



OAKLAND COMMUNITY COLLEGE  
Excellence *Empowered.*

# INFORMATION

Board Agenda Item 6.1  
February 16, 2021

## FALL 2020 MONITORING REPORT

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## Executive Summary

The context of the COVID-19 global pandemic has created unique challenges and opportunities across the higher education landscape. Unlike economic fluctuations that community colleges have experienced in the past, the current dynamics of student enrollment behavior are difficult to predict amid a confluence of public health concerns, legislative guidelines, and changes in the lives of students and their families.

Throughout this time, Oakland Community College (OCC) has positioned itself as a safe and accessible option for students to continue to pursue their goals and college ambitions. Amid the uncertainty, OCC has adapted to meet student needs and to provide a clarity of options within its programs and courses. Additional resources of funding, technology, and support combine to promote student success as the College community bands together to navigate this time.

The College remains committed to helping advance the community and has partnered with Oakland County via its [COVID-19 Economic Recovery Task Force](#), on which OCC Chancellor Peter Provenzano serves as a co-chair.



National reports show that in Fall of 2020, community college enrollment fell 9.4%, with new student enrollment down 23%.<sup>1</sup> At OCC, while [headcount enrollment](#) is down 6% over the prior year, [credit enrollment](#) fell only 3%. Both changes still place OCC as first in the region and in the top quartile statewide according to [comparative data](#) from early in the Fall semester.

Within this trend, [average enrolled credits](#) per student have risen significantly, from 8.18 to 8.51. Additional credit enrollment helps students accelerate progress toward achieving their academic goals. Further, the [conversion rate](#) of new admitted to enrolled students increased by eight percent, to a five-year high of 35.7%.

[Course success](#) and [fall to fall persistence](#) experienced a decline, aligning with an increased course withdrawal rate as student lives, work, income, families, and educational plans adapted to economic and public health conditions.

Finally, long-term, cohort-based metrics such as [college readiness](#) and [degree/certificate attainment](#) via the [Voluntary Framework of Accountability \(VFA\)](#) allow the College to assess trends on bigger picture outcomes over time and in comparison to peer institutions. The VFA is a national system of data sharing designed specifically for community colleges via the American Association of Community Colleges (AACC).

Throughout this time, OCC has continually evolved and innovated to best support students while prioritizing their safety and well-being. Through an ongoing integration of dynamic data systems and data-informed conversations, the College can assess its impact and design and implement plans for continuous improvement in service of its [mission](#) and contribution to increased postsecondary attainment in Oakland County.

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<sup>1</sup> Barshay, J. (2020). *PROOF POINTS: Covid-19 has been bad for college enrollment — but awful for community college students.* Retrieved from <https://hechingerreport.org/high-school-graduates-shun-college-in-the-covid-fall-of-2020/>

## Mission, Values, Vision & Strategic Plan



### **Strategic Direction 1: Optimize educational offerings & opportunities to meet community needs**

- 1.1 [Promote Educational Access](#)
- 1.2 [Implement a Strategic Enrollment Management Framework](#)
- 1.3 [Promote a Climate of Educational Innovation and Excellence](#)
- 1.4 [Promote the Holistic Development of all Individuals](#)
- 1.5 [Implement Innovative, Comprehensive and Effective Student Support Services](#)
- 1.6 [Advance Diversity, Equity, and Inclusion Policy and Practice](#)
- 1.7 [Improve Retention, Persistence, and Completion](#)

### **Strategic Direction 2: Improve Institutional Culture & Climate**

- 2.1 [Promote a Culture of Accountability to Shared Goals](#)
- 2.2 [Improve the Availability, Access, and Timely Publication of Essential Institutional Data](#)
- 2.3 [Develop and Deploy Intentional Communication Structures and Systems](#)
- 2.4 [Promote a Culture of Collaboration and Civility](#)

## Board Ends and Strategic Objectives

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

		BOARD ENDS							
		Career & Technical Education (CTE)	College Readiness	Transfer Education	Workforce Training	Continuing Education	Student Services Programming	Diversity, Equity & Inclusion	Accreditation & Certification
STRATEGIC OBJECTIVES	<b>Educational Access</b>	●	●	●	●	●	●	●	●
	<b>Strategic Enrollment Management</b>		●	●				●	●
	<b>Holistic Development of All</b>					●	●	●	●
	<b>Innovative, Comprehensive &amp; Effective Student Support</b>	●	●	●	●			●	●
	<b>Retention, Persistence &amp; Completion</b>		●	●	●			●	●
	<b>Educational Innovation &amp; Excellence</b>	●	●	●	●	●	●		●
	<b>Diversity, Inclusion &amp; Equity Policy/Practice</b>	●	●	●				●	●

The eight Board Ends and the updated Strategic Plan create an educational environment that fosters student learning and supports student success. The College offers ongoing opportunities to benefit individuals, the community, and employers based on their evolving needs. The Ends and Objectives support the College’s [mission](#) to empower students to succeed and advance the community.

**Oakland Community College (OCC):**

- Offers wide-ranging options for higher education and professional training, at all stages of career and life
- Partners with other higher education institutions, secondary education, government, workforce, and community
- Plays a central role as conduit among the K-16 continuum and helps county attain its [Oakland80](#) goal
- Provides an agile, responsive, relevant education and the value of reduced student loan burden
- Serves the community in higher education awareness, aspirations, access, and success



## Overview of Key Performance Indicators (KPIs)

The charts below give a high-level overview of Fall semester KPIs.

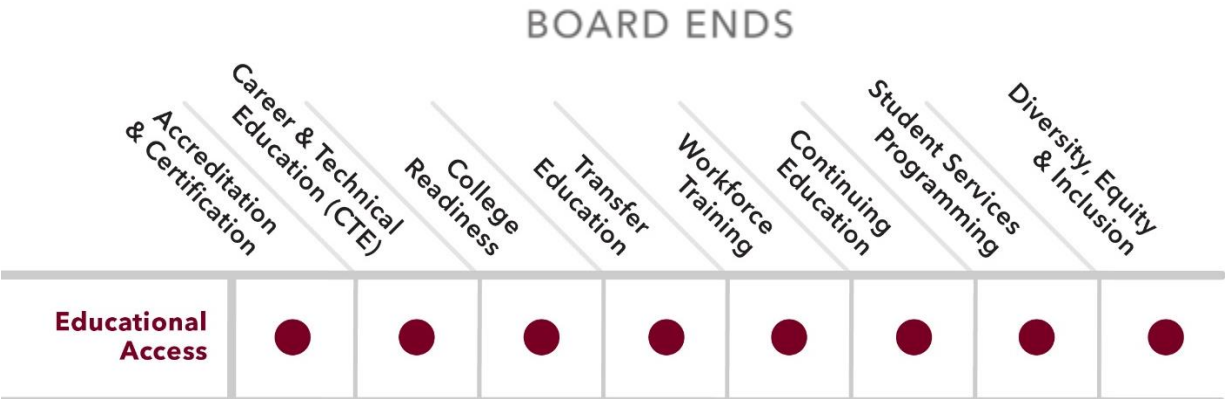
- Each indicator links to a report section with additional data, context, and interpretation.
- Targets for each indicator were determined based on the range of normal fluctuation, a forecast aligned with recent performance, the current context inside and outside OCC, and the College's actions for improvement.
- Input from faculty and staff helped inform targets. Ongoing research and analysis will continue to refine targets and support alignment with the College's strategic plan.

Fall Semester KPIs	2018	2019	2020	2019-20 % Change	2020 Target	Target to Actual
<a href="#">Conversion rate</a>	32.4%	33.0%	35.7%	+8.2%	33.0%	<b>+2.7%</b>
<a href="#">Headcount enrollment</a>	15,942	15,668	14,727	-6.0%	15,668	<b>-941</b>
<a href="#">Average enrolled credits</a>	8.17	8.18	8.51	+4.0%	8.60	<b>-0.09%</b>
<a href="#">Course success (all courses completed grade C or higher)</a>	72.4%	72.5%	69.4%	-4.3%	73.5%	<b>-4.1%</b>
<a href="#">Fall to Fall persistence</a>	54.1%	56.4%	52.3%	-7.3%	55.8%	<b>-3.5%</b>

Fall 2019 Core KPIs (VFA Cohorts) <sup>2</sup>	2017	2018	2019	2018-19 % Change	2019 Target	Target to Actual
<a href="#">Fall FTIAC students attained college readiness within two years</a>	39%	39%	41%	+5%	41%	<b>Met</b>
<a href="#">Completed Associate Degree or Certificate within six years (credential seeking cohort)</a>	24%	25%	25%	0%	27%	<b>-2%</b>

<sup>2</sup> Two-year cohorts started at OCC in 2015, 2016 and 2017. Six-year cohorts started in 2011, 2012, and 2013.

# 1.1: Promote Educational Access



**2020-21 Strategic Actions:**

- Improve developmental education outcomes through corequisite models & placement
- Increase dual & early college opportunities/matriculation
- Expand online portfolio of programs & courses

Access is an ongoing and evolving principle to remove barriers to higher education and provide support for all who wish to pursue it. A focus on equity helps the College better serve all members of the community in pursuing their diverse goals.

-  **Community Outreach**
-  **College Readiness**
-  **Diverse Learning Environments**
-  **Lifelong Education & Training**

Access includes:

- Outreach throughout the community to those considering college for the first time, those who want to return to college, guest students, and those who wish to train for a new career
- Innovating college readiness placement/pathways to facilitate student attainment
- Opportunities to learn in online, remote, hybrid, and in-person environments
- Momentum toward completing a degree/certificate, transfer, and skill attainment
- Continue to advance [Oakland 80](#) & [Michigan Sixty by 30](#) through robust strategic initiatives, the [Michigan Reconnect](#) program for students over 25, etc.





- 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](#)). Nearly a third of students receive some form of financial aid to attend OCC and in Fall 2020, 21% (3,097) qualified for a Pell Grant, the federal financial aid offered to students with the highest level of financial need.
- To support students with financial and life needs, OCC is participating in a national initiative [MI-BEST \(Michigan Building Economic Stability Today\)](#), led at the state level by the [MCCA's Center for Student Success](#). This work includes a survey and focus groups by [Trellis Research](#), to build an in-depth understanding of student financial stability and needs.

## Dual Enrollment and Early Middle College

### Outreach

- **Middle School Empowerment Experience (MSEE)** – a virtual field trip for all 8<sup>th</sup> graders in Pontiac aimed to cultivate a college-going mindset, foster a sense of belonging, and eliminate wealth as a perceived obstacle to degree attainment. OCC's Phi Theta Kappa (PTK) students played a major role in hosting the event and OCC's Foundation gave support.
- **Detroit Area Pre-College Engineering Program (DAPCEP) Partnership:** OCC is partnering with the non-profit DAPCEP to deliver a Saturday Cyber Security class to high school students from multiple districts during six weeks each in Winter 2021 and Fall 2021.
- **Bridging the Gap Collaboration:** 2020 laid the groundwork to initiate academic partnerships with three underserved districts. In 2021, OCC will partner with teachers and administrators from Oak Park, Hazel Park, and Pontiac to examine academic standards necessary to help reduce the need for remediation. The year-long collaboration will produce a side-by-side standards guide and an alternative assessment tool.

