INFORMATION

Board Agenda Item 6.1
February 15, 2022

FALL 2021
MONITORING REPORT

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Executive Summary

The Fall 2021 semester began with "All Together Again" Employee Celebrations and Student Welcome Week Celebrations on Oakland Community College's five campuses throughout September. These return to campus events included free food, games, connection to resources, and free, walk-in COVID vaccines courtesy of the Oakland County Health Department.

In Fall 2021:
- The College returned to pre-pandemic levels for both conversion at 32.5% and average enrolled credits at 8.19.
- Overall headcount enrollment saw a 3.8% decline, continuing to echo national trends in public two-year enrollment.
- Course success (69.5%) and persistence (52.6%) essentially held steady from the prior year, with a slight increase.
- Numerous supports are in place to promote continued enrollment and academic success for students. During the pandemic, these supports have been bolstered by additional funding for students and the innovative delivery of online services and resources. In Fall 2021, these innovations remained while the College returned to more in-person instruction. A blend of in-person, hybrid, and online instruction helps to meet varied student learning preferences, schedules, and competing demands of work and life. OCC serves a diverse student population and by providing options of different course modalities, students can choose which course sections best fit into their complex lives and learning needs.

OCC shined brightly in the national spotlight as First Lady Dr. Jill Biden joined U.S. Secretary of Education Dr. Miguel Cardona and Congressman Andy Levin (MI-9th district) at the College's Royal Oak campus on Friday, Sept. 24. The visit anchored Cardona's weeklong Return to School Road Trip bus tour, where the Secretary and his team met with students and educators from pre-kindergarten through higher education, across five states in the Midwest. Biden, who is a community college educator herself, emphasized the vital role community colleges play in training the workforce of tomorrow and transforming lives.

"Community colleges are founded on the idea that no matter where we are, no matter where we come from or what struggles we've faced, all of us have the potential to grow and learn, to pursue fulfilling careers, to give back to our communities if only we are given the opportunity." First Lady Dr. Jill Biden

As Oakland County charts the course through the remainder of the pandemic, OCC continues to evolve and remains committed to excellence in academic offerings, professional opportunities, lifelong learning, and economic prosperity for the county and region.

Mission, Values, Vision & Strategic Plan

Strategic Direction 1: Cultivate Operational Excellence and Sustainability

   1.1 Become a student-ready college, promoting agency, access, and success for all students

   1.2 Promote educational excellence, innovation, and support

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

Strategic Direction 2: Build a People First Organization

   2.1 Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees

   2.2 Promote a culture of communication, collaboration, respect, and civility

Strategic Direction 3: Advance Diversity, Equity, and Inclusion Policy and Practice

