), led at the state level by the [Michigan Community College Association's Center for Student Success](#).

## Enrollment by City

- OCC's student population comes from a broad geographic area across several counties, though the highest concentration of students resides near campus locations.

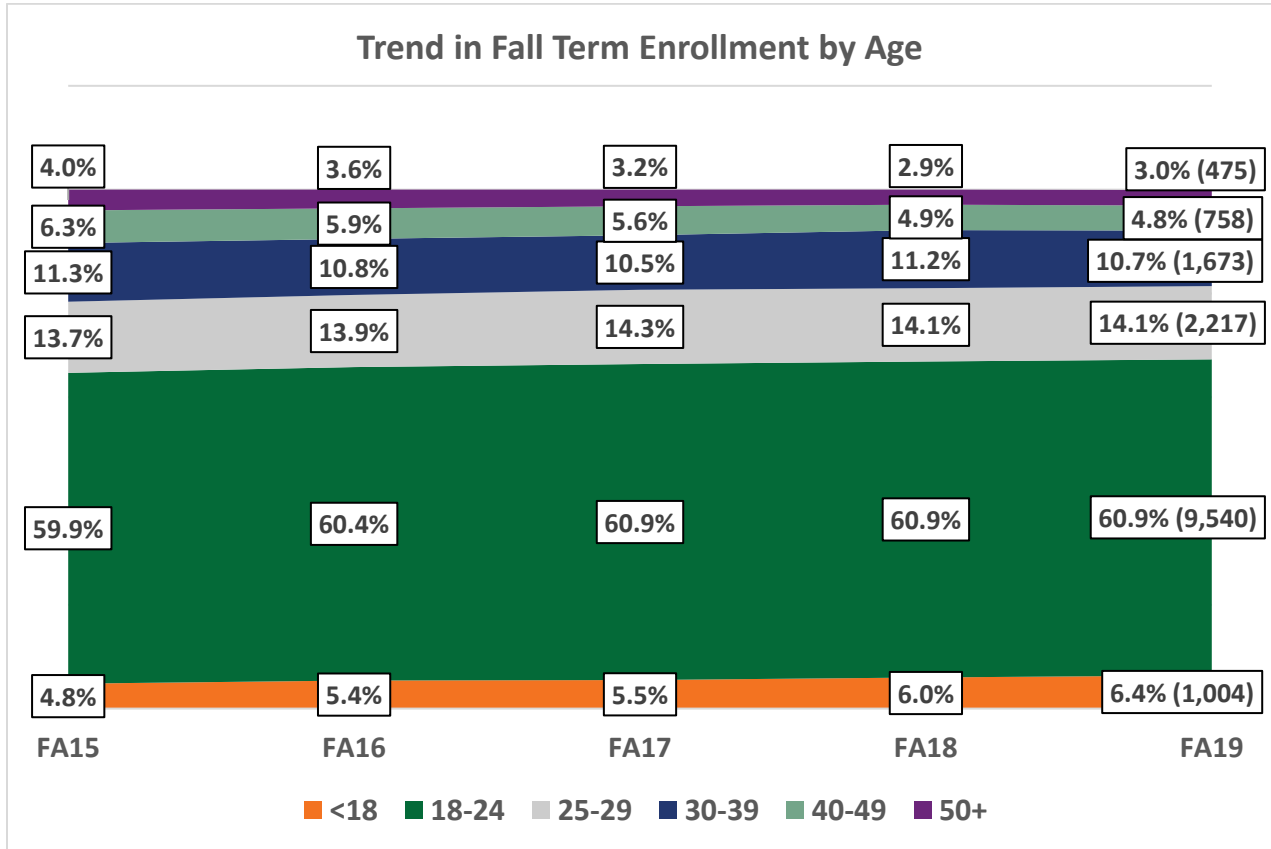
Enrollment By City - 2019/FA



Note: Lines on map denote zip code boundaries

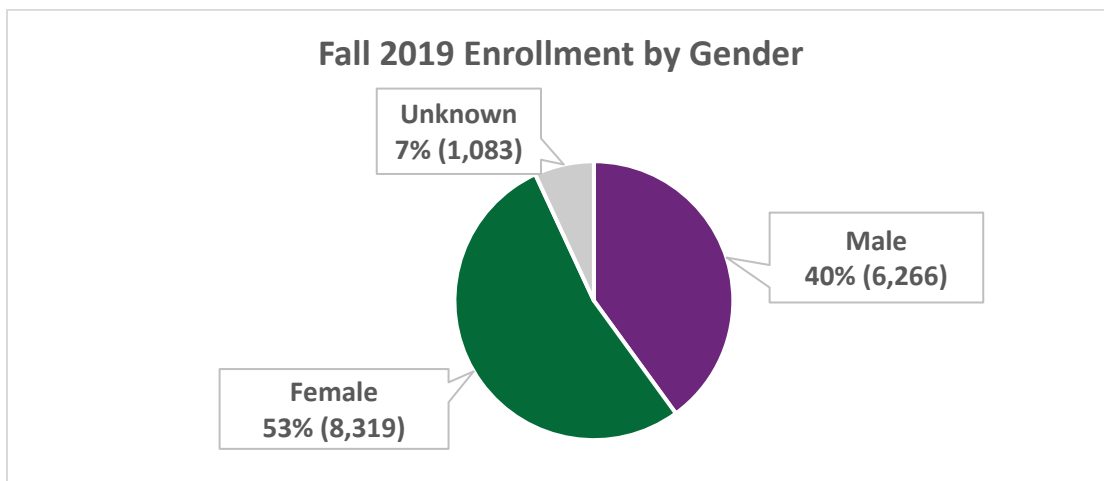
## Enrollment by Age and Gender

- The proportion of all age groups under 30 has increased slightly in recent years, while the proportion of students over 30 has slightly decreased.



Data Source: Institutional Effectiveness, End of Session Data

- More female than male students enrolled in Fall 2019, though a portion are unknown as students self-report gender and not all choose to report.



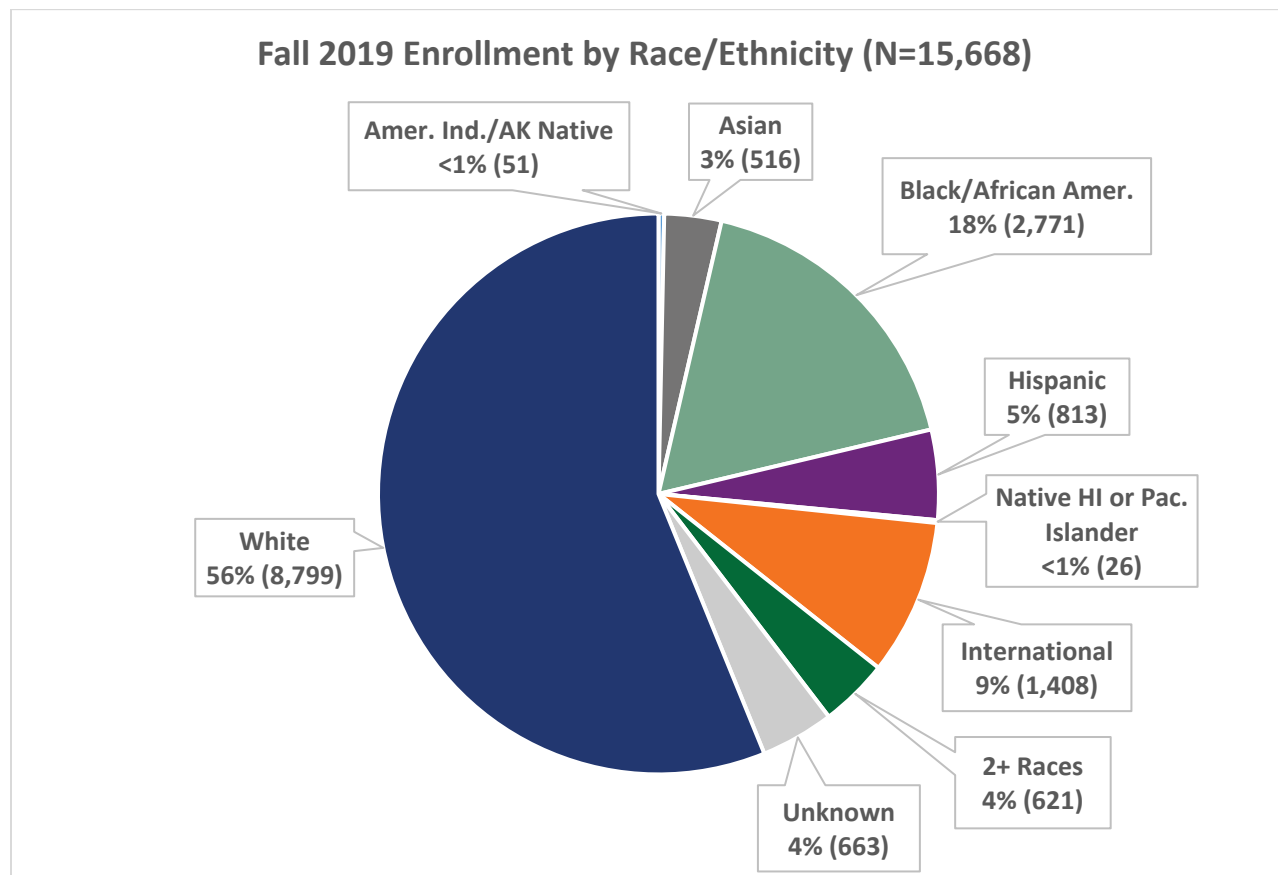
Data Source: Institutional Effectiveness, End of Session Data

## Enrollment by Race/Ethnicity

- Over the past five years, the College saw a slight increase in the proportion of enrollment among Asian, Hispanic/Latinx, International, students with two or more races, and those that are unknown.
- There has been a decline in the proportion of enrollment of White and Black/African American students, and a slight decrease among American Indian/Alaskan Native students, while the proportion of Native Hawaiian/Pacific Islander students held steady.