### Secondary Articulation

- OCC has 17 active secondary articulation agreements covering 49 courses
- Six new agreements for 17 courses among five school districts were added in 2020
- Created *Articulation at a Glance* tool for OCC counselors to use as a guide

### Operational Improvements

- **Michigan College/University Partnership (MiCUP):**  
The Secondary Partnership unit facilitated monthly meetings with representatives from the University of Michigan - Ann Arbor during 2020 to finalize, co-brand and distribute the 26-page *MConnect* Transfer Guide.
- **Expanded Staffing:** A part-time Administrative Specialist joined Secondary Partnerships. Her work has already yielded \$108,000 in secure foundation allowance funding for local school districts thanks to an attendance verification project involving 41 OCC faculty.
- **HELEN (Higher Education Liaison EMC Network):** OCC's Secondary Partnership unit co-founded HELEN as a means of sharing promising operational practices among early middle college and dual enrollment peers at postsecondary institutions across the state. Two virtual conferences were held during 2020.



- **OCC Legal Reviews:** The Intergovernmental Agreement for the Oakland Technical Early College Program was reviewed and updated during 2020. The *Petition for Admitting Exceptional Students* (ADS 98) to OCC was also reviewed and updated to reflect new policies and virtual options. The petition will apply mostly to middle school students who are deemed advanced and mature enough to enroll at OCC.
- **District Profiles:** Multiple data points were researched and compiled into district profiles for the top ten economically disadvantaged districts in Oakland County. The profiles are used to develop concentrated outreach efforts aligned with OCC’s access and equity goals.

## Recognition

- OCC’s Director of Secondary Partnerships was speaker at the **Michigan Pre-College & Youth Outreach Conference**
- Oakland Early College received the **2020 College Success Award**



## Strategic Planning

- **Strategic Planning (Promote Educational Access) - Dual Enrollment/Early Middle College Action Project:** The goal is to increase dual enrollment at OCC by 200 students in the 2021-2022 academic year.

## College Readiness

- College readiness placement is impacted by 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. A conversation about improving college readiness is also a conversation about bringing equity to student experiences and outcomes.
- While students are incentivized to pursue English by the [approved course lists](#) when placing below ENG 1510, attempts of developmental Math can wait until required as a course pre-requisite. English and Math have different curricular pathways and policies that impact college readiness. Details and nuances in these two areas can be found in the December 2019 [College Readiness monitoring report](#).
- During the impacts of COVID-19, students have engaged in guided self-directed [English placement](#) and remote ALEKS [Math placement](#) with support from Counseling and the Academic Support Center (ASC).
- Efforts to transform developmental education to help students accelerate and persist include:
  - Participation in statewide initiatives that include a focus on corequisite offerings, the [Michigan Reconnect Grant](#), [Futures for Frontliners](#), and [MIStart2Finish](#)
  - Access to Education Strategic Planning Committee to address best practices in developmental education and placement
  - Creation and implementation of a corequisite English course, English 1510E
- Examination and piloting of a new placement process (Duolingo) for English as a Second Language (ESL).
- Participation in the Bridging the Gap initiative with high school partners to promote college readiness

## Voluntary Framework of Accountability (VFA)

The [Voluntary Framework of Accountability \(VFA\)](#) is a national system of data reporting and peer benchmarking designed specifically for community colleges via the American Association of Community Colleges (AACC). Cohort tracking allows the College to evaluate progress on larger, long-term indicators over time.



Fall 2019 Core KPIs (VFA Cohorts) <sup>3</sup>	2017	2018	2019	2018-19 % Change	2019 Target	Target to Actual
<a href="#">Fall FTIAC students placed into developmental ENG and/or MAT</a>	73%	74%	63%	-15%	73%	Exceeded*
<a href="#">Fall FTIAC students attempted developmental ENG and/or MAT</a>	79%	78%	86%	+10%	78%	+8%
<a href="#">Fall FTIAC students attained college readiness within two years</a>	39%	39%	41%	+5%	41%	Met

\*The developmental placement indicator is unique in that ideally, through refined placement practices, curricular innovation, and community partnerships, fewer students would need developmental coursework in order to be successful at the college level. This is more of a metric to monitor, to help assess the impact of college initiatives on cohort-based student outcomes.

### OCC Trend

In recent years, Math and English have consistently increased the percentage of First Time in Any College (FTIAC) students who attempt developmental courses, attain college readiness, and complete a college-level course. Particularly, the 2017-2019 cohort begins to show the impact of substantial changes to placement processes and curriculum. Improvement and innovation of developmental education is ongoing and VFA data is one way to help measure its success.

Two-Year FTIAC Cohort	OCC 2015-17	OCC 2016-18	OCC 2017-19
FTIAC Students	3,060	2,710	2,620

Math Developmental Placement	2,155	1,964	1,308
Attempted Dev. Math Course	1,574 (73%)	1,412 (72%)	1,027 (79%)
College Ready Math	532 (25%)	514 (26%)	461 (35%)
Completed College-Level Math	226 (10%)	248 (13%)	239 (18%)

English Developmental Placement	894	659	920
Attempted Dev. English Course	666 (74%)	535 (81%)	808 (88%)
College Ready English	419 (47%)	369 (56%)	637 (69%)
Completed College-Level English	316 (35%)	284 (43%)	482 (52%)

<sup>3</sup> Two-year cohorts started at OCC in 2015, 2016 and 2017.

Any Developmental Placement	2,230	1,997	1,648
Attempted Any Dev. Course	1,766 (79%)	1,566 (78%)	1,413 (86%)
College Ready All Subjects <sup>4</sup>	865 (39%)	785 (39%)	674 (41%)

As OCC student college readiness outcomes improve, a significant equity gap persists among students that will inform the College’s efforts in this foundational area for student success.

### OCC Peer Comparison

- In relation to statewide peers, OCC shows a higher rate of students that attempt developmental courses in both English and Math.
- Recent improvement efforts have helped narrow the gap of students who become college ready in Math. The further realization of Math initiatives aims to further boost the completion of college-level coursework among this cohort.
- English currently exceeds this peer group on all metrics within this cohort and VFA definitions. The implementation of corequisite course ENG 1510E will begin to impact VFA data with the 2021-23 cohort.
- Overall, in this data set, OCC shows a much higher rate of students attempting developmental education and slightly exceeds peers on the total percentage of students with any developmental placement going on to successfully complete the highest-level developmental courses and attain college readiness.

Two-Year FTIAC Cohort	OCC 2017 Cohort	Peer Colleges <sup>5</sup> 2017
FTIAC Students	2,620	15,713

	#	%	%
Math Developmental Placement	1,308	50%	51%
Attempted Dev. Math Course	1,027	79%	65%
College Ready Math	461	35%	38%
Completed College-Level Math	239	18%	24%

English Developmental Placement	920	35%	26%
Attempted Dev. English Course	808	88%	60%
College Ready English	637	69%	51%
Completed College-Level English	482	52%	41%

Any Developmental Placement	1,648	63%	62%
Attempted Any Dev. Course	1,413	86%	69%
College Ready All Subjects	674	41%	38%

<sup>4</sup> Note: The category of “any developmental” metrics includes students who place into developmental Math, developmental English, or both. Due to the overlapping nature of these categories, the separate Math and English tables will not total to equal the numbers of overall college readiness need and attainment.

<sup>5</sup> Peer data above includes comparable Michigan community colleges in terms of size, location, and demographics, including: Grand Rapids Community College, Henry Ford College, Kalamazoo Valley Community College, Lansing Community College, Macomb Community College, Mott Community College, Washtenaw Community College

## Diverse Learning Environments

To maintain educational continuity during COVID-19, OCC has increased student access through a blend of instructional options based on student preferences, public health safety protocols, and the type of course content being delivered.



Faculty continue to advance in their remote instructional practices and pedagogy. The [Online Learning Readiness Course \(DIST 1000\)](#) helps prepares online and remote students for learning success. Further, the College continues to expand the number of courses and programs that are available fully online.

- Twenty-four faculty completed online development training via the Academic Technology Group (ATG) in Fall 2020 and twenty more faculty begin training in February 2021, joining the seventy-five faculty already fully trained in asynchronous course design and delivery.
- Ambitious online program development continues, with six programs currently fully online and another six planned for development in 2021-22. Current online programs include:
  1. [Associate of Arts \(AA.AA\)](#)
  2. [Associate in General Studies \(GEN.AGS\)](#)
  3. [Associate in Business Administration with a Concentration in Accounting \(ACC.ABA\)](#)
  4. [Criminal Justice – Generalist Associate in Applied Science \(CRJ.GEN.AAS\)](#)
  5. [Library Services and Technology Certificate of Achievement \(LIB.CA\)](#)
  6. [Technological Sciences Associate in Applied Science \(TSC.AAS\)](#)

## Economic and Workforce Development

In Fall 2020, OCC offered the [Connected Vehicle Professional Credentialing Program](#) in collaboration with [The NEXT Education](#).



The online program provided an overview of the world of connected and autonomous vehicles (CAV) and prepared participants to take the Connected Vehicle Professional Exam. Intended for a non-technician audience, it gave a thorough perspective on this rapidly growing industry segment, complete with information on CAV organizations, coalitions, and resources.



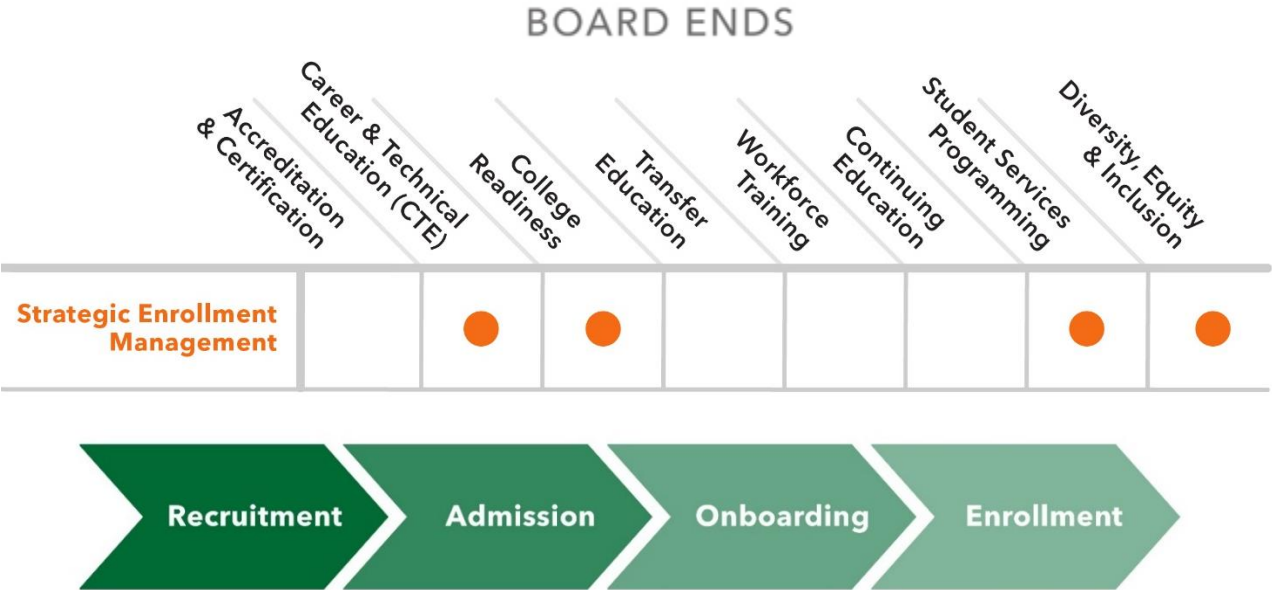
[NC3 \(National Coalition of Certification Centers\)](#) launched new work certification and OCC is one of only two Michigan schools to participate.