   3.1 Build an integrated diversity, equity, and inclusion infrastructure to support students, staff, and community

Board Ends and Strategic Objectives

According to Board of Trustee Policy 4.1, Oakland Community College's purpose is to provide affordable higher education services to the people of Oakland County and the regional community, which advance individual economic mobility, personal growth, and the local economy, at a cost commensurate with the value of services provided. The eight Board Ends and the updated Strategic Plan create an educational environment that fosters student learning and supports student success.
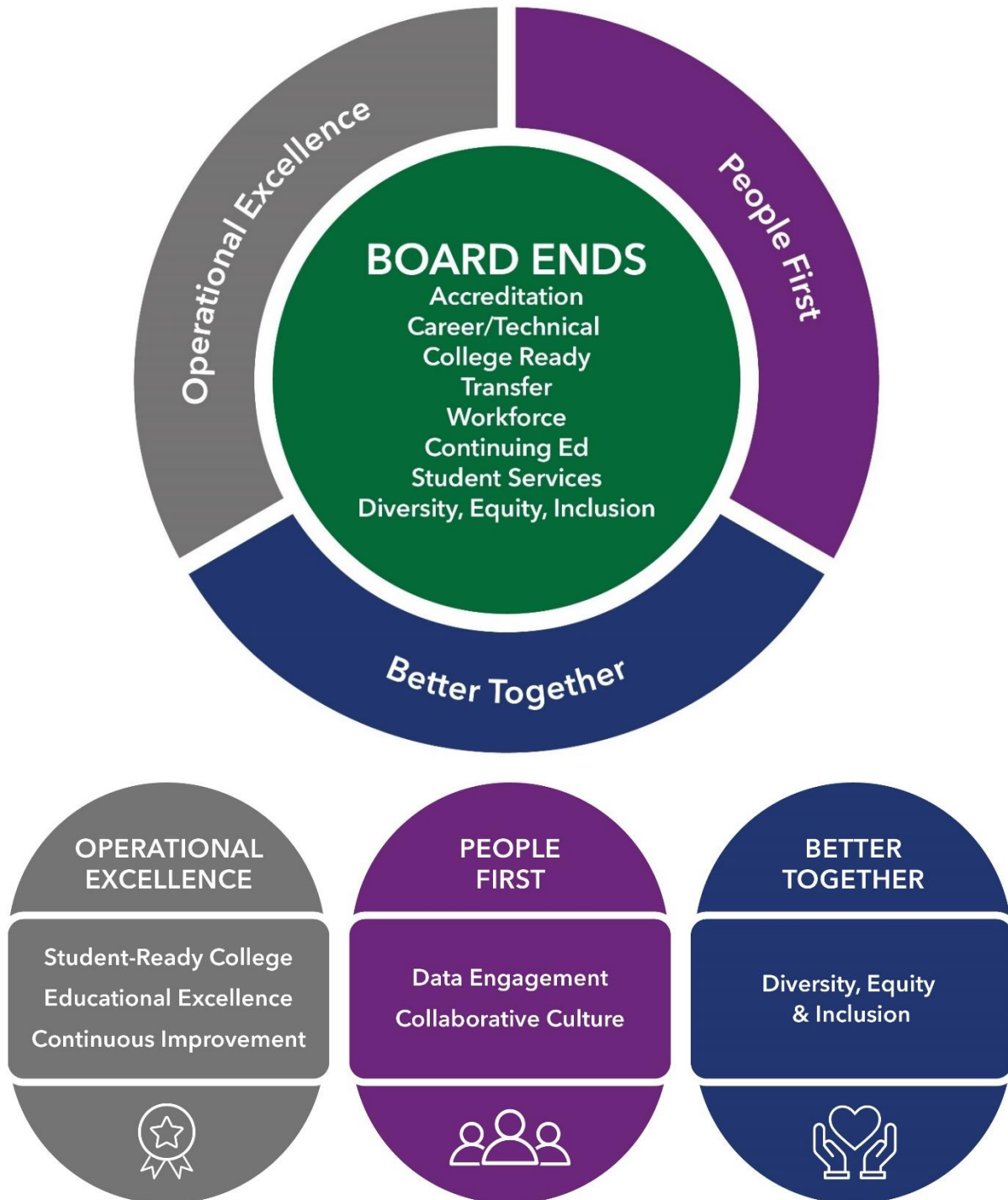
Key Performance Indicator (KPI) Tracking

In service of OCC's Board Ends and strategic objectives, and as core measures of continuous improvement, the College has established several Key Performance Indicators (KPIs) to track and evaluate throughout the year.

- 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.
- Enrollment projections specifically use statistical ARIMA methods that incorporate past enrollment, the number of high school graduates, the unemployment rate, and student applicant activity to predict future enrollment. However, projections are particularly challenging with current external factors such as public health and economic impacts during the pandemic that are difficult to incorporate into the statistical model.
- 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

Fall Semester Core KPIs	2018	2019	2020	2021	2020-21 % Change	2021 Target	Target to Actual
Conversion rate	32.4%	33.0%	35.7%	32.5%	-9.0%	33.0%	-0.5
Headcount enrollment	15,942	15,668	14,727	14,174	-3.8%	14,878	-704
Average enrolled credits	8.17	8.18	8.51	8.19	-3.8%	8.44	-0.25
Course success (C or higher)	72.4%	72.5%	69.4%	69.5%	+0.1%	70.0%	-0.5
Fall to Fall persistence	54.1%	56.4%	52.3%	52.6%	+0.6%	53.0%	-0.4