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	#	%	#	%	#	%	#	%	#	%
<b>Amer. Ind. or AK Native</b>	95	0.4%	81	0.4%	67	0.4%	57	0.4%	51	0.3%
<b>Asian</b>	565	2.6%	559	2.9%	566	3.2%	563	3.5%	516	3.3%
<b>Black/African American</b>	4,227	19.8%	3,445	18.0%	3,279	18.6%	2,752	17.3%	2,771	17.7%
<b>Hispanic/Latinx</b>	782	3.7%	741	3.9%	769	4.4%	725	4.5%	813	5.2%
<b>Native HI/Pac. Isl.</b>	36	0.2%	28	0.1%	29	0.2%	30	0.2%	26	0.2%
<b>International</b>	1,788	8.4%	1,701	8.9%	1,672	9.5%	1,524	9.6%	1,408	9.0%
<b>2+ Races</b>	622	2.9%	604	3.2%	599	3.4%	581	3.6%	621	4.0%
<b>Unknown</b>	837	3.9%	730	3.8%	585	3.3%	600	3.8%	663	4.2%
<b>White</b>	12,375	58.0%	11,245	58.8%	10,107	57.2%	9,110	57.1%	8,799	56.2%

Data Source: Institutional Effectiveness, End of Session Data



## College Diversity, Equity, and Inclusion

OCC is guided by its [mission](#) statement for diversity, equity, and inclusion:

**The College will ensure that diversity, in all its forms, is respected and valued by fostering and promoting an environment of inclusiveness.**

Processes, services, and initiatives across the institution help the College in its pursuit of this mission. [CCDEI](#) has recently renamed itself from the College Committee for Diversity and Inclusion to Diversity, Equity, and Inclusion, in order to better align with its objectives and with Board of Trustee Policy. As an organization matures, it can progress from an appreciation of diversity to a focus on inclusion and equity.

- Diversity is the entire range of human and cultural differences that includes, but is not limited to, race, ethnicity, gender, gender identity and expression, sexual orientation, age, socioeconomic status, veteran status, physical and cognitive ability or attributes, religious affiliation, national origin, citizenship, and political beliefs.
- Inclusion is involvement and empowerment where the inherent worth and dignity of all people is recognized. An inclusive college promotes and sustains a sense of belonging for all; it values and respects the talents, beliefs, backgrounds, and ways of living of its community members. Everyone's unique perspectives and concerns are heard and their voices truly matter.
- Equity in education is when educational policies, practices, interactions, & resources are representative of, constructed by, and responsive to all people so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships. (Fraser, 2008; Great Lakes Equity Center, 2012)

## Institutional Programming and Impact: Fall 2019

Campus-level committees help coordinate and implement diversity and inclusion initiatives and programming at all OCC campuses. Faculty and staff from across the institution contribute to the resources, events, and learning that enrich the campus environment for students and employees alike. OCC represents a highly diverse and global county. The College helps its community members advance in their knowledge of one another and the broader interconnected world. A commitment to diversity and inclusion learning creates a more welcoming and supportive environment for OCC's students. Students benefit from learning both inside and outside the classroom, and interactions with diverse peers, faculty, and staff help prepare them for work in a multicultural society and global economy. The College has also named [diversity champions](#) for 20 years, since 1999, in recognition of their commitment and contributions to OCC's diverse community.

1,445 documented participants attended the following events during the Fall 2019 term, focused on enhancing their learning and understanding related to diversity, equity, and inclusion in its many forms. The list and participant count is not exhaustive, but represents the widespread efforts being made to expand learning for students, faculty, staff, and community members.



June 2019:

- In honor of Pride month, a month-long informational display about Stonewall was created at Orchard Ridge, along with related library books.
- The Southfield campus hosted an event called “The ‘T’ in LGBTQ: Transgender Legal Issues” with an experienced attorney presenting and 30 individuals attended.

September 2019:

- For Hispanic Heritage Month, books and biographical information highlighting the many contributions of Hispanic Americans to the art world were on display at Orchard Ridge.

October 2019:

- A Michigan Read event on the Flint Water Crisis took place at Orchard Ridge with Dr. Mona Hanna-Attisha. OCC Libraries partnered with Michigan Humanities, Farmington Community Library, and West Bloomfield Township Public Library. 429 attended.
- The Moulin Rouge Culinary Dinner welcomed 115 to enjoy Parisian cuisine and music, provided by OCC’s Culinary Studies Institute and the OCC Community Jazz Band.
- An Auburn Hills event on the Middle East origins of brewed coffee featured Ibrahim Alhasbani, a Yemeni-Michigander who owns a coffee house in Dearborn. 100 attended.
- A Southfield workshop on Cultural Humility and Emotional Intelligence was led by Dr. Saudia L. Twine and Aja Burks. There were 32 attendees.
- Auburn Hills hosted a “Check Your Privilege” Interactive Demonstration, facilitated by a Sociology faculty member. 60 participants discussed how their experiences have been shaped by their backgrounds and identities; resources were shared by Counseling Faculty.
- [Human Library](#) events were held at Highland Lakes in October and November, for a combined total of 172 “readers” and 24 “human books.” Highland Lakes has hosted these events for over a decade, where readers can talk face-to-face with individuals who they may not typically get to know and grow in their understanding of one another.

November 2019:

- The [Veterans Day](#) Celebration included a week of events at all campuses, honoring the service of veterans and connecting OCC student veterans with support & resources.
- Orchard Ridge CCDEI invited the [National Alliance on Mental Illness Metro-Oakland, Wayne, & Macomb Counties](#) to discuss the reality of individuals living with mental illness, in their own words. 249 students, staff, and community members attended. Counseling faculty facilitated the event and created a corresponding campus display.
- A partnership with [Hillel of Metro Detroit](#) brought a deeply moving [event](#) with Holocaust Survivor Irene Miller Royal Oak, who shared her incredible story of survival to promote tolerance and learning from history. 44 individuals attended the event and a couple students identified it as the learning experience that will most benefit them from the term.

Ongoing:

- A “Heritage at the Ridge” Flag Display at Orchard Ridge represents the diversity of students, faculty, and staff, with the goal of creating a welcoming environment for all.
- [Action Update](#): Collaborative efforts between CCDEI, student services, the libraries, and facilities staff have successfully identified space at all five OCC campuses for prayer/meditation/reflection rooms.

#### Global Education at OCC:

- The Auburn Hills [International Student Club](#) hosted five “Passport to the World” events in Fall 2019 where students shared presentations about their countries.
- The Global Students Club at Orchard Ridge hosted monthly Global Coffee Hour events and also presented on countries represented by students at the Royal Oak campus.
- A popular “Culture Fair” has occurred every term at the College for four years, celebrating OCC students’ cultures and cuisines.
- An ESL faculty member hosts Conversation Gatherings every semester that are well-attended by community members and ESL students, to build understanding of and sensitivity to their diverse community.
- Fall 2019 was the second semester of the college-wide [Conversation Partner Program \(CPP\)](#) in which international students are partnered with native or near-native English speakers for conversation practice and growth of global understanding for both partners. 58 students participated in Fall 2019. After participating in CPP, more domestic students began to actively participate in the International Student Club and more international students got engaged with student government and Phi Theta Kappa (PTK).
- The [Global Literacy Endorsement \(GLE\)](#) continues to expand its efforts and activities. To grow the program and sustain coaches needed to maintain and grow the numbers of students, OCC has created GLE funded coach positions. By having this endorsement on their transcripts, students can show employers and other colleges and universities their increased competency and understanding related to global diversity and collaboration.
- OCC is encouraging and supporting instructors to incorporate “Virtual Exchange” into their courses, in which sustained, technology-enabled interaction and learning can occur across cultures and the globe. In this effort, OCC is partnering with the US Bureau of Education and Cultural Affairs funded [Stevens Initiative](#). Through virtual exchange, more students can actively participate in Global Learning outside of study abroad.
- Finally, two courses have been created (GLS-2510 Introduction to Global Studies and GLS-2520 Global Issues and Challenges), and the [Global Studies Associates degree](#) has been revised and revitalized.

#### Mental Health Task Force:

- This group of dedicated faculty and staff from across the College works to promote awareness, understanding, and support of mental health issues affecting students and employees. In partnership with Human Resources, the *Mental Health Awareness Lunch & Learn Series* is offered as professional development for all OCC employees:
  - October 2019: Mental Health Overview (signs and symptoms, available resources, presented by Oakland Community Health Network, an OCC grad led the session, over 60 attended)
  - December 2019: Human Trafficking (facilitated by Southfield Domestic Violence Group, panel discussion of firsthand account by former OCC student, 71 attended)
  - Additional sessions in January and February focused on disruptive student training and healthy relationships, in partnership with community organizations. Further details will be provided in the Winter 2020 report.

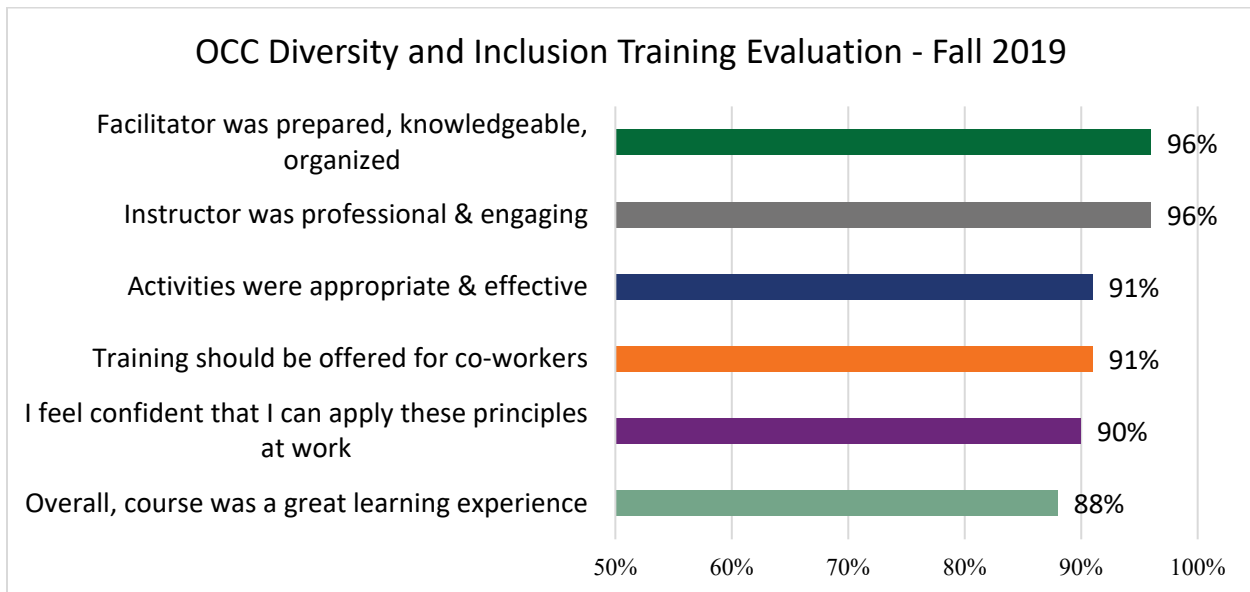
## College Training and Actions

### → Employee Training: Diversity and Inclusion

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

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

There is an ongoing effort to encourage participation from the entire college community. 250 faculty and staff participated in 22 trainings from 11/11 to 12/09 and a second round of 28 trainings began again in February. In Fall 2019, 235 participants completed evaluations:



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

- Responding to offensive comments as an active bystander
- [Micro-aggression](#) training
- [Intent versus impact bias](#) activity
- Generational diversity
- [Intersectionality](#)
- Cultural differences
- Overall communication
- Examining the impacts of inclusion in the workplace

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

## → Title IX Training

- OCC recently revamped the format of the Title IX employee training and there is a push to encourage all student-facing staff to complete it.
- Administration engaged in a presentation on Title IX made by the Vice Chancellor for Legal Affairs in Fall 2019.
- There is an effort to make the student training on Title IX mandatory. Already, visibility was increased via the student portal and staff are working to incorporate it into the required online orientation modules. As a reflection of these efforts, from 6/1/19 to 12/18/19, 901 students completed the Title IX training.

## → Staffing

- The College recruits employees broadly via a national search. Every interview has at least one diversity-related question, “please explain what diversity means to you,” though some areas adapt the question to suit their specific needs.
- Once on board, new hire luncheons are an effort to help all new employees feel welcome and have a good transition to their roles at OCC.
- The “bringing your kids to work” initiative is another effort by the College to help employees and their families feel welcome and involved at OCC. In order to be inclusive, employees who are not parents may bring a niece/nephew/grandchild, neighbor, or friend if they choose.
- A Coordinator of Veteran and Military Services joined OCC in September 2019, to better support current and prospective [veteran and military students](#) and their families. A survey on Veteran Student Satisfaction and Needs is being implemented and results will be reported in the Winter 2020 monitoring report.

## → Actions

1. Increase web presence for campus programming.
2. Investigate the inclusion of preferred names and pronouns in college records (including the evaluation of all implications for reporting/tax/legal purposes, etc.)
3. Incorporate gender neutral restrooms in new construction.
4. CCDEI is collaborating with the TRAC (Trust, Respect & Accountability) committee to develop college-wide policies on civility/anti-bullying and professional conduct. Work will continue on the civility initiative via subcommittee, with representatives and input from throughout the College.

### Civility Policy Draft:

Civility is foundational to the College. To ensure orderly operations and provide the best possible work environment, the College expects employees, vendors, and contractors to follow rules of conduct that will protect the interests and safety of all employees, students, volunteers, visitors, and the organization.

The College is committed to a welcoming workplace where all members of the college community are expected to treat each other with civility. When addressing issues, civility

requires that feedback be delivered in a private and courteous manner using language and behavior appropriate, professional, and directly-related to the task or issue at hand. Bullying is broadly defined as a course of conduct where a person willfully exercises power or control over another with hostile or malicious intent. Specifically, bullying in the workplace is defined as a behavior that is intended to threaten, intimidate, humiliate, or isolate members of the working environment that undermines or damages an employee's reputation or job performance. Workplace bullying may include but is not limited to verbal abuse, name-calling, spreading rumors, interference with work, sabotage that prevents work from getting done, and nonverbal conduct that is threatening, humiliating, or intimidating.

- The actions and initiatives in this section align with the following current [strategic initiatives](#) of the College:
  - Promote diversity throughout the College.
  - Improve the student experience.
  - Grow partnerships.
  - Foster key partnerships.
  - Increase employee engagement.
  - Improve collaboration, trust, respect, and accountability.

## Student Progress

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

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

- Admission, onboarding, registration, enrollment (conversion rate)
- College readiness placement, attempt, attainment
- Successful first-term credit completion among FTIAC students
- Successful credit-based course completion among all students
- Student learning assessment
- Student satisfaction with services
- Persistence of enrollment
- Cohort-based completion of degrees, certificates, and transfer

Recent research has shown that success on “early momentum indicators” in a student’s first year predict longer-term success and a higher rate of credential completion. Whether or not students complete 6 or more college-level credits in their first term, 15 or more college-level credits in their first year, complete college-level English and/or Math in their first year, and/or are retained from fall to winter terms are all leading metrics that have been shown to be highly predictive of longer-term success. Attainment of one of these metrics has a positive impact and meeting multiple metrics leads to even greater success when tracked over a six year period.<sup>2</sup> The fall term plays a key role in setting students up for future achievement, particularly for new students, and the KPIs below help assess the effectiveness of student progress along the way.

All Fall 2020 targets included here rely on data trends, models, and peer comparisons that do not yet take into account the impact of COVID-19. In light of the complex and multi-faceted impact of the current health and economic crisis, in many areas holding steady at current levels will be a success. In other areas, growth and improvement may be possible and will be continually assessed and pursued as the situation evolves in the month ahead. Throughout this time, the steadfast dedication and adaptation of OCC’s faculty, staff, and administration has kept student well-being at the forefront and has quickly established new ways of working and learning to ensure continuity of each student’s education wherever possible. Student services staff and

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<sup>2</sup> Belfield, C.R., Jenkins, D., and Fink, J. (2019.) Early Momentum Metrics: Leading Indicators for Community College Improvement. Retrieved from <https://ccrc.tc.columbia.edu/publications/early-momentum-metrics-leading-indicators.html>.

faculty have reached out to students through all possible means to offer support, guidance, and encouragement. There are challenges to completion of hands-on courses (such as Culinary, Automobile Servicing, Science Labs, etc.) that the College is adapting to overcome. During this unique time, students have the option to take courses as credit/no credit in Winter and Summer 2020, in consultation with a [counselor](#). This option gives flexibility to students and encourages course completion, while ensuring that students who prefer or need to receive a letter grade (due to requirements of transfer, financial aid, Veteran's benefits, visa status, etc.) may do so.

The College is undertaking significant efforts to support student success. In addition to outreach and referrals by counselors and other faculty and staff, the [Student Success Fund](#) continues to consider and support student emergency financial needs. The College has been able, as possible, to directly address student technology needs in order to help students complete their courses, even sending laptops to students' homes. The [summer momentum](#) scholarship helps students stay engaged in their academic progress at this challenging time and has seen overwhelming response. Once the College receives clarity on the national [CARES Act funding](#) to meet student needs, it can create additional supports to promote their success based on current circumstances.

### [Admissions and Enrollment](#)

Several efforts over the past few years have expanded the recruitment strategies of OCC's admissions, enrollment, and marketing departments. Targeted efforts to engage high schools and build awareness and understanding of OCC's opportunities help the College attract students to apply and enroll. A thorough evaluation of strategies, including analysis and recommendations by an [AACRAO](#) (American Association of Collegiate Registrars and Admissions Officers) consultant, have helped the College focus its resources and plan for the future.

Recent numbers indicate an upward trend in student admission and enrollment at OCC, even as the overall college participation of Oakland County high school graduates has declined (see chart on page 24). That said, the current complexities caused by [COVID-19](#) make the future hard to predict. The unprecedented impact of combined economic, unemployment, public health, and social distancing/quarantine measures introduce new challenges for coming terms. OCC's success will rely on its agility and ability to adapt to quickly evolving circumstances and new methods of service delivery on all fronts. [Surveys](#) across the country indicate that different groups of students will react in different ways. Uncertainty about the months ahead may cause students to delay their education, while economic and mobility challenges may make the accessibility and affordability of OCC a more viable option for students that wish to continue making progress via higher education in midst of these unique and challenging times. Communication and interaction with students will help inform and support them in this process.

Currently, the College is focusing heavily on its communications to prospective students, using both direct communication and social media. While reduced staffing in current circumstances and the inability to hold in-person events as planned limits recruitment strategies, new and sophisticated outreach methods will be deployed. Customer relationship management content and strategy is enhanced by the use of [Salesforce](#) and [Interactcrm](#) systems and tools throughout the year, via collaboration with OCC's admissions, enrollment, graphics, and marketing staff. There is a communications strategy each term for admitted students and future students, even

those with a year or two left in their high school careers. Dashboards in the Ellucian [Recruit](#) portal track application status from “prospective” to “started application” to “admitted,” and help staff craft communications according to where students are in the process.

Live admissions events to assist students with the application process will continue virtually starting in April 2020. In recent recruitment efforts, live admissions events have shown a 27% conversion of prospective to enrolled students as compared to traditional college fairs that yielded 9% enrollment. Continuity of communication and social media messaging connects students with the options they can pursue at OCC.

Multiple initiatives around dual enrollment will continue to engage high school students in an OCC education. Since joining the College in May 2019, the Director of Secondary Partnerships oversees three primary areas of accelerated learning opportunities, including: secondary articulation for career and technical education classes, [dual enrollment](#), and [early middle colleges](#). In addition to accelerated learning opportunities, the Director also works to renew and establish college readiness relationships among all districts in Oakland County, including those districts with [Promise Zone](#) designations.

Summer enrollment typically includes a higher proportion of guest students who take courses to transfer back to a four-year institution, and that trend has continued for Summer 2020 registration so far. The College has announced that all summer classes will be held remotely, to give clarity to students who want to enroll. Placement testing presents a significant challenge for summer and fall registration. Currently, for English, students are completing the practice placement assessments online and using the results and communication with a counselor to select an English class, since the [Accuplacer](#) assessment itself can only be completed in-person at this time. In Math, students are able to complete the [ALEKS](#) assessment remotely, but it is not proctored and relies on student integrity to follow the instructions and have the most accurate placement result to help them succeed. [English placement](#) is required of new students, while [Math placement](#) is needed for students who wish to take classes with a Math prerequisite. There are ways that students can place into courses using standardized testing and other methods, but even the SAT has been suspended at this time, so new methods and processes are required to maintain student progress.