OCC's Associate Provost of Academics and Workforce received the "2020 Lighthouse Award" from the [Michigan Boating Industries Association \(MBIA\)](#). Collaboration with MBIA will help bring a Marine Technician education program to OCC in 2021.



Additional new programs include Pre-Apprenticeships, Central Sterile Processing, and Certified Nursing Assistant (CNA).

## 1.2: Implement a Strategic Enrollment Management Framework



### 2020-21 Strategic Actions:

- 360 Recruiting of FTIAC (First Time in Any College) students,
- Adult learner recruitment and collaborative support initiatives
- Enhanced utilization of Recruit and automated communicated technologies

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

### Fall 2020 Admissions Initiatives

The Admissions team worked throughout Fall 2020 on the recruitment and admission of students for Winter 2021. Their focus on outreach, communications, virtual college recruitment efforts, and internal collaboration helped the College maintain a steady stream of applications comparable to prior years despite a context of complexity, uncertainty, and challenge related to the impacts of COVID-19. Their work continues to align with the College’s Strategic Enrollment Management action team.

### Communication



- Expansion of text messaging tool to all four recruiting territories
- Updated videos on admissions website to guide students 24/7
- Ongoing coordination with Marketing Communications team and CRM (customer relationship management) communication plans
- Established a Coffee with a Coordinator open zoom lobby through final registration week for Winter 2021 admission support



- Coordination of [Futures for Frontliners \(F4F\)](#) communications, a state scholarship to provide free community college tuition to pre-approved essential workers
- Met with key partners to promote F4F (i.e. Kelly Services, Automation Alley)
- Provided F4F LIVE Admissions sessions and recorded a session for prospective student access during winter break
- 2,500+ former, current, or prospective OCC students qualify for Futures for Frontliners funding, providing community college tuition for eligible essential workers without degrees; 1,200+ enrolled Winter 2021

## Outreach



- Deployed Facebook LIVE sessions for Winter 2021, to be held monthly
- High School recruitment efforts providing innovative, safe delivery options
- Engaged with new personnel including the Apprenticeship Coordinator to support in smooth onboarding and messaging resources.
- Coordination with Financial Aid and Marketing & Communications in the communications management for the anticipated launch of [Michigan Reconnect](#), which will provide funding for students over age 25 to pursue a degree or certificate at a local community college.

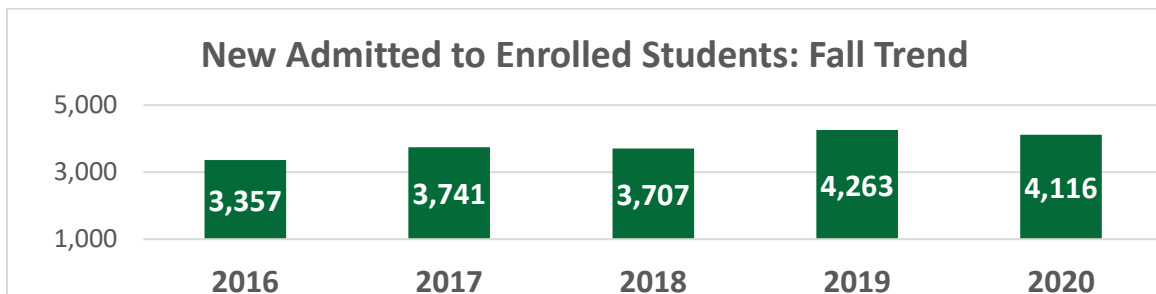
## Future Planning

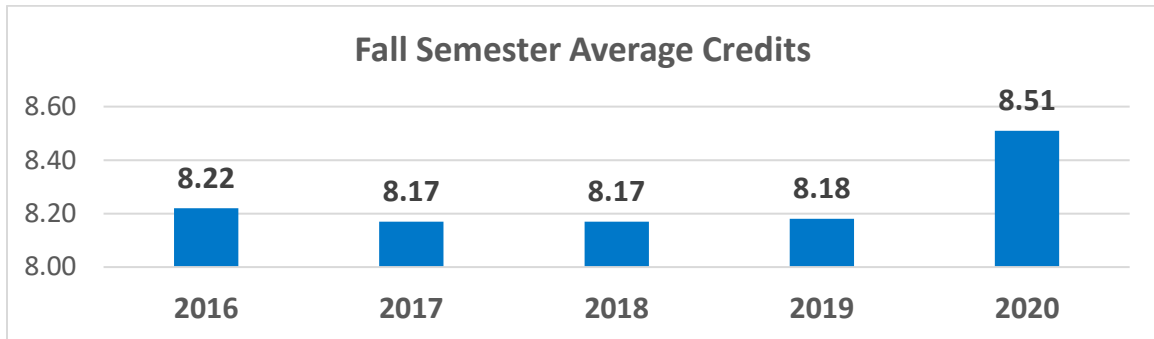
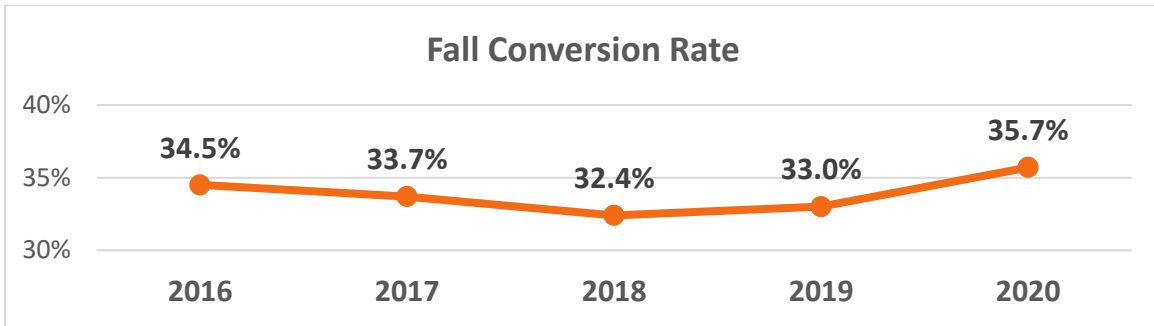


- Develop a comprehensive communication management system (CMS) in coordination with Registrar & Enrollment services office to assist in the conversion of prospective students from admissions to enrollment
- Expand recruitment team to support online degree/certificate initiatives
- Strengthen [Student Recruiter](#) program with additional personnel and training
- Provide Oakland County Counselor professional development in January 2021
- Implement virtual transfer fairs in collaboration with Counseling/Marketing/Communications
- Promote Virtual LIVE Admissions sessions through winter and spring
- Explore and partner with four-year institutions as well as local community agencies to provide innovative/creative virtual outreach

## Data Trends

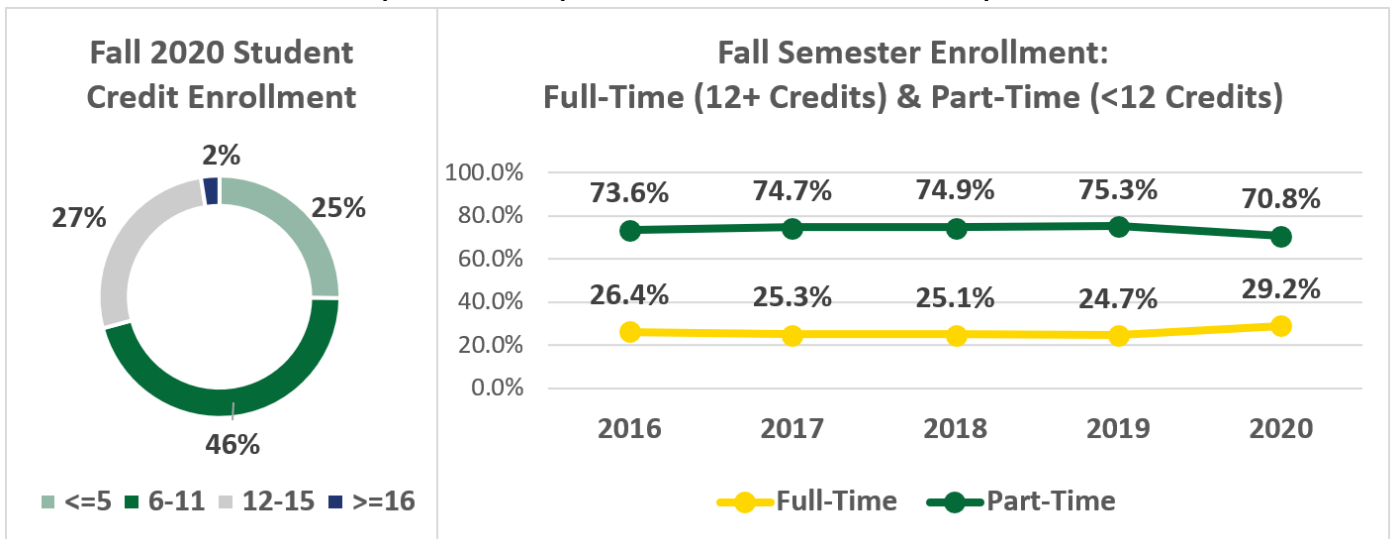
The efforts of Admissions and their collaborations across the College have led to a higher rate of student conversion, accompanied by a significant increase in average enrolled credits.





Source: Institutional Effectiveness, End of Session Data

- OCC’s proportion of part-time enrollment has continually increased in recent years, but in Fall 2020 that trend shifted as more students enrolled full-time.
- In a Fall 2020 survey of part-time students, 60% of respondents (759/1,275) indicated they would like to enroll full-time but have barriers to doing so. Respondents identified work obligations as the primary reason for their part-time enrollment, followed by family responsibilities, tuition expenses, personal reasons, and course availability (i.e. delivery method, time of day, day of week, weekend and evening courses).
- OCC Counselors are collaborating with Curriculum, Student Learning, and Evaluation to create part-time program plans for students, starting with the highest enrollment programs first. So far, five plans are completed and fifteen more in development.



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



## Marketing Strategy

- Targeted communications to diverse prospects, current and former students, and influencers using internal messaging along with paid and earned media
- Marketing and advertising tactics include email, texting, geofencing, radio, direct mail, social media and digital that caters messaging to specific demographics and platforms.

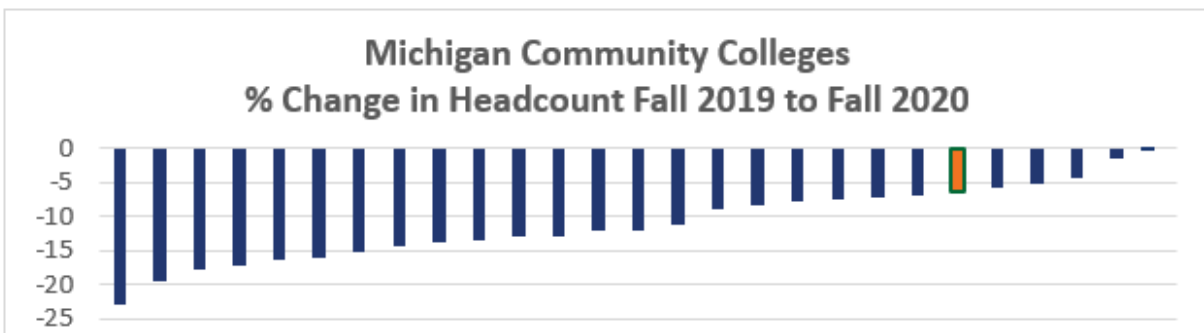


In 2020, OCC [was recognized](#) with a Silver Medallion award by the [National Council for Marketing & Public Relations \(NCMPR\)](#) for its excellence in digital and electronic media.