Heading into the Summer and Fall terms, with the expected economic changes, more students may have eligibility for financial aid, so additional outreach and education on the FAFSA process may be needed. FAFSA uses the last two years of income to determine eligibility, which will not reflect the current economic conditions, but students can appeal their eligibility based on special circumstances to adapt to current income and the College anticipates seeing an increase in such appeals this Summer and Fall. So far, there have not been updates on rules and guidance from the [U.S. Department of Education](#), which will be necessary to successfully administer funds during this challenging time for the students and community. Further, whether any programs are created at the federal or state levels due to the changes in the economy and unemployment will impact the College and its students as well. Clarity on whether fall term placement and instruction will occur remotely or in person needs to be determined in consultation with the government and health officials, so the proper planning and student guidance can occur.



Admissions/Onboarding Data:

- Out of admitted fall students from 2018 to 2019, the College saw an increase of 568 students that enrolled during the fall and winter terms.

	2018-19	2019-20
Fall Term Admitted Students	11,426	12,914
Registered Fall Term	4,162	4,747
Enrolled Fall Term	3,707 (32.4%)	4,258 (33.0%)
Deferred to Winter Term Enrollment	541	558
Total Enrolled at OCC (Fall and Winter)	4,248 (37.2%)	4,816 (37.3%)

Not Registered at OCC in Fall Term	7,264	8,167
Enrolled at Another College in Fall Term	1,877 (25.8%)	1,700 (20.8%)
No College Enrollment in Fall Term	5,387 (74.2%) (416 joined OCC in Winter)	6,467 (79.2%) (439 joined OCC in Winter)

Data Source: Institutional Effectiveness

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

Note: Of the 558 fall 2019 admitted students who deferred enrollment to the winter 2020 term, 119 had fall term registration activity and 439 did not. A portion of winter term enrollment may have been impacted by COVID-19, particularly those in late start classes.

Prospective students apply to many colleges and many of those that do not attend OCC choose to go directly to four-year institutions or colleges out of state. Others may delay their education due to barriers related to finances, college readiness, or life and work responsibilities.

For context, the overall proportion of Oakland Schools high school graduates enrolling in colleges or universities declined by nearly five percentage points in the past five years.

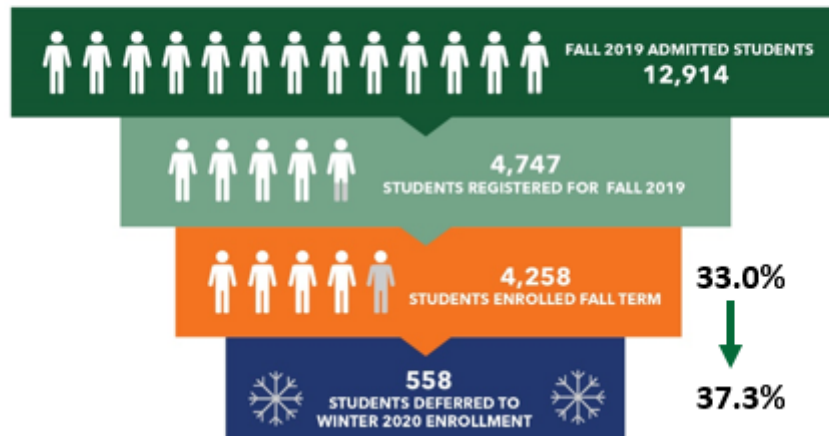
**College Enrollment within Six Months of High School Graduation (Oakland Schools)**

Graduation Year	Total High School Graduates	# Enrolled in College	% Enrolled in College
2014-15	14,042	10,281	73.20%
2015-16	13,805	9,887	71.60%
2016-17	14,024	9,888	70.50%
2017-18	14,156	9,855	69.60%
2018-19	14,137	9,655	68.30%

Source: [MI School Data](#)

# REGISTRATION AND ENROLLMENT

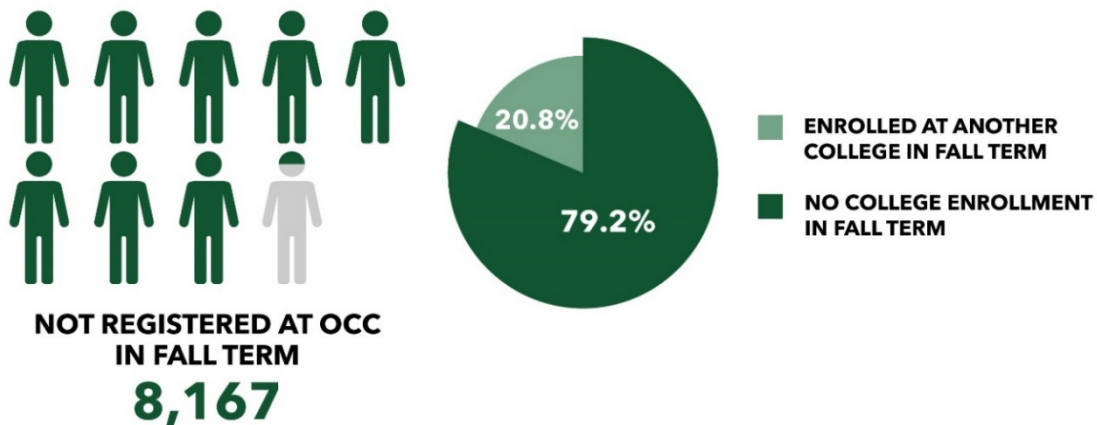
Fall 2019



Note: Of the 558 fall 2019 admitted students who deferred enrollment to the winter 2020 term, 119 had fall term registration activity and 439 did not.

## FALL 2019 ADMITTED STUDENTS NOT REGISTERED AT OCC

2019-2020




Note: 439 of the students with no fall term enrollment joined OCC in the winter term.

- Of the 1,700 admitted students who did not register and attended other colleges in Fall 2019, 59% (1,010) either went straight to a four-year college or university in Michigan or attended a college or university out of state.
- Of the 489 students who registered but did not enroll, 61% (299) were deregistered for non-payment and 30% (145) were Pell eligible (compared to 26% Pell eligibility among enrolled students).

Fall Term Headcount Enrollment:

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


2017	2018	2019	Trend	Past Year Change	Fall 2020 Target
17,673	15,942	15,668		-274	15,504

Data Source: Institutional Effectiveness, End of Session Data

- The target estimate comes from enrollment projections using statistical ARIMA modeling. It will be updated each term using the latest unemployment figures. Many external and internal factors impact these numbers, including: changes in the economy, public health, demographics, marketing and outreach, competition from other higher education institutions, admissions and onboarding, awareness and timely completion of the financial aid process, the flexibility/scheduling/accessibility of courses, etc.

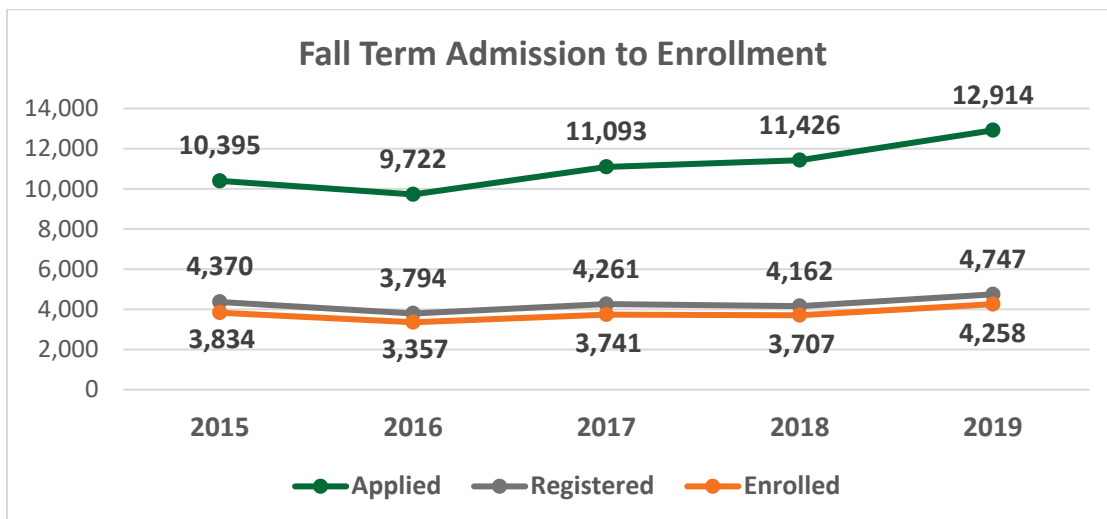
Conversion Rate

- Conversion rate: The number/percentage of admitted students who remain enrolled after the drop/add deadline. In light of the many uncertainties for the Fall 2020 term, holding steady at 33.0% would represent success.

2017	2018	2019	Trend	Past Year Change	Fall 2020 Target
33.7%	32.4%	33.0%		+0.7%	33.0%


Data Source: Institutional Effectiveness, End of Session Data

- In 2019-2020, the average conversion rate (yield) at four-year public colleges reporting data in Michigan is [28.5%](#). In academic year 2018-19, it was 31.44%. (Note: Rates from open access institutions such as community colleges are not collected.)



## Average Enrolled Credits

- Fall term average enrolled credits have held fairly steady over the past few years. While encouraging students to take one additional course can accelerate their academic progress, for many students that strategy is not viable due to work, family, scheduling, and other life responsibilities.
- The College’s enrollment model projections support 8.3 credits as a Fall 2020 target, though it is unclear how student enrollment patterns and the composition of full-time to part-time students may be impacted by public health and the economy in Fall 2020.