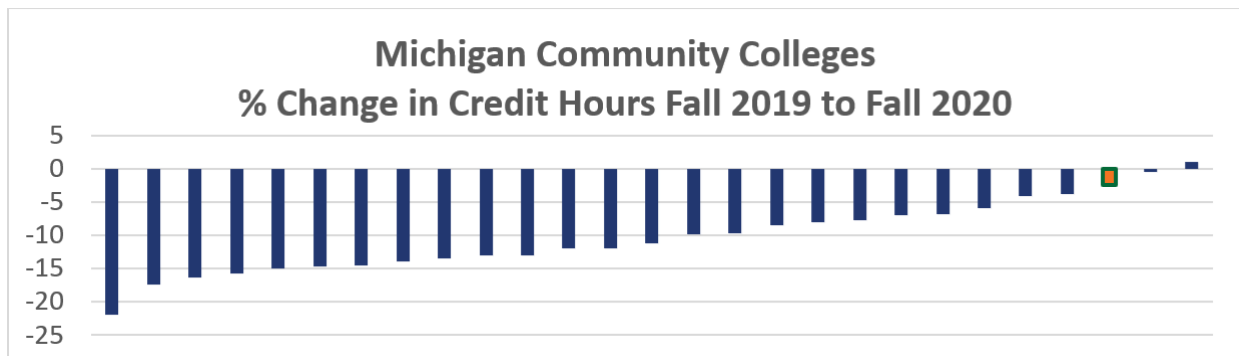
## Fall 2020 Initial Enrollment Comparison Data

Nearly all Michigan community colleges saw declines in student headcount and credit enrollment in Fall 2020 compared to the prior year.

- OCC ranked **#6** of 27 community colleges in terms of student headcount change. The colleges ranged from -23% to 0%, with OCC at -6.5%.



- OCC ranked **#3** of 27 community colleges in terms of credit hour enrollment change. The colleges ranged from -22% to +1%, with OCC at -2.6%

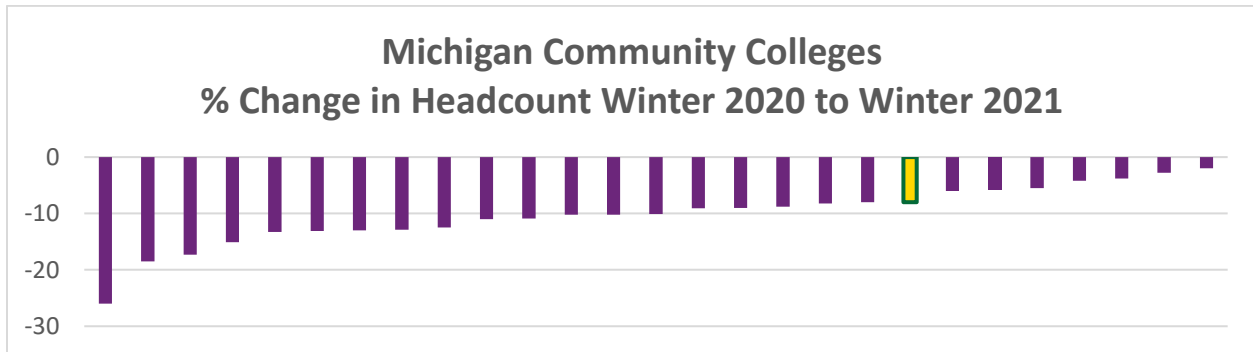


Source: Weekly report via <https://www.mccssa.org/> as of 9/21/20, with institution-level reports ranging from 8/31 through 9/21 and OCC Data from 9/21. These are not official final reports and any comparison is limited by differing dates.

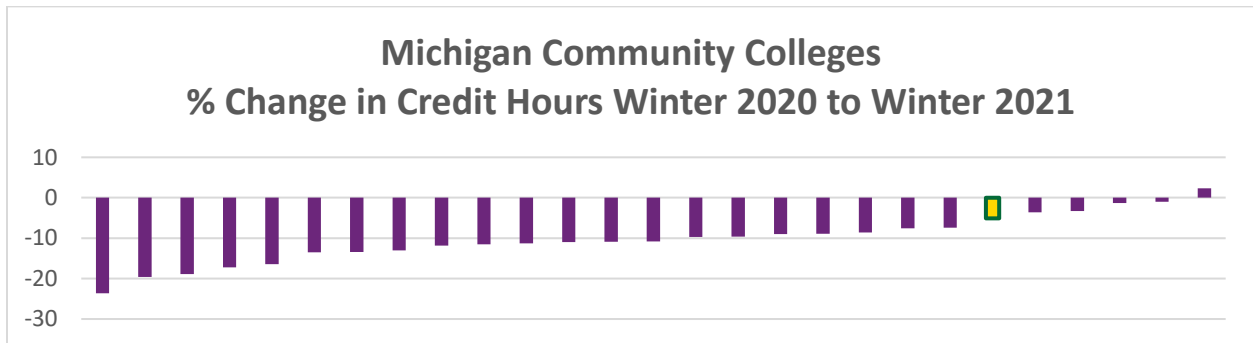
## Early Winter 2021 Enrollment Data

Once again, nearly all Michigan community colleges saw declines in student headcount and credit enrollment in Winter 2021 compared to the prior year.

- OCC ranked **#8** out of 27 community colleges in terms of student headcount change. The colleges ranged from -26% to -2%, with OCC at -8%.

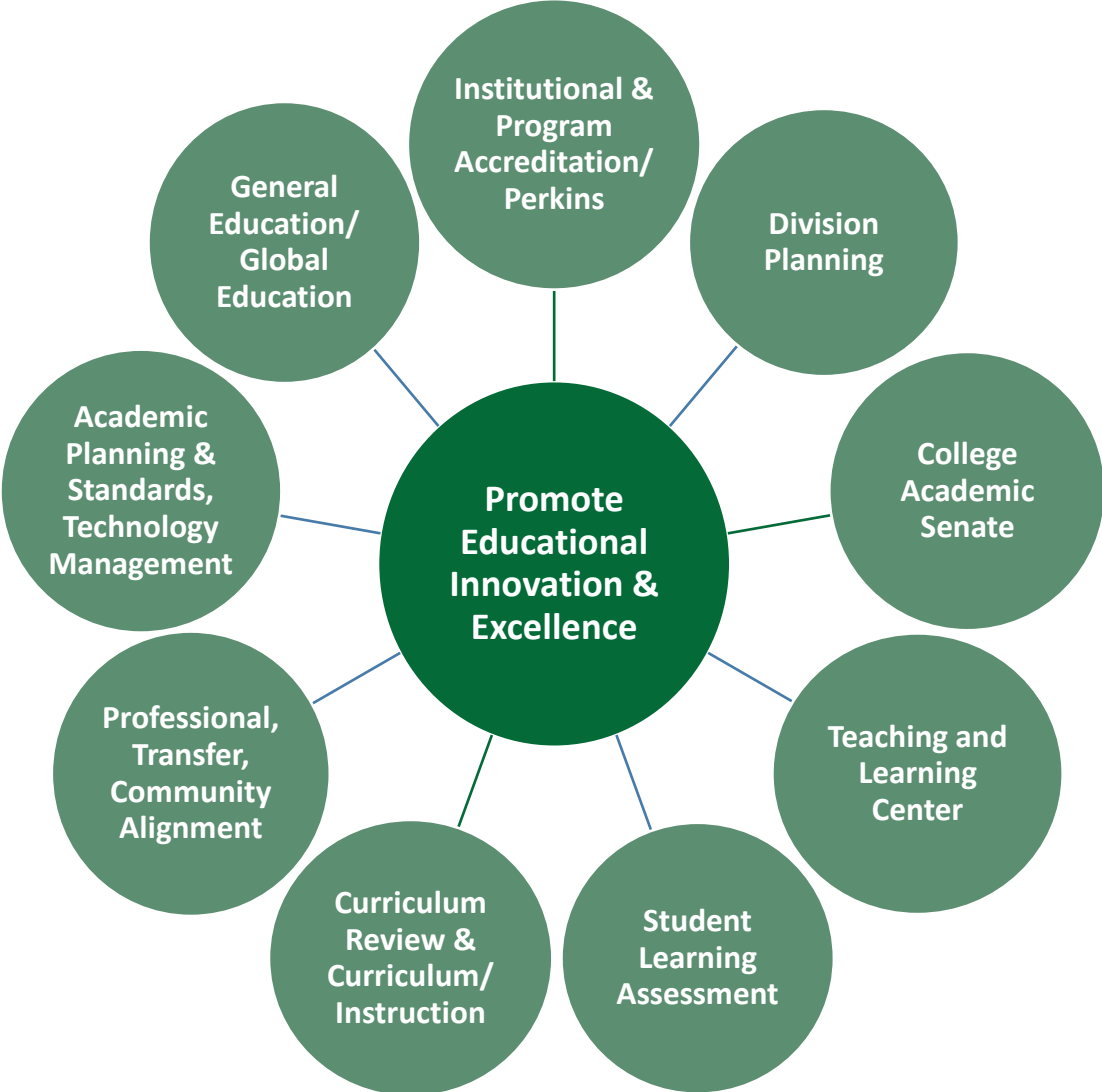


- OCC ranked **#6** out of 27 community colleges in terms of credit hour enrollment change. The colleges ranged from -24% to +2.3%, with OCC at -5.1%.



Source: Weekly report via <https://www.mccssa.org/> as of 1/19/21, with institution-level reports ranging from 1/4 through 1/19 and OCC Data from 1/19. These are not official final reports, and any comparison is limited by differing dates.

1.3: Promote a Climate of Educational Innovation and Excellence



BOARD ENDS

	Career & Technical Education (CTE)	College Readiness	Transfer Education	Workforce Training	Continuing Education	Student Services Programming	Diversity, Equity & Inclusion
<b>Educational Innovation &amp; Excellence</b>	●	●	●	●	●	●	●

### 2020-21 Strategic Actions:

- Deploy a Teaching and Learning Center (TLC)
- Senate Committee Innovation (Communication & Sharing of Effort)
- Global Educational Initiatives

A focus on faculty professional learning and the growth of online education continues to advance educational innovation and excellence at OCC. Faculty development in technology-enhanced instruction, classroom assessment, culturally relevant pedagogy, and specific disciplinary areas of interest can contribute to improved student learning outcomes, supported by the development of a new Teaching and Learning Center (TLC).

## Accreditation

In response to additional reporting requirements within the Department of Education, the [Higher Learning Commission \(HLC\)](#) now requires prior approval for new programs and major program revisions. Faculty and staff across the College are collaborating to ensure this approval becomes a step in ongoing curricular processes.

Newly approved degrees include an Associate of Applied Science Degree and Certificate in Heavy Equipment Repair, as well as a Pre-Engineering Associate of Applied Science Degree to serve engineering transfer students or engineer assistants. Additional adjustments of note include the development of an International Business concentration under the Associate of Business Administration – replacing the previous International Commerce Degree and a new [MTA/Transfer Studies Certificate](#) in process. Pending HLC approval are adjustments to OCC's current Police Academy that will allow cadets to receive thirty credits upon completion of the academy. All these changes are scheduled to begin in academic year 2021-22.

## OCC Teaching and Learning Center (TLC)

The TLC debuted in Fall 2020, with its mission below as approved by College Academic Senate:

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

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The TLC is comprised of two parts, the Academy for Teaching Excellence and the Academic Technology Group. Activities in support of faculty professional learning during fall semester included:

- Professional Inquiry Projects that reflect on and identify strategies for continuous improvement in teaching and learning
- Workshops for faculty on a variety of teaching and learning topics from active learning to online and remote instructional strategies

- Feedback from full-time and adjunct faculty members on priorities for professional learning
- Collaborating with ACCESS and other College units on an adjunct faculty orientation.

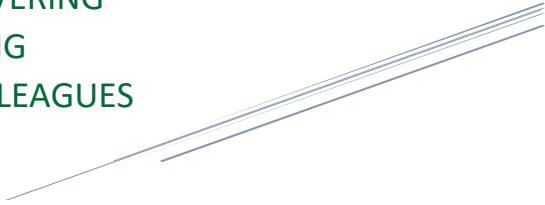
### College Academic Senate

- The College Academic Senate Committee for Academic Planning is exploring strategies to improve communication and sharing of effort across disciplines, programs, and college departments.
- Meanwhile, the collaborative efforts of the Campus Senates, Curriculum/Instruction Committee (CIC), Student Outcomes Assessment Committee (SOAC), Curriculum Review Committee (CRC), Academic Planning, Technology Management, and other extensions of the Academic Senate continually advance the quality and relevance of OCC's curricula, teaching, and learning.
- For instance, in Fall 2020 the Senate Distance Learning Committee used student survey results to develop a new set of definitions for course delivery methods (i.e. face to face, hybrid, online asynchronous, online synchronous). The committee continues to work to identify ways to make the catalog and schedule of classes easy for students to understand.

### Global Educational Initiatives

- In Fall 2020, the Global Education (GE) office was able to meet 70% of its [IDEAS grant](#) deliverable goals for the year ahead of schedule.
  - **Virtual Exchange**: In Fall 2020, fourteen faculty were recruited to incorporate virtual exchange into their classrooms, exceeding the annual goal of ten. They helped OCC deliver twenty virtual exchange courses, twice the goal set for 2020-21. Their work benefitted 503 students in courses across the College through partnerships with countries in the Middle East, North Africa, Europe, Asia, Latin America, and the Caribbean.
  - **Virtual Study Abroad**: Two out of the three planned virtual study abroad courses were already delivered in Fall 2020, so OCC will increase its goal and develop two more for the Winter semester. The Fall courses, Global Issues and Challenges, and The Cultures of Italy, benefitted thirty-three students, five of whom were supported by scholarship funding to help them participate. Through OCC's innovation of virtual study abroad, students could continue to meet Global Studies (GLS) course requirements within a remote environment. Two Winter 2021 courses include Italian I and Art Appreciation.

OCC IS ONE OF FEW INSTITUTIONS DELIVERING  
 VIRTUAL STUDY ABROAD AND IS SHARING  
 EXPERTISE AND EXPERIENCES WITH COLLEAGUES  
 ACROSS THE GLOBE.



## Curriculum, Student Learning, and Evaluation

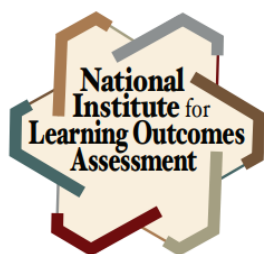
The [Office of Curriculum, Student Learning, and Evaluation \(CSLE\)](#) within Institutional Effectiveness works collaboratively with OCC faculty and staff to provide data and information that supports effective teaching, learning, and services for OCC students.

### Fall 2020 Curriculum Review Highlights

- Connecting course learning outcomes to external standard-setting bodies
- Expanding content to help programs meet industry needs and adhere to industry standards
- Newly added market share analysis explores program enrollments at OCC in relation to comparable programs at regional peer institutions, informing a process to increase program competitiveness
- Community need profiles (CNP) help guide long-term directions for academic programs, ensuring programs are well aligned with community need in terms of size, focus, and degree level, and lead to a livable wage for OCC students.
  - One component of the CNP is an opportunity score, which identifies if educational programs are producing a surplus or deficit of potential workforce relative to the number of job openings in the OCC service area.<sup>6</sup>
- These contextual data help programs with planning and actions for continuous improvement in the areas of enrollment, curriculum, and student learning goals.

### Fall 2020 Student Learning Assessment Highlights

Over 147 faculty and staff came together for a virtual Assessment Day, which provided professional learning and conversation on designing and implementing meaningful assessment to improve student learning. Faculty-led panels and breakout sessions covered general education assessment, data-informed action strategies, course-level to program-level assessment, and adapting assessment to remote teaching and learning. A keynote speaker gave insight into socioeconomic impact of developmental education on student learning, persistence, and the college experience.



In 2020, OCC applied for the Excellence in Assessment designation by [NILOA](#) (the National Institute for Learning Outcomes Assessment), which recognizes colleges and universities that successfully integrate assessment practices throughout the institution, provide evidence of student learning outcomes to stakeholders, and utilize assessment results to guide institutional decision-making and improve student performance. While OCC did not receive the award, reviewers commended several aspects of the institution's assessment practices and strongly encouraged the College to apply again in the future.

<sup>6</sup> The OCC Service area for community need profiles includes Oakland County and the six adjacent counties: Genesee, Lapeer, Livingston, Macomb, Washtenaw, and Wayne

Strengths identified by the review team include:

- A strong foundation of dedicated assessment staff, an established assessment committee, and successful collaboration among administration and faculty
- Use of assessment day and division day for professional development
- The presence of a faculty-driven assessment cycle including instructional and curricular improvement
- Inclusion of adjunct faculty in the assessment process
- OCC's ARTIS (Assessment Results Tracking Information System) database and handbook for assessment
- Ongoing use of data to inform growth and change

Areas for growth include:

- Clearer communication of learning outcomes to students, beyond the syllabus (greater transparency)
- Greater connection of co-curricular offerings and assessment
- Participation in assessment by all groups - leadership, students, alumni, employers, etc.
- Proof of the impact of assessment on institutional improvement

These four identified areas for growth are currently being examined by the Student Outcomes Assessment Committee (SOAC) in collaboration with the Office of Curriculum, Student Learning and Evaluation (CSLE) and action plans are in development.

## Community Connection



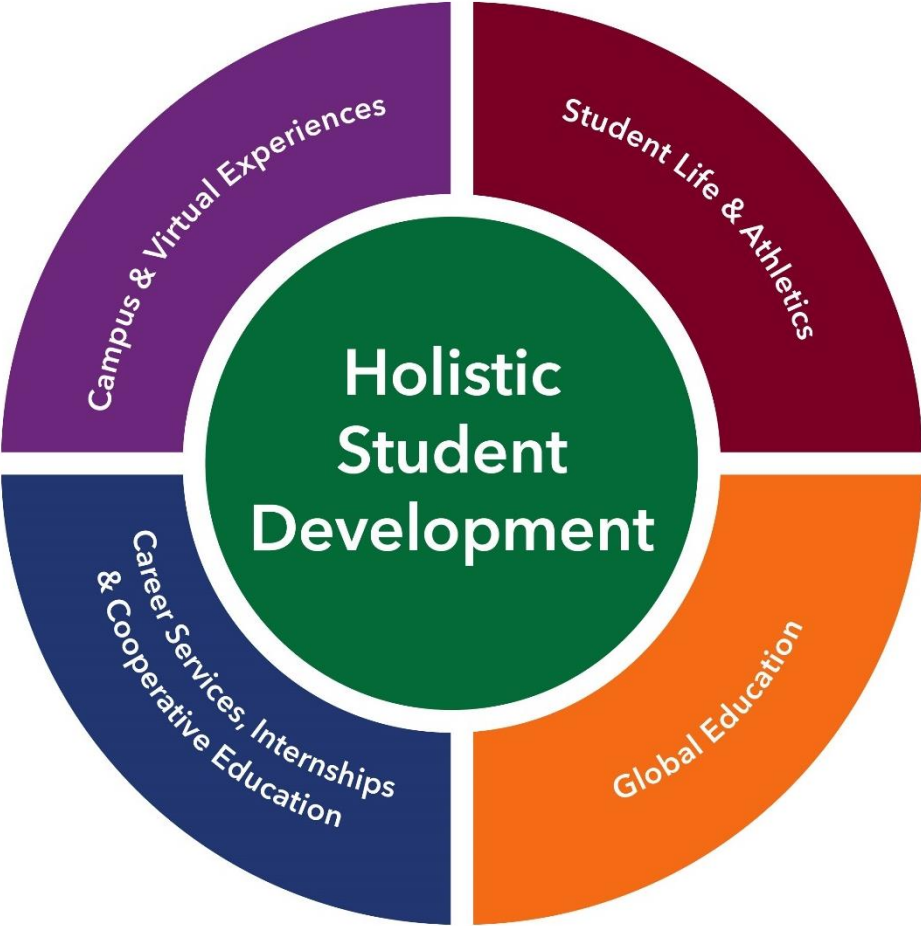
On Wednesdays in Fall 2020, OCC's [Culinary Studies Institute](#) students provided the College and community with safe and excellent cuisine exhibiting their skills and learning. Their work continued to enhance the campus and its patrons, while adhering to all local and state guidelines.

Virtual information sessions continued to prepare students interested in applying for OCC's programs in [Nursing](#), [Radiologic Technology](#), [Diagnostic Medical Sonography](#), and [Respiratory Therapy](#). Information sessions help prospective students understand the program requirements, didactic and clinical phases, and requirements for success within these essential fields.



A virtual Student [Music](#) Showcase in December included several recitals where students shared their talents and hard work with the community, bringing the arts to an online environment where all could enjoy.

1.4: Promote the Holistic Development of All Individuals



BOARD ENDS

	Career & Technical Education (CTE) Accreditation & Certification	College Readiness	Transfer Education	Workforce Training	Continuing Education	Student Services Programming	Diversity, Equity & Inclusion
Holistic Development of All					●	●	●

2020-21 Strategic Actions:

- Understand student perspectives on student life
- Increase student life opportunities through collaboration & planning





College learning and development happens both inside and outside the classroom. OCC offers opportunities for students to get involved that contribute to their intellectual, professional, social, and cultural growth. Extracurricular experiential learning activities enrich the college experience and support student success. During Fall 2020, several remote activities have continued to foster student connection and growth.

Partway into the semester, the Student Organization Fair encourages student involvement in OCC's many [organizations, clubs, and leadership opportunities](#). Student Life contributes to student development and success through academic, professional, social, recreational, and community service activities.



[Global Education](#) events provided international learning and interaction to 369 participants, with six events focused on Mexico, Ecuador, Brazil, India, the Philippines, the Biodiversity of Costa Rica, etc. The [International Student Club \(ISC\)](#) of Auburn Hills helped to deliver some of the events.

The [Conversation Partner Program](#) held three orientations and supported the language and cultural learning of thirty-six participants through virtual programming.