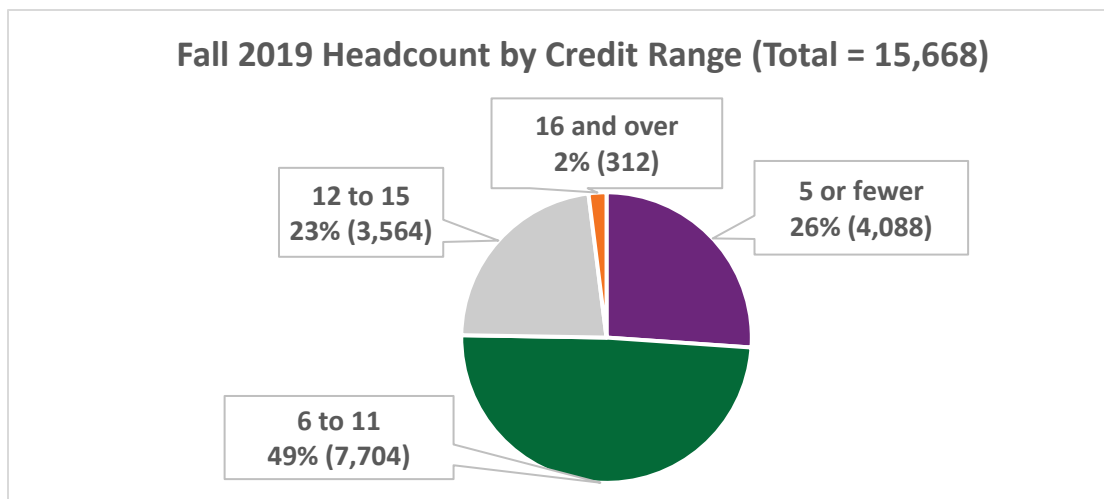
2017	2018	2019	Trend	Past Year Change	Fall 2020 Target
8.17	8.17	8.18		+0.01	8.3

Term	Total Credit Enrolled	Unduplicated Headcount	Average Credit	Min Credits Enrolled	Max Credits Enrolled
2015/FA	176,206	21,327	8.26	0.5	26
2016/FA	157,289	19,134	8.22	1	25
2017/FA	144,360	17,673	8.17	1	26
2018/FA	130,292	15,942	8.17	1	22
2019/FA	128,087	15,668	8.18	1	24

Data Source: Office of Institutional Effectiveness, End of Session Data


Note: The Summer/Fall 2016 switch to billable credit hours may account for some of the reduced credit count.

- In Fall 2019, the median of enrolled credits was 8.
- Nearly half of students took 6 to 11 credits and the other two quarters were fairly evenly split between 5 or fewer credits & 12 credits and over.
- Numerous academic and life factors impact enrollment levels within these groups of students, requiring different supports and processes to encourage their success.



## College Readiness Placement

### Fall Term FTIAC Placement into Developmental English and/or Math


2017	2018	Trend	Fall 2020 Target
73%* (2,230)	74%* (1,997)		73%

\*Two-year cohorts started at OCC in 2015 and 2016, respectively.

- College readiness placement is impacted by a number of factors, including high school curriculum and academic performance, assessment tools and how scores relate to course placement, processes and content of practice tests, and developmental curriculum pathways. Ideally, this number would decline over time, though developmental needs are likely to continue.
- A summary of OCC's college readiness initiatives can be found in the December 2019 [monitoring report](#). The timing of some of these initiatives mean they are not yet reflected in the data above. Cohort data for Fall 2017 entering students, and those in future years, will begin to show student placement using new processes and curricular structures.
- Data for the Fall 2020 cohort will be an anomaly due to remote placement practices required by the current public health crisis.

## College Readiness Attempt

### FTIAC Cohort Attempt of Developmental English and/or Math

2017	2018	Trend	Fall 2020 Target
79%* (1,766)	78%* (1,566)		79%

\*Two-year cohorts started at OCC in Fall 2015 and Fall 2016, respectively.

- The rate at which students placing into developmental education attempt their initial ENG and/or MAT course has a significant impact on their academic success and progress.
- 2018 peer comparison showed that 75% attempted any developmental course.
- Staff within the Academic Support Center (ASC), counseling faculty, and teaching faculty help students identify and pursue their college readiness needs. While students are incentivized to pursue ENG by the [approved course lists](#) when placing below ENG 1510, attempts of developmental MAT can wait until required as a course pre-requisite. The earlier a student can make progress in these areas the better prepared that student can be for college success.

Several processes support students with college readiness needs:

- A structured onboarding process and FTIAC counseling session advise and support students in their enrollment, with a growth in online counseling and appointment scheduling by students.
- Going forward, there is a need to improve communication of academic pathways to students via program plans. Currently, program plans are updated during curricular changes and both reaffirmed annually and reviewed as part of the 5-year curricular review cycle. These processes are led by the academic deans and the discipline faculty, with support from Institutional Effectiveness.

College Readiness Attainment

FTIAC Cohort Attainment of College Readiness in English/Math

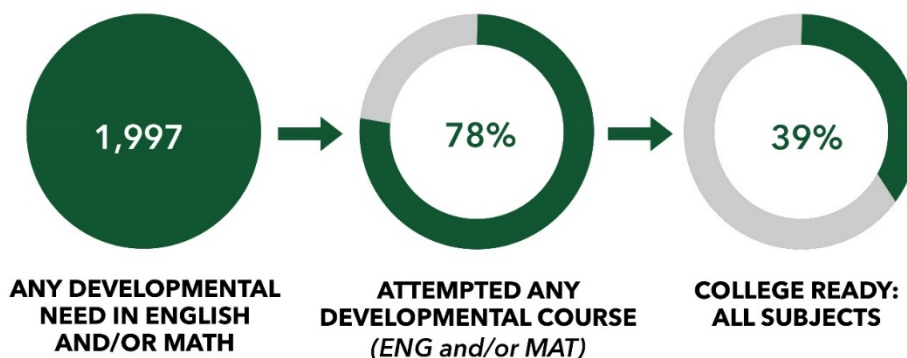
2017	2018	Trend	Fall 2020 Target
39%* (865)	39%* (785)		40%

\*Two-year cohorts started at OCC in 2015 and 2016, respectively.

- The college readiness attainment rate (ENG and MAT combined) was steady at 39% the past two years. The 2018 peer comparison group reported 37%.
- Again, curricular changes over recent years mean that the cohorts of students represented by this data do not yet reflect updated course pathways and placement practices. The 2017 cohort of students will start to reflect the new structure and processes. The 2018 cohort will be tracked through the Winter 2020 term and will start to show the impacts of COVID-19. The College will continue to assess the attainment of college readiness within these contexts, with the intent to achieve a higher percentage of student success in this area that poses a challenge to colleges across the country.
- Students receive support and guidance from their [instructors](#), [counseling](#), the [online orientation](#) and [StudentLingo](#) modules, online [NetTutor](#) support, [library](#) services, [ACCESS](#), and [Academic Support Center \(ASC\)](#) tutoring, skills seminars, supplemental instruction, and courses.

**FIRST TIME IN ANY COLLEGE (FTIAC)  
TWO-YEAR COHORT**

2016 - 2018



- English and Math have different curricular pathways and policies that impact college readiness in each. Details and nuances in these two areas can be found in the December 2019 [College Readiness monitoring report](#). For overall tracking, this combined metric looks at the overall college readiness attainment of OCC’s entering Fall FTIAC students over a two-year period. Progress in either or both areas will increase student success. The following data reflects the College’s reporting via the [Voluntary Framework of Accountability \(VFA\)](#), a national system designed specifically for community colleges.

First Time in Any College (FTIAC) Two-Year Cohort Data

<b>FTIAC Cohort</b>	<b>2017</b>	<b>2018</b>
FTIAC Students	3,060	2,710


Math Developmental Need	2,155	1,964
Attempted Dev. Math Course	1,574 (73%)	1,412 (72%)
College Ready Math	532 (25%)	514 (26%)
Completed College-Level Math	226 (10%)	248 (13%)

English Developmental Need	894	659
Attempted Dev. English Course	666 (74%)	535 (81%)
College Ready English	419 (47%)	369 (56%)
Completed College-Level English	316 (35%)	284 (43%)

<b>Any Developmental Need</b>	<b>2,230</b>	<b>1,997</b>
<b>Attempted Any Dev. Course</b>	<b>1,766 (79%)</b>	<b>1,566 (78%)</b>
<b>College Ready All Subjects</b>	<b>865 (39%)</b>	<b>785 (39%)</b>

First Term Credit Success: FTIAC Cohort


- As indicated previously, academic success in the first term can provide a good early indicator of future student success and progress.
- The first-term FTIAC credit success rate includes the percent of credit hours (not students) attempted during the first fall term by the FTIAC cohort which were successfully completed with a grade of “C-” or better. (Note: This C- level is established by the [Voluntary Framework of Accountability](#) for consistent tracking across the nation’s participating community colleges, though discussions to modify that level are underway.)
- The 2018 peer comparison group reported a first-term FTIAC success rate of 72.5%.
- Data over the past three years shows a good positive trend. While the nature of grades can be subjective and grading scales and requirements vary across courses and disciplines, student credit completion is essential to continue along academic pathways to future courses and goals of increased knowledge, transfer, and credential completion.

<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Trend</b>	<b>Past Year Change</b>	<b>Fall 2020 Target</b>
65.1%* (23,487/36,094)	66.9%* (21,482/30,346)	72.6%* (19,208/26,441)		+5.7%	74%

\*Two-year cohorts started at OCC in 2014, 2015 and 2016, respectively.

Fall Term Course Success: All Students

- This indicator looks at fall term course-level success for all students enrolled in credit courses. It shows the percentage of all enrolled credit courses successfully completed with a grade of C or higher. This grade level optimizes transferability, the higher standard set by many program and course prerequisite requirements, etc.