OCC's [Phi Theta Kappa \(PTK\)](#) chapters invited over 2,000 eligible students to attend two virtual orientations where local and regional officers highlighted the benefits of PTK Honor Society membership and the dedication to leadership, scholarship, service, and fellowship among its members. PTK members also attended a first ever virtual global induction ceremony.

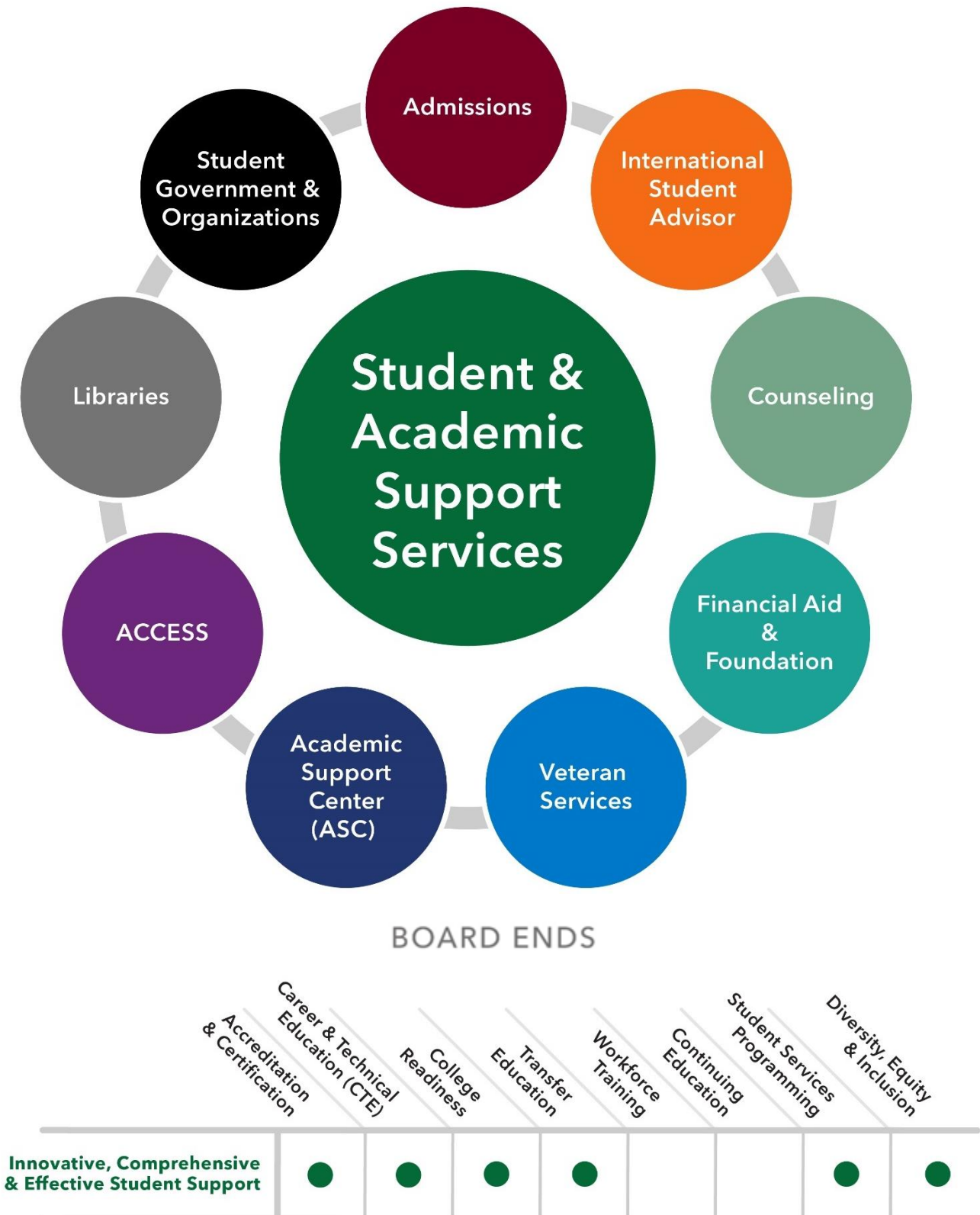


[Student Government](#) met weekly in Fall 2020 and their many activities included: Get Out the Vote efforts, middle school outreach, a Christmas toy drive for Open Hands Food Pantry, collaboration with Senator Levin's office on Social Media, collaboration with Alpha Omicron Psi on their Honors in Action project, and ideas for the 2021 Welcome Week and the 2021 Student Fair.

[Student LIFE](#) hosted two Leadership Training Workshops during Fall 2020, as well as a virtual International Holiday Connections event alongside the English as a Second Language discipline in December, to help bring international and domestic students a sense of belonging and comradery while sharing intercultural experiences related to the holiday season.

During the challenges of COVID-19, OCC still has many ways for students to get involved, stay engaged, get to know their peers, make a difference, and explore their future goals.

## 1.5: Implement Innovative, Comprehensive & Effective Student Support Services



### 2020-21 Strategic Actions:

- Improve interdepartmental communication & professional development
- Adopt and implement a student climate tool
- Improve student self-service infrastructure through web enhancement & ChatBot



*together*  
WE'VE GOT THIS

At the start of Fall 2020, OCC held a welcome back event for nearly 200 students and continues to develop and refine [guides](#) to help students navigate [resources and supports](#).

### OCC Cares

The College has expanded supports, initiatives, funding, and services help meet student challenges during this time

- **3,000+** students received over **\$3.4 million** in CARES funding
- **2,103** OCC CARES laptops were distributed to eligible students in Fall 2020
- **1,664** additional laptops are available for Winter 2021 students and enrollment requirements changed to eight credits to allow more students to be eligible
- **2,139** students saved **\$215,517** by using Open Educational Resources (OER) in 2020
- **284** scholarship awards from the OCC Foundation provided students with **\$142,000** in support in Fall 2020
- **100%** of Student Success Fund recipients completed the semester after receiving assistance for their emergency financial needs

The newly developed [OCC Safe App](#) provides a campus alert device for emergency notifications, including emergency contacts, location sharing, support resources, reporting function to communicate with Public Safety, etc.



OCC CARES Laptop Program: OCC is one of the only community colleges in Michigan using CARES Act funds to provide direct technology assistance to full-time students. The \$1 million laptop giveaway is designed to address increased technology needs of OCC students during this time of remote learning. OCC's VDI system uses data on each student's semester class schedule to automatically provide access to the appropriate virtual software required for their classes.

[Open Educational Resources \(OER\)](#) are free online textbooks and learning materials. OCC's current OER project is funded through a [Foundation](#) grant from the Provenzano Innovation Fund. Six Faculty introduced OER materials for the first time in Fall 2020 and a second Faculty OER Adoption workshop was presented in September. With total expenses of \$6,642 to date and 2,139 students saving \$215,517 in 2020, OCC has achieved a substantial return on investment and provided a valuable support to students by supporting faculty innovation.

All 41 [Student Success Fund \(SSF\)](#) recipients during academic years 2018-19 and 2019-20 successfully completed the semester in which they faced financial crisis and received emergency assistance. Further, 27 of the 41 either completed a credential after receiving help or remained enrolled in Fall 2020, for a 66% persistence and completion rate. During Summer and Fall 2020, nine students received emergency funds and an additional eight received Chromebooks. The Chromebook distribution is a new element of the SSF, designed to complement the CARES Laptop Program since not all students were eligible to receive federal support. In anticipation of greater student need, the Foundation launched a Student Success Fund Matching Gift Challenge in October 2020. With support from 20 corporate and community sponsors who provided a dollar-for-dollar match, the College raised nearly \$97,000, exceeding its \$90,000 goal.

## Veterans Services

In Fall 2020, a major focus was placed on the administrative process of certifying and recording of student veterans/dependents enrolled in class for the Fall and Winter semesters. In addition to helping students make full use of their [Veterans educational benefits](#), the College supports students in several ways:

- [Student Veterans of America \(SVA\)](#) held election of club officers and meets monthly
- Community information is emailed to current and former student veterans/dependents.
- Veteran employment opportunities are emailed to students as they are made available to the department, including a congressional internship from the office of Elissa Slotkin.
- During [Veterans Week](#) from November 9-13, numerous events honored OCC's student veterans, from recognition in class to a video from the SVA President, virtual coffee break chat sessions, guest speaker Admiral Jon Bayless delivering a virtual presentation on Transitioning from Military to Civilian Life, the third Veteran's Career Services workshop of the year, and guest speaker Lauren Chamberlin from [Oakland County Veterans Services](#) with a virtual session on Veteran's benefits.
- A Military & Reserve/Guard Virtual Open House in December invited active duty and reserve/guard personnel to visit OCC with Admissions and Veterans Coordinators on hand.
- Submitted new OCC Programs (degrees/certificates) to State for VA Approval.



### Future Direction:

- Coordinate with Admissions on monthly Military & Reserve/Guard Virtual Open Houses
- Coordinate with Career Services on Veterans Career Services Workshops every semester
- Hire a VA Work Study for OCC Veterans social media communication.
- Coordinate a guest speaker, Senator Gary Peters, to speak (virtually) on the subject of PTSD during the month of June (PTSD Awareness Month).

## Career Services



Through sponsorship by the Michigan Department of Labor and Economic Opportunity's (LEO) Office of Employment and Training, an [OCC & Community Virtual Job Fair](#) connected students to employers with job openings, including Beaumont Health, the State of Michigan, Fischer Automotive, Rocket Mortgage and many more.

- Additional workshops on job search techniques and interview skills were provided by OCC Career Services during the Fall 2020 semester.

## Supporting Remote Learning

- Free shipping on orders from the [OCC Raiders Bookstore](#) toward the end of the Fall semester
- Contactless pickup of books and study materials from the [OCC Libraries](#). During finals at the end of the semester, the Libraries provided online stress-free programming and fun for students, faculty, staff, and the community.
- A whiteboard video on [time management tips for college students](#) by OCC's [Academic Support Center \(ASC\)](#)

## Student 24/7 Self-Service Resources



Hi I'm OCCbot! I am a virtual assistant here to answer any questions you may have about Student Services.

- **OCC's Chatbot** was developed with partner [Ivy](#), which provides artificially intelligent self-service chatbots specifically for colleges and universities.

- Development of the tool began in March when the chatbot used OCC's website content to create a knowledge base for questions and answers. From May through June, a process of training, refining, and testing began to validate and troubleshoot Chatbot responses,

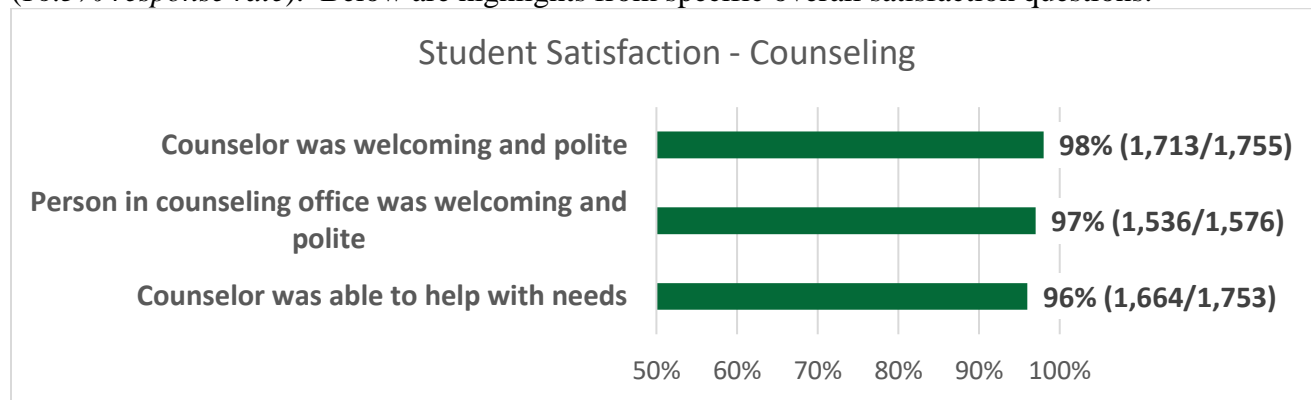
to help ensure that commonly asked questions would be well answered.