2017	2018	2019	Trend	Past Year Change	Fall 2020 Target
73.6%	72.4%	72.5%		+0.1	73%

Term	Courses with C or Better	Courses with Any Grade	Success Rate
2015/FA	37,547	53,014	70.8%
2016/FA	34,190	47,293	72.3%
2017/FA	31,711	43,105	73.6%
2018/FA	28,157	38,900	72.4%
2019/FA	27,617	38,107	72.5%

Data Source: Office of Institutional Effectiveness, End of Session Data

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

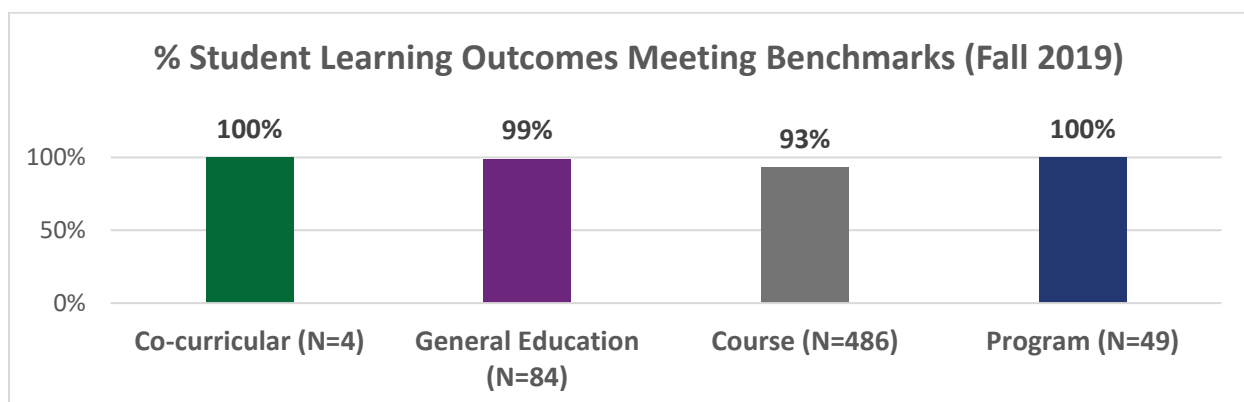
The actions and initiatives above related to enrollment, college readiness, and course success align with the following current [strategic initiatives](#) of the College:

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



## Assessment of Student Learning

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



Source: ARTIS Database

- [Co-curricular learning](#) is defined by OCC as activities that occur outside of the classroom, but support and augment classroom learning. Assessment includes: library instruction sessions, ASC success seminars, online orientation and elements of mandatory counseling.

In Fall 2019, findings were submitted for four learning outcomes in library instruction sessions. All learning outcome benchmarks were met (100%), including three that were also assessed for online delivery. *(Note: Sample reflects one aspect of co-curricular learning.)*

- [General Education Assessment of Student Learning](#): In 2018, OCC successfully embedded elements of general education into most classroom-based courses at the college. This achievement is the culmination of over three years of faculty and administrative collaboration and shared governance centered on improving general education and demonstrating actionable assessment of student learning. OCC faculty decided that general education outcomes are applicable to all students attending OCC, even if for just one course.

In Fall 2019, 84 individual general education learning outcomes were assessed in 76 courses and 8 programs, and 83 met the faculty-established benchmark for student learning (99%). While course-level assessment of general education is new, the initial results are promising.

- OCC's [course-level assessment](#) agenda is robust and includes common course outcomes developed by all teaching faculty, led by program coordinators and student learning coordinators in each program/discipline. Faculty articulate the most important learning concepts for each course (CCOs) and work with administration (SOAC and Institutional Effectiveness) to develop assessment plans that continuously measure student learning.

In Fall 2019, 486 individual common course outcomes within 130 unique courses were assessed for student learning. Of the 486 outcomes assessed, 453 met faculty developed student-learning benchmarks (93%). Additionally, within the 130 unique courses, 7 of these courses taught in an online format. Of the 7 unique courses with online sections, 13 CCOs were assessed and all (100%) met faculty-established benchmarks for learning.

OCC has seen continuous improvement in the attainment of learning outcome benchmarks in courses. Historically, benchmark attainment has climbed every year since 2015, a testament to the hard work of the College's skilled and dedicated faculty.

- [Program assessment](#) measures the extent to which students are learning specific knowledge, skills and abilities determined by the faculty within programs and led by accreditation bodies. Results are used by faculty to propose any curricular and pedagogical changes needed to enhance student learning. Program learning outcomes indicate cumulative learning concepts that students should obtain once they have successfully completed a program.

In Fall 2019, 49 program-level outcomes within 12 programs were assessed for student learning and all (100%) met student learning benchmarks. Many programs assessed during this time period have external accreditation requirements related to pass/fail type exams and students are required to pass in order to be included in such assessments; therefore, learning outcome results for programs are generally higher than other types of assessment.

## Student Services Satisfaction Surveys

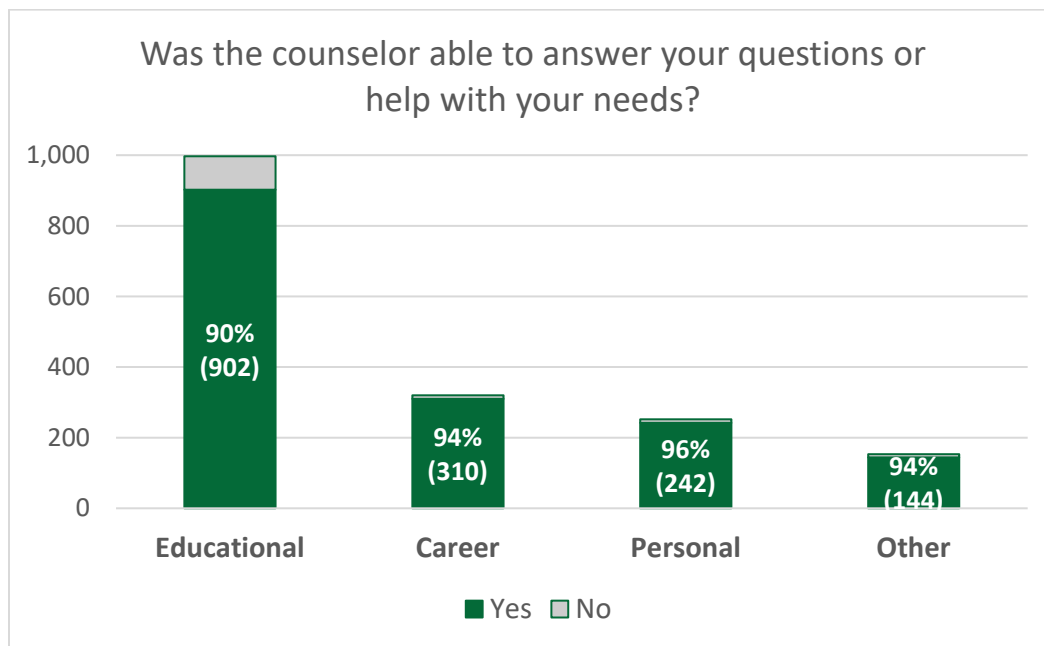
Starting in 2019-20, the College began implementing satisfaction surveys across nine student service areas (Counseling, Financial Aid, Academic Support Center, ACCESS, Career Services, Internship, Continuing Education, Student Life, and Library in 2020), to gain a sense of the student experience and understand strengths and areas for improvement. Student support and satisfaction contribute to their overall success and engagement with the College. The immense and unprecedented efforts to deliver these services remotely for all students in Winter 2020 highlight the incredible dedication of OCC's staff in its tireless outreach and support of students. These efforts and their impact will be more fully covered in the Winter 2020 report. Highlights from the Fall 2019 surveys are included below.

### ➔ **Counseling Survey**

The Counseling survey was administered to the 11,768 students seen by a counselor between July 1 and the start of the Fall 2019 term. 1,723 students responded (14.6% response rate).

Survey respondents saw a counselor for the following needs and referrals:

- Educational Counseling: 1,654 (96%)
- Career Counseling: 344 (20%)
- Personal Counseling: 273 (16%)
- Other Counseling: 167 (10%)



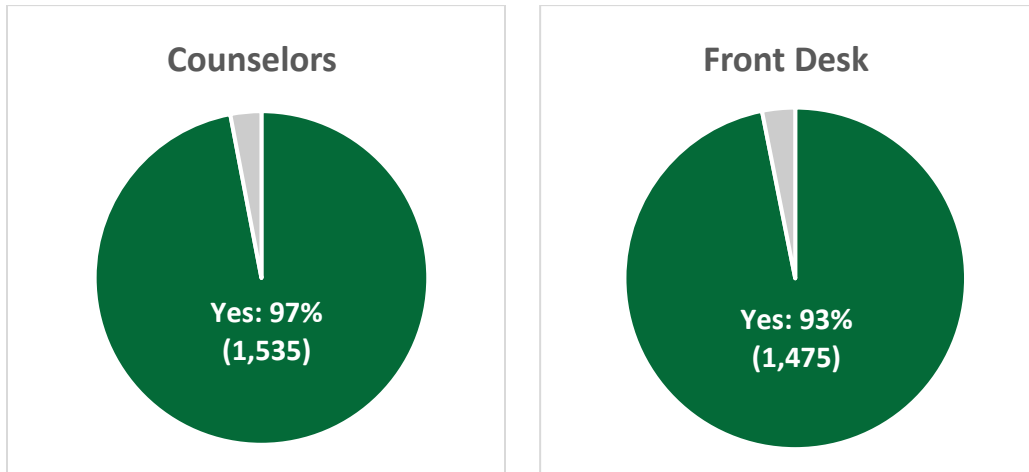
Data Source: 2019 Student Survey

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*“[The counselor] was extremely helpful, very sympathetic...[the counselor] helped me set my major, assure me that I will do fine, and helped me map out how to proceed with my next semester. I am beyond grateful for her...[and] will absolutely return for counseling services throughout my academic career.”*

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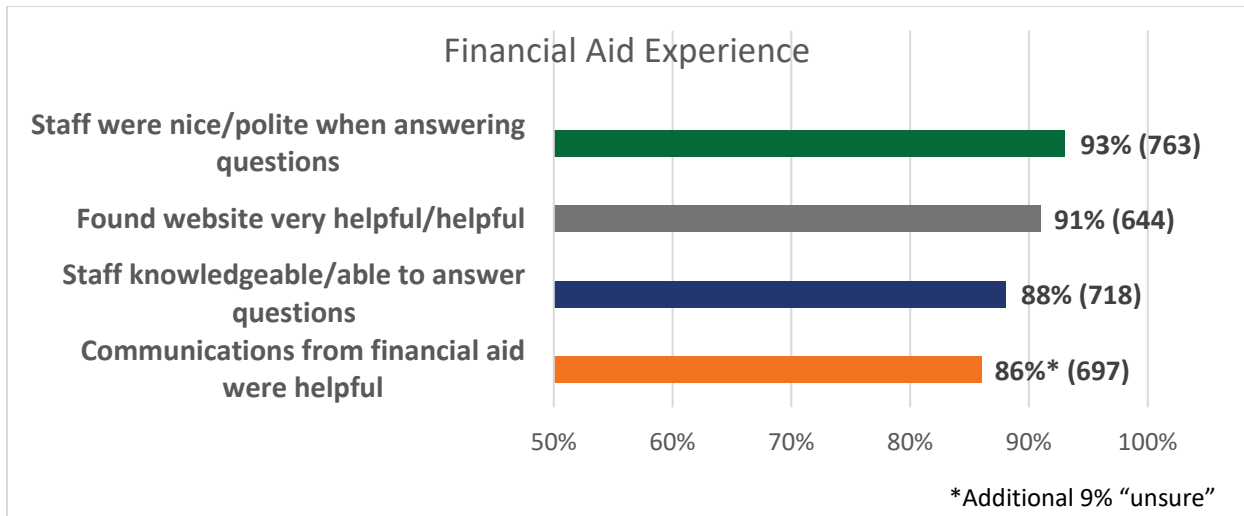
### Were [counseling] staff welcoming and polite?