- The Chatbot launched on OCC's website in July 2020 and is continuously monitored and supported by Student Services and Information Technologies. This dynamic tool grows and learns through use and maintains knowledge of updates to website content. It allows students to ask questions virtually at any time, without relying on staffing or office hours.
- From its creation to January 12, **6,557** messages and **4,395** conversations occurred via the Chatbot to help students with topics such as admission, registration, counseling appointments, course descriptions, and transcripts.
- From its creation to January 12, **12,379** messages and **8,642** conversations occurred via the Chatbot to help students with topics such as admission, registration, counseling appointments, course descriptions, and transcripts.

## Student Services Evaluative Framework

The establishment in 2019 of an ongoing evaluative framework allows continual review of major student service departments, to support ongoing improvement informed by data. This cyclical process helps each department reflect on operations, policies, procedures, and student satisfaction to identify strengths, challenges, and opportunities for improvement. One piece of this framework is the continual measurement of student feedback and satisfaction.

A Fall 2020 counseling satisfaction survey was sent to 11,719 students and 1,932 responded (16.5% response rate). Below are highlights from specific overall satisfaction questions.



Also, according to the surveys sent out to thousands of students using student services in the Fall semester, unmet student needs have increased since the previous Fall. In the Fall 2020 surveys, 87% of respondents (2,048) students identified an unmet need, up from 65% in Fall 2019.

- The greatest need identified by students in Fall 2020 is mental healthcare (21% of respondents); in Fall 2019 the greatest need was tuition expenses.
- Other top needs included funding beyond what financial aid can cover (17%), expenses for course materials (16%), and food (16%).

[Counselors](#) are an essential resource to help refer students in need to college and community supports. A 2020 increase in college student mental health needs is a [national trend](#). In Winter 2021, OCC will participate for a second time in the [Healthy Minds Study](#) in collaboration with the University of Michigan – Ann Arbor. The study’s outcomes can inform the College’s mental health resources, initiatives, and support for students.

*“OCC has proven to be a constant for me. Providing me with good experiences in different decades now. A gateway to accomplishing my goals.”*

*“They [ACCESS] did a great job of helping students transition to remote learning with their accommodations.”*

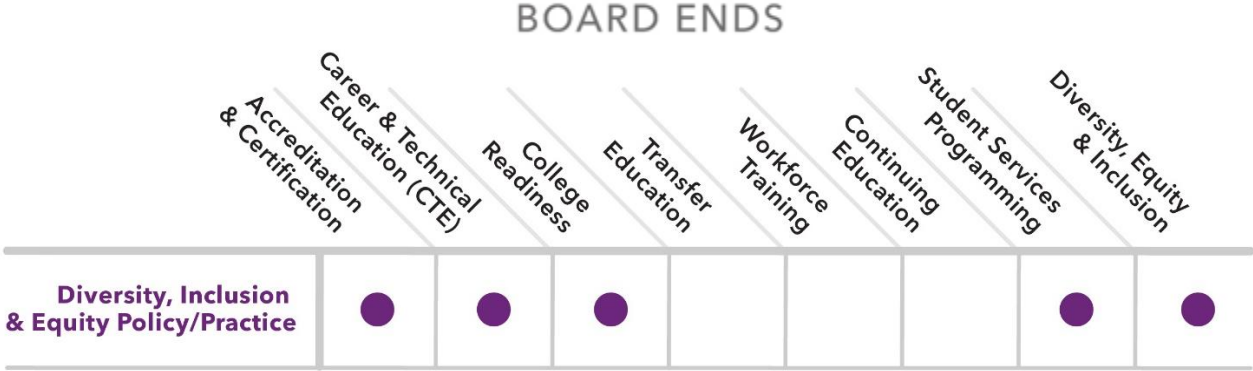
OCC Cares

*“It’s been nice being able to access the resources I need remotely. Any resources I haven’t been able to get, they [Library] have figured out a way to get them to me.”*

*“Thank you to the entire staff involved with financial aid - every single question I have asked they had an answer that helped me get everything done that I needed.”*

Source: Institutional Effectiveness Satisfaction Surveys Fall 2020

# 1.6: Advance Diversity, Equity, and Inclusion Policy and Practice



**2020-21 Strategic Actions:**

- Adopt & deploy a benchmarked DEI climate tool
- Ongoing DEI Training for faculty and staff
- HR Policy Changes (parental leave, diverse hiring pools, etc)

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.**

- College and Campus [Committees for Diversity, Equity, and Inclusion](#) help guide initiatives, programming, policy, and practice
- As an organization matures, it can progress from an appreciation of diversity to a focus on inclusion and equity.

<b>DIVERSITY</b>	Respecting and valuing the entire range of human and cultural differences
<b>INCLUSION</b>	Involvement, belonging, and empowerment of all - each perspective has worth and every voice matters
<b>EQUITY</b>	Policies, practices, and resources provide equitable access, participation, and outcomes for all

Programming throughout Fall 2020 provided OCC students, faculty, staff, and the broader community with learning and growth opportunities focused on diversity, equity, and inclusion. Sessions included:

- Developing “cultural humility and emotional intelligence”
- Hearing the heroic stories of Holocaust survivor Irene Miller (who shared her incredible life experiences with 249 participants)
- Joining a lunchtime discussion on how OCC’s Police Academy and Criminal Justice programs:
  - Provide training addressing racial biases, restorative justice, fair and impartial policing, scenario-based simulation learning, etc.
  - Offer one of the only Department of Justice Approved Deescalation courses in the United States
  - Partner with Oakland Community Health Network to offer Crisis Intervention Training (CIT) at the CREST Facility.



OCC's [Black Student Union \(BSU\)](#) continues to provide valuable conversation, insight, and resources on issues of race, equity, and social justice. In December, the BSU held a virtual Dream Board meeting, where members socialized around a Dream Board activity using media clippings and inspired by Dr. Martin Luther King, Jr. The BSU also planned their January MLK event focusing on the significance of MLK to 20-Somethings, and their work on charitable community service projects.

OCC’s Mental Health Task Force is a group of dedicated faculty and staff from across the College that works to promote awareness, understanding, and support of mental health issues affecting students and employees. In partnership with Human Resources, programming was offered in Fall 2020 on *Managing Your Mental Health During COVID-19* and on *Grief and Loss, What is it, How to Cope*.

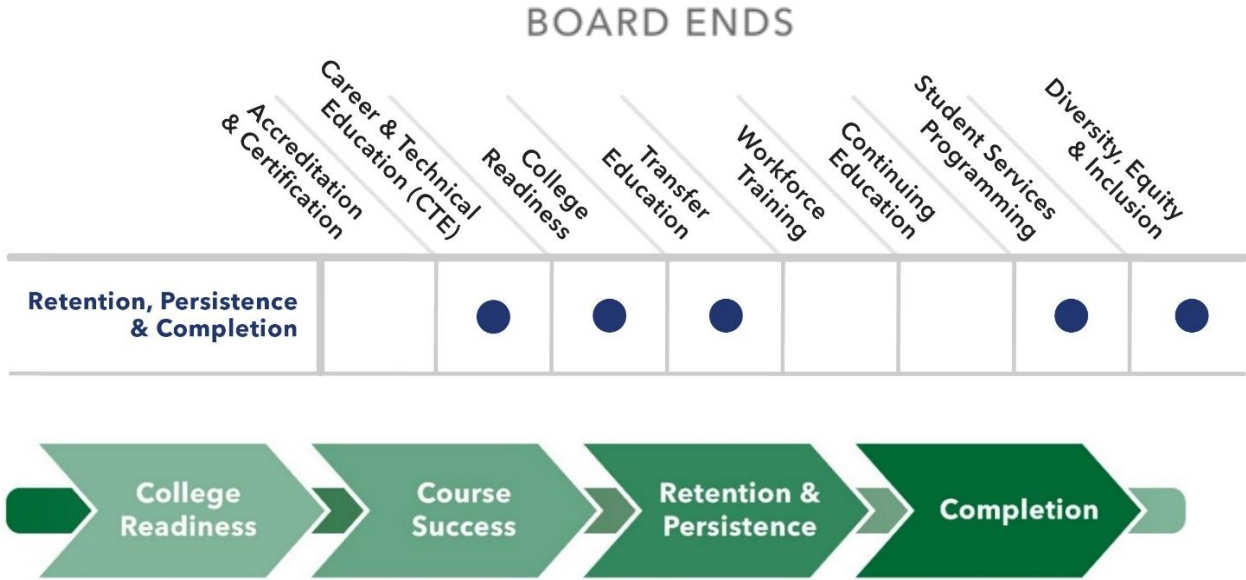


At the start of Fall 2020, OCC launched a [webpage](#) and a new form for students to elect to use a ‘chosen name.’ This new process allows students in transition to maintain their privacy and have their chosen name used on class rosters and in their OCC email address, prior to a legal name change. This option for students is the result of extensive collaborations among Student Services, IT, Financial Services, Financial Aid, the

Registrar, Legal Affairs, Counseling, and others.



# 1.7: Improve Retention, Persistence, and Completion



### 2020-21 Strategic Actions:

- African American Student Retention/Completion
- African American Student Experience - attitudes and perspectives a qualitative inquiry

National polls at the start of Fall 2020 explored the additional challenges community college students were facing in the context of COVID-19.<sup>7</sup> When compared with other types of institutions, on average community college students were more likely to be juggling jobs as essential workers in retail, food service, healthcare, etc., increasing their stress and health risk. Any changes to employment and income that students and their families experienced could make basic needs a priority and put education on the backburner. For students with children, changes to in-person schooling make it difficult to juggle a college course load.

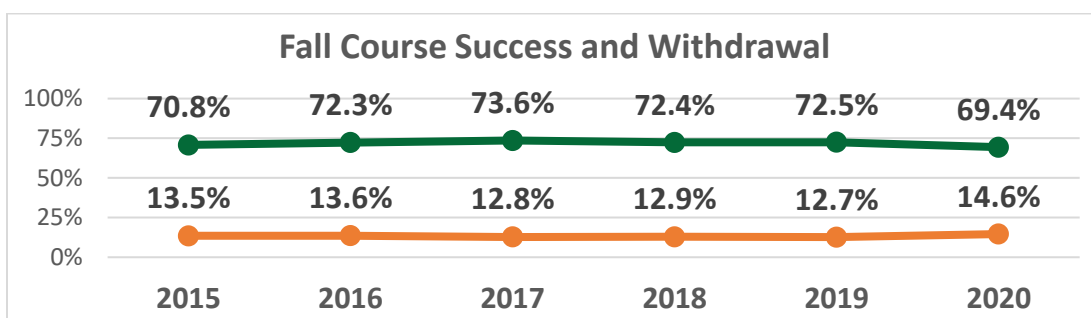
Within this context, OCC is committed to improving student success and closing the equity gap in student outcomes. Finding innovative ways to support students at each stage of their educational journey can help them continually make progress toward achieving their goals.

Fall Semester KPIs	2018	2019	2020	2019-20 % Change	2020 Target	Target to Actual
<a href="#">Course success (all courses completed grade C or higher)</a>	72.4%	72.5%	69.4%	-4.3%	73.5%	-4.1%
<a href="#">Fall to Fall persistence</a>	54.1%	56.4%	52.3%	-7.3%	55.8%	-3.5%

<sup>7</sup> Fishman, R. and Hiller, T. (2020). New Polling from New America & Third Way on COVID-19’s Impact on Current and Future College Students. Retrieved from: <https://www.thirdway.org/memo/new-polling-from-new-america-third-way-on-covid-19s-impact-on-current-and-future-college-students>

Course Success and Persistence: Both successful credit completion and enrollment persistence are essential to student academic progress. While a “D” grade is considered passing for many courses, the “C” grade level optimizes transferability, the higher standard set by many program and course prerequisite requirements, etc.

Alongside these changes in course success and persistence, it is important to note the correlating withdrawal rate. In Fall 2020, a higher percentage of students withdrew from their courses before completing the semester, whether for academic reasons, personal reasons, or a combination of factors. OCC has focused on providing additional resources and supports to students throughout the challenges of COVID-19 and will continue to engage with them through communication campaigns, outreach, surveys, and focus groups to address their needs and promote their success.



The [Voluntary Framework of Accountability \(VFA\)](#) is a national system of data reporting and peer benchmarking designed specifically for community colleges via the American Association of Community Colleges (AACC). Cohort tracking allows the College to evaluate progress on larger, long-term indicators over time.

Fall 2019 Core KPIs (VFA Cohorts) <sup>8</sup>	2017	2018	2019	2018-19 % Change	2019 Forecast	2019 Target	Target Outcome
<a href="#">Credits successfully completed by FTIAC students in first fall term (C- or higher)</a>	67%	72.6%	75%	+3.4%	72.6%	72.6%	+3.4%
<a href="#">Completed Associate Degree or Certificate within six years (credential seeking cohort)</a>	24%	25%	25%	0%	25%	27%	-7%

- The percentage of credits successfully completed by First Time in Any College (FTIAC) students in their first fall term climbed eight percentage points over two years. This is a good early momentum indicator that can help predict and support future student success.
- On the other end of the student journey, the credential-seeking cohort held steady at 25% degree/certificate attainment within six years. This is the most challenging metric to move and improvement on all other KPIs can build to help increase this one over time. For further context, 35% of this cohort transferred without first earning a credential, which can also represent goal attainment. Another 6% of the cohort was still enrolled at OCC. Innovations across the College can continue to impact the rate of degree attainment.

<sup>8</sup> Two-year cohorts started at OCC in 2015, 2016 and 2017. Six-year cohorts started in 2011, 2012, and 2013.

## Student Insights

### Black/African American Focus Groups

- The five-year average of fall-to-fall persistence for all students is 53%, compared with 43% for Black/African American students.<sup>9</sup> The inequity of educational progress and goal attainment by race implies an institutional knowledge gap regarding how to promote the retention of Black/African American students.
- In Fall 2020, OCC invited 2,415 Black/African American students to take part in focus groups of how the College can better support their success. The twenty student participants provided valuable input to guide OCC's efforts toward increased student equity.
- Students stressed that the timeliness and clarity of communication and expectations are central to their success. They acknowledged the stress of competing life responsibilities and valued the genuine understanding and support that some faculty and staff provided them. They appreciated the opportunity to share their experiences and their responses will inform continued investigation and action in this crucial strategic objective, including a survey to gather feedback from a broader population of Black/African American students.

### Non-Returning Student Study

In a non-returning student study conducted by [Analytical Studies](#), students who attended OCC in Fall 2019 but did not return in Winter 2020 identified the following top reasons: personal/family obligations, financial reasons/tuition, work-related responsibilities, and course availability. Of those who responded, 45% planned to return to OCC in the future and 19% planned to continue to a four-year college. The study resulted in insights for scheduling, funding, and student support to promote student retention.

## Increased Support

With several new sources of financial and educational support offered to students in Summer and Fall 2020, it is difficult to isolate the impact of any one intervention on student outcomes. That said, the data below, alongside student survey responses, indicate positive effects of these programs.

### Summer Momentum Scholarship

- In Summer 2020, 402 students received the new Summer Momentum Scholarship (and the total amount awarded nearly doubled the initial budget to meet all student needs). This award encouraged eligible students to enroll in the summer semester, accumulating additional credits and maintaining momentum toward their goal. The table below shows difference in enrollment and outcomes between scholarship recipients and those who qualified but did not receive the award. The numbers also exclude students who graduated by the end of Summer 2020. To qualify for the scholarship, students needed to have earned 18 or more credits with a "C" or better from Fall 2019 and Winter 2020.

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<sup>9</sup> Includes students that enrolled in the fall semester and persisted to enroll again in the following fall semester (year to year persistence), minus those that graduated or transferred to a four-year institution, from 2015-2020.

- Scholarship recipients enrolled in more credits during the Summer and earned a higher percentage of credits with a C or better in both the Summer and the Fall semesters.

	# of Students	Summer 2020		Fall 2020		
		Average Credit	% of Credits Earned with C or better	% of students returned	Average Credit	% of Credits Earned with C or Better
<b>Received Summer Momentum Scholarship</b>	402	7.1	89.1%	78.1%	10.5	83.9%
<b>Qualified but did not receive the scholarship</b>	906	6.6	80.5%	77.9%	10.7	80.0%

A survey during the Fall of the 404 scholarship recipients yielded 117 responses (29.0% response rate).

- 88% indicated that it was difficult for them or their family to handle college costs this past summer (because of COVID-19 or other personal financial strains) before the respondent was granted the scholarship.
- 39% agreed that without the scholarship, they would not have taken Summer 2020 classes at OCC
- 59% agreed that without the scholarship, they would not have taken as many credits as originally planned during Summer 2020
- Of those who enrolled again in Fall 2020:
  - Two-thirds agreed that the scholarship impacted their decision to return to OCC for Fall
  - 64.4% agreed that the scholarship impacted their decision to take more credits in Fall
  - 87% agreed that they would be able to complete their degree or certificate faster with the support of the Summer Momentum Scholarship

Quotes provided by the students highlight the award’s ability to reduce financial stress and allow them to focus more on their classes and academic performance:

***“The scholarship helped greatly and allowed me to be able to afford working less hours to support my education, letting me focus on school.”***

***“I think it’s awesome that OCC offered this scholarship. Many people suffered once COVID hit, and this opportunity really helped some students keep going.”***

***“I just wanted to thank you guys for the summer momentum scholarship from summer 2020. It was a great help in a difficult time and now I’m going to graduate with my first two associate degrees this semester and I’m the first in my family to do so!”***

***“Thanks to the Summer Momentum Scholarship, I was able to finish my general education in a short period of time. That allowed me to even stay one more semester at OCC, get my associates, and transfer to a four-year university with more than 50% of my bachelor’s degree completed. I couldn’t be more thankful [to] OCC!”***

## **OCC CARES Laptop Program Impact**

The 2,103 full-time students from Fall 2020 who received a laptop through OCC's CARE Laptop Program showed a higher course success rate (i.e., the percentage of all enrolled credit courses successfully completed with a grade of C or higher), a lower withdrawal and non-attendance rate in the semester, and a higher Fall-to-Winter retention rate than those who did not receive one.

<b>Fall 2020 Student</b>	<b>Full-time Students Received a Laptop</b>	<b>Full-time Student Did Not Receive a Laptop</b>
Course Success Rate (with a Grade of C or Higher)	71.5%	67.0%
Course Withdrawal Rate	12.6%	14.1%
Non-Attendance Rate	1.9%	2.6%
Returned for Winter 2021	75.7%	71.1%

Going forward, OCC is focused on improving student equity of retention and completion. The continued development of robust data systems and processes, such as the Student Lifecycle Data Center, contributes valuable insights to advance strategic efforts.

## **Transfer Initiatives: Fall 2020**

Transfer is a central goal for many of OCC's students, allowing them to substantially save on cost and time as they pursue their academic and career goals. Online tools such as the [cost savings analysis](#) show prospective and current students the maximum amount of tuition they could potentially save by transferring credits from OCC to one of the College's main transfer partners in Michigan.

**College Transfer Events** – This [webpage](#) has become a primary source for transfer admissions representatives to communicate with students as a result of COVID-19. Representatives are able to submit upcoming and on-going interactive virtual transfer events with times, dates, links and login information. These opportunities consist of presentations, information sessions, one-on-one transfer advising appointments, virtual tours and more. This webpage has been well received by colleges and universities around the state with continuous submissions being made. The webpage information is updated weekly.

**Virtual Transfer Event** – Discussions have been ongoing to host an event with participation from college and universities from around the state. Each institution would have their own meeting room providing OCC students with the opportunity to visit with multiple colleges and universities representatives. The event would be held on two different days in a single week.

**Articulation Agreements** – COVID-19 has further increased the duration of time associated with the exploration through execution phases of agreements. However, agreements with Eastern Michigan University were signed for programs in Social Work, Business Administration, and Health Administration. An agreement with the University of Michigan Flint's Nursing program was also signed.

## Strategic Direction 2: Improve Institutional Culture & Climate

### STRATEGIC DIRECTION: IMPROVE INSTITUTIONAL CULTURE & CLIMATE



#### **2020-21 Strategic Actions:**

- Student Lifecycle Data Dashboards
- Student Communication Governance
- Advancing the Collaborative Decision-Making Model

#### **Data and Shared Goals**

Shared institutional performance metrics and an ongoing use of data support continuous improvement while building transparency and trust. The rollout of data dashboards throughout the College (such as the Student Lifecycle Data Center) provide up to date information to help identify areas for improvement, set targets, and measure the success of actions and initiatives.

## **Communication and Collaboration**

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

## **Data Dashboards**

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

## **Conclusion**

It has been a year since OCC first started addressing the complexities of COVID-19. In that time, the College has evolved and remained agile, adapting to frequent, large-scale changes in service of the community. Faculty, staff, and administration have worked tirelessly to help students through this time of transition, finding new and innovative ways to teach, learn, and work in remote, online, hybrid, and in-person environments while staying safe and staying on track. In the face of these great challenges, OCC has continued to grow and advance as an institution, setting ambitious strategic objectives and forming collaborative plans to reach them. In its history, over [one million](#) students have attended OCC, as an accessible, valuable pathway to higher education and a skilled career. The College will continue to evolve and improve in service to its students, now and into the future.

## **Acknowledgements**

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## **Glossary**

**CTE:** [Career and Technical Education](#) programs provide students with core academic skills, employability skills, and technical, job-specific skills across a wide range of careers. They meet employer needs for a skilled workforce in sectors ranging from manufacturing to IT to healthcare, hospitality, and public services.

**Conversion Rate:** The number/percentage of admitted students that register and stay enrolled in the semester 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 semester and reported after a semester has ended, including late start and condensed format classes.

**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.

**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.

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

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

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

**Retention:** In OCC's definition within this report, retention includes students enrolled in a fall semester that also enroll in the following winter semester, minus those that successfully complete a credential or transfer to a four-year institution.