Data Source: 2019 Student Survey

### → Financial Aid Survey

14,420 individuals were surveyed who had engaged with financial aid for the Fall 2019 term (through 10/21/19). There were 1,196 respondents (8.3% response rate). Note: Individuals were included if they had a Financial Aid history regardless of completed file or registration history; all interactions were captured.



Data Source: 2019 Student Survey

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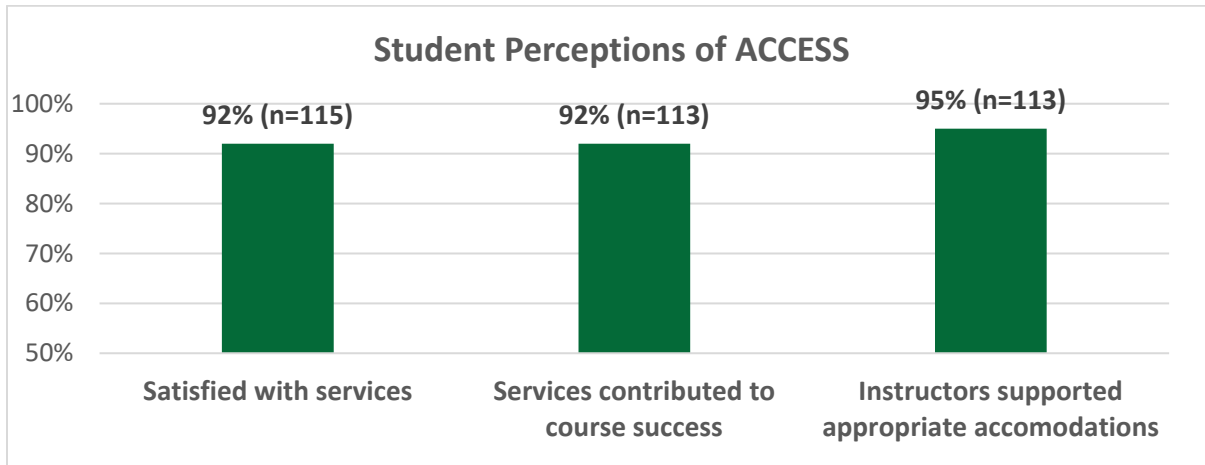
***"Thank you for empowering me [to] get a degree."***

***[Financial Aid] "Made a stressful ordeal very easy to manage. Keep it up."***

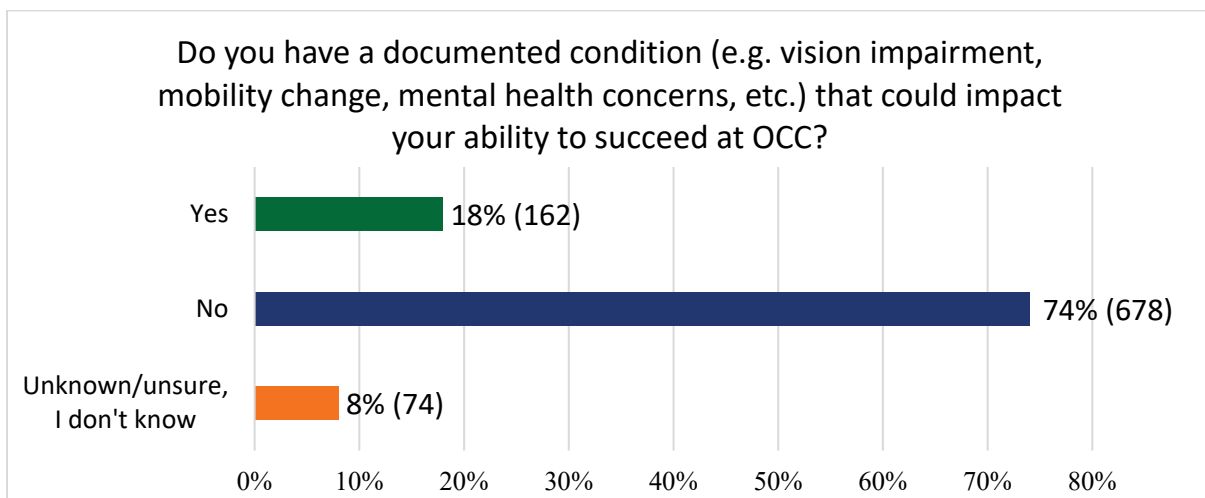
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## ➔ ACCESS Survey

The ACCESS survey was administered to 15,522 students enrolled in the Fall 2019 term. 918 students (6%) responded. This survey was designed to measure ACCESS services in terms of student awareness, participation, and satisfaction.



Data Source: 2019 Student Survey



Data Source: 2019 Student Survey

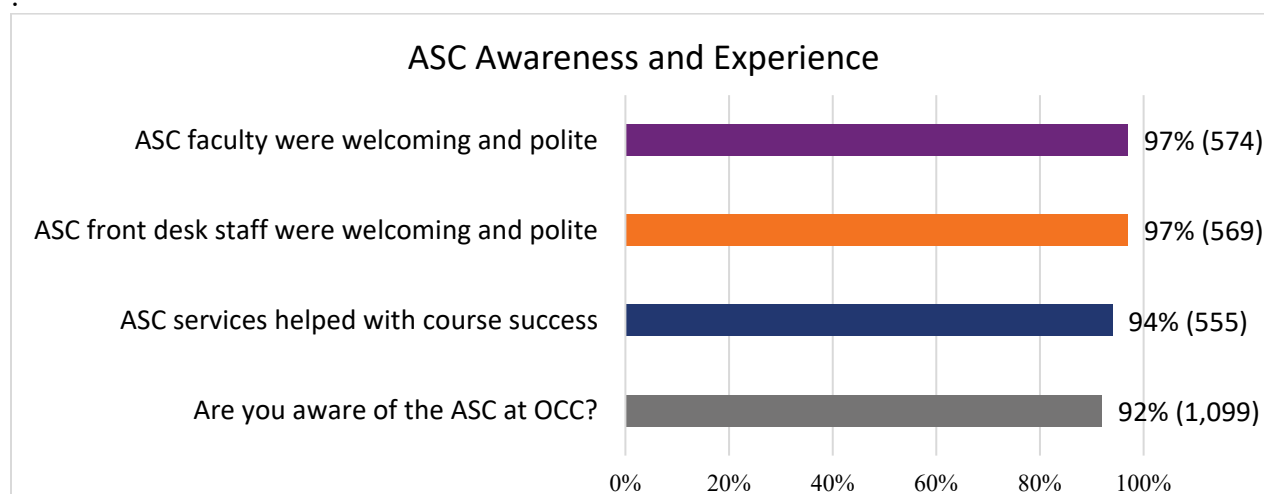
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***“Test accommodations are handled well at ACCESS and all of the staff have been extremely helpful.”***

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## ➔ Academic Support Center (ASC) Survey

The ASC survey was administered to 15,522 students enrolled in the Fall 2019 term and 1,195 students (7.7%) responded. This survey was designed to measure ASC services (tutoring, study skills seminars, supplemental instruction, courses, etc.) in terms of student awareness, participation, and satisfaction.



Data Source: 2019 Student Survey

*“I have to say the entire staff is excellent! After just a few appointments, I was always greeted by name and valued as a student. My tutors were excited to see me excel and I credit the ASC with my successful return back to the academic field after 20 years. I really couldn't have done it without their service.”*

## ➔ CREST (Combined Regional Emergency Services Training) Survey

The survey was administered to 280 individuals enrolled in CREST continuing education courses during the Fall 2019 term. There were 26 respondents (9.3%).

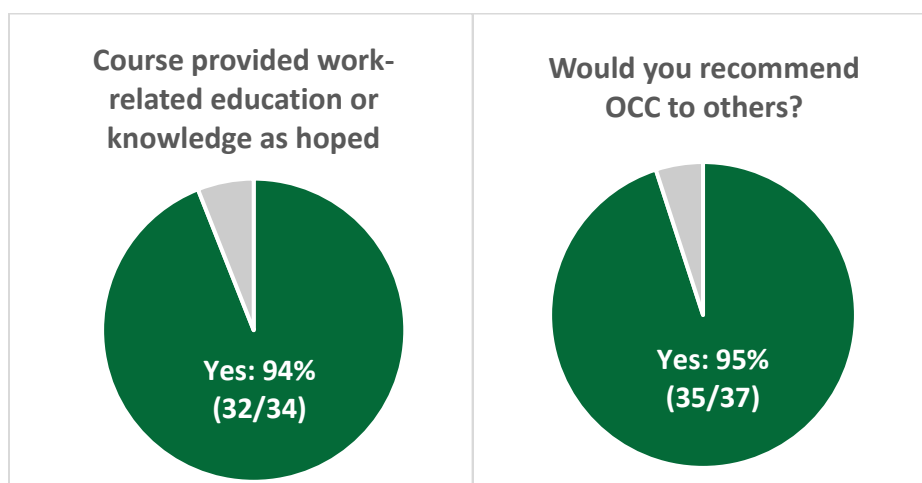
CREST Course Experience	Yes
Instructor(s) had thorough knowledge of course/training subject matter	100% (n=26)
Course provided work-related education or knowledge as hoped	96% (n=25)
Course provided necessary work-related skills	96% (n=25)
Course facility was appropriate and enhanced learning	96% (n=25)

Data Source: 2019 Student Survey

*“The instructors have done the job and training; their experience shows with their delivery of the classes. CREST is an awesome facility & the programs have always been very good.”*  
*“The instructors were incredible, very helpful, and want the best for you.”*

## → Workforce and Continuing Education (WCE) Survey

The survey was administrated to 197 individuals enrolled in a WCE course during the Fall 2019 term. There were 37 respondents (19%).



Data Source: 2019 Student Survey

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*“I am not a traditional student, so going to school again was terrifying. I’m thankful for my experience at OCC because the instructors and staff helped me along [the] way, the encouragement kept me motivated.”*

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## → Student Life Survey

The Fall 2019 survey was administered to 1,722 student participants involved in student organizations for that term. 162 students responded (9.4% response rate)

Impact of involvement in Student Life	Yes
Helped connection to other OCC students	90% (n=145)
Satisfied with overall experience in student organizations	86% (n=139)
Helped student develop confidence outside classroom	83% (n=134)
Helped student develop leadership skills	79% (n=128)
Helped classroom studies	67% (n=108)
Helped connection to OCC instructors	65% (n=105)

Data Source: 2019 Student Survey


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*[Student Life is] “a great place to find an accepting community”*

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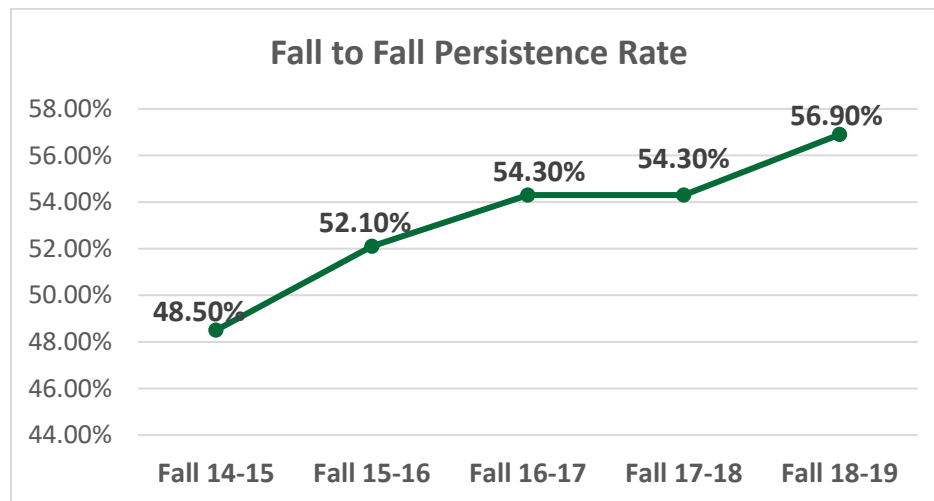
## Fall to Fall Persistence

- Definition: Students enrolled in the Fall term that persist to enroll again in the following Fall term, minus those that successfully graduated or transferred to a four-year institution.

2017	2018	2019	Trend	Past Year Change	Fall 2020 Target <sup>3</sup>
54.3%	54.3%	56.9%		+2.6%	57%

Data Source: Institutional Effectiveness, End of Session Data

- Fall to fall persistence is a major step toward credential completion and the positive trend over a five-year period is encouraging. Additional analysis of student goals, enrollment patterns, and successful progress in the coming years could provide further insight here.
- Due to the uncertainties of the Fall 2020 term in light of COVID-19, holding steady at 57% for this cycle would be a success. Future fall terms could be considered and a more rigorous goal established in the year ahead.



Data Source: Institutional Effectiveness, End of Session Data


- Progress on this indicator is a testament to OCC’s faculty and student services. Efforts by the Persistence and Completion (P&C) Committee continue to drive improvement.
- The newly established “[Summer Momentum Scholarship](#)” provides free tuition in summer 2020 for students who have taken 18 credits or more in previous fall and winter terms. This timely pilot can particularly encourage students to stay engaged with their education during the public health crisis. The scholarship has seen strong student interest so far and its impact can be evaluated in the coming year.
- Starting in 2017-18, Federal policy of year-round Pell allows eligible students enrolled in the fall and winter terms to receive Pell funding for the summer, encouraging progress and persistence.
- Program plans shared online in 2018-19 guide students through course requirements and encourage persistence by providing a clearer roadmap to program completion.

<sup>3</sup> This data/KPI includes all credit-enrolled students, while the 2019 Higher Learning Commission (HLC) assurance argument set targets for a smaller, more specific cohort.



## Completion

- OCC contributes to the postsecondary attainment and advancement of its students in several ways:
  - Completion of degree or certificate
  - Transfer of credit leading to degree/credential
  - External certification or licensure
  - Training and professional development

2016	2017	2018	Trend	Past Year Change	Fall 2020 Target <sup>4</sup>
25%	24%	25%		+1%	26%

- Improving this complex metric builds on the success of several prior metrics. These markers of academic success and continued enrollment help students make progress toward completion. Improvements on each of the prior indicators can stack to result in higher rates of credential completion, maximizing the economic and career benefits to students and contributing to county, region, and state goals for postsecondary attainment.

### Credential-Seeking Cohort, Voluntary Framework of Accountability (VFA)

Six-Year Cohort	Student Count	Earned Degree/Certificate	% Earned Degree/Certificate
2010-2016	4,707	1,163	25%
2011-2017	4,618	1,097	24%
2012-2018	4,352	1,103	25%

Data Source: Institutional Effectiveness, VFA Reporting

- For the 2012-2018 cohort, 56.4% of degrees/certificates were earned by full-time students and 43.6% were earned by part-time students.
- Current actions/initiatives:
  - [Degrees When Due](#) reaches out to students who met degree requirements but did not complete the award process. The initiative also reengages students who were close to earning a degree but left without meeting final requirements.
  - The College is developing a default degree awarding process, in which degrees are automatically awarded as earned without students needing to request them. There are financial aid implications and personal preference matters to resolve in its design.
  - Curriculum, Student Learning, and Evaluation shares degree audits with all program faculty and Deans, including each student’s progress to help inform planning and scheduling related to goals for student completion.
  - The development of a new “Completion Scholarship” will encourage and support students that are close to completing a degree or certificate.
  - Expand apprenticeships and CTE credentials, bolstered by a Department of Labor grant in collaboration with the [Workforce Intelligence Network](#). Workforce Training and Continuing Education is pursuing several strategies to grow offerings and

<sup>4</sup> This is a step toward a shorter-term 30% and longer-term 40% level as described in the 2019 HLC assurance argument.

- enrollment by integrating online delivery, expanding staffing and collaboration with faculty, growing cohort programs, and increasing domestic and global partnerships.
- Transfer opportunities [continue to expand](#) as the College grows its [partnerships, agreements, and processes](#) to maximize the value and utilization of OCC courses.

The actions and initiatives above related to student learning assessment, student service satisfaction, persistence, and completion align with the following current [strategic initiatives](#) of the College:

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

## Conclusion

The Fall term at OCC is, for many students, their first enrollment at the College as new or returning students. It sets the stage for future momentum and success. The engagement and support of students early on can enhance their academic success and persistence. Within this new reporting structure, the College will focus on the student life cycle and a framework of continuous improvement, where milestones of student success can be tracked and analyzed. Student progression through fall, winter, and summer to the following academic year can be more closely understood and evaluated. By driving continuous improvement on Key Performance Indicators (KPIs), other metrics can be positively impacted, building to increased completion rates that empower students and advance the community.

## Acknowledgements

Many thanks to the collaboration of numerous faculty, staff, and administrators from across OCC that contributed their insights, writing, review, and revision to this report, from its earliest stages through to the final draft. Their ongoing work and efforts help the students represented by these numbers to achieve success at OCC.

## Glossary

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

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

**Diversity:** The entire range of human and cultural differences that includes, but is not limited to, race, ethnicity, gender, gender identity and expression, sexual orientation, age, socioeconomic status, veteran status, physical and cognitive ability or attributes, religious affiliation, national origin, citizenship, and political beliefs.

**End of Session:** Data and information based on the number of students enrolled in an entire term and reported after a term has ended, including late start and condensed format classes.

**Equity** in education is when educational policies, practices, interactions, & resources are representative of, constructed by, and responsive to all people so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships. (Fraser, 2008; Great Lakes Equity Center, 2012)

**FAFSA:** The Free Application for Federal Student Aid is the federal form that prospective and current students need to complete to determine their eligibility for financial aid.

**FTIAC:** First Time in Any College students are those with no record of prior college attendance.

**Headcount:** This is an unduplicated count of students, in which each student is counted once, even if enrolled in multiple courses or at more than one campus.

**Inclusion:** Involvement and empowerment where the inherent worth and dignity of all people is recognized. An inclusive college promotes and sustains a sense of belonging for all; it values and respects the talents, beliefs, backgrounds, and ways of living of its community members. Everyone's unique perspectives and concerns are heard and their voices truly matter.

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

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

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

**Onboarding:** The [process](#) for new students to join OCC, learn about its programs and processes, and prepare for academic success from the start. It includes admission, orientation, financial aid and placement testing as applicable, counseling, enrollment, purchasing books, etc.

**Pell:** The Pell Grant is the federal financial aid offered to students with the highest level of financial need. Pell eligibility can show the economic diversity among a college population and help inform support services and processes.

**Persistence:** In OCC’s definition within this report, persistence includes students enrolled in a fall term that also enroll in the following fall term, minus those that successfully complete a credential or transfer to a four-year institution.

**Registered:** In OCC’s definition within this report, a “registered” student has some [registration](#) activity of adding/dropping courses to their schedule for that term.

**Enrolled:** In OCC’s definition within this report, an “enrolled” student registers for a course or multiple courses, then stays enrolled past the drop/add deadline, which includes submitting payment for that course.

**TRAC:** The Trust, Respect & Accountability committee works on a strategic initiative to promote collaboration, trust, respect and accountability throughout the College.

**VFA:** The [Voluntary Framework of Accountability \(VFA\)](#) is a national system of accountability designed specifically by and for community colleges via the American Association of Community Colleges (AACC). While most reporting systems are structured around four-year institutions, the VFA considers the unique needs and enrollment behaviors of community college students, allowing benchmarking and peer comparison from participating colleges.