1.1: Become a student-ready college, promoting agency, access, and success for all students

This mission-critical strategic objective of the College involves meeting students where they are, empowering them through equitable systems and support structures, and providing services to help ensure their successful goal completion. Current strategic actions in this area include:

- Improvement of developmental education outcomes through access, placement, and corequisite models
- Expansion of online programs and courses
- Understanding and supporting the African American/Black Student Experience
- Building equity of student retention

Efforts to promote student success begin from when a student is first recruited and admitted to OCC, then continue throughout their pathway to goal completion.

Fall 2021 Enrollment Insights

- Added 781 Students age 25+; up from 31% in Fall 2020 to 38% in Fall 2021; impact of MI Reconnect grant, economy, etc.
- Increase in returning students compared to new students
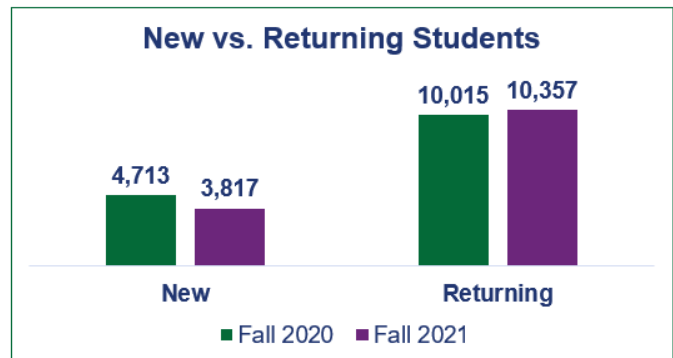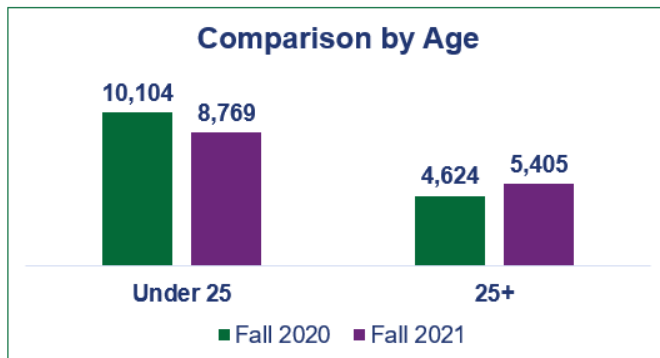
Comparison as of day 162 of registration (12.20.21), Source: Institutional Effectiveness Registration Dashboard

Adult Learners

1,603 Futures for Frontliners students enrolled in Fall 2021

1,130 Michigan Reconnect students enrolled in Fall 2021

Further, OCC won a competitive grant through a partnership of the Michigan Department of Labor and Economic Opportunity (LEO) and the Michigan College Access Network (MCAN) to support the success of these student cohorts through credit for prior learning opportunities and coaching

OCC partnered with Oakland County, Oakland Schools, and Oakland County Michigan Works! to host the seventh annual Manufacturing Day Event, where a thousand high school students participated in live, online tours with professionals from ten local advanced manufacturing companies. As part of the county's Oakland80 goal, the event raises awareness of OCC's Engineering, Manufacturing and Industrial Technology (EMIT) programs, which offer students a number of certificates and degrees that prepare them for an in-demand career in the skilled trades.

OCC's Marketing & Communications team received regional Gold and Bronze Medallion Awards from the National Council for Marketing & Public Relations. The 2021 Medallion Awards recognize excellence in design and communications at community and technical colleges.

Enrollment Data Trends

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

Fall Conversion Rate

	2017	2018	2019	2020	2021
	33.7%	32.4%	33.0%	35.7%	32.5%

New Admitted to Enrolled Students: Fall Trend

	2017	2018	2019	2020	2021
	3,741	3,707	4,263	4,116	3,584

Fall Semester Average Credits

Year	2017	2018	2019	2020	2021
Average Credits	8.17	8.17	8.18	8.51	8.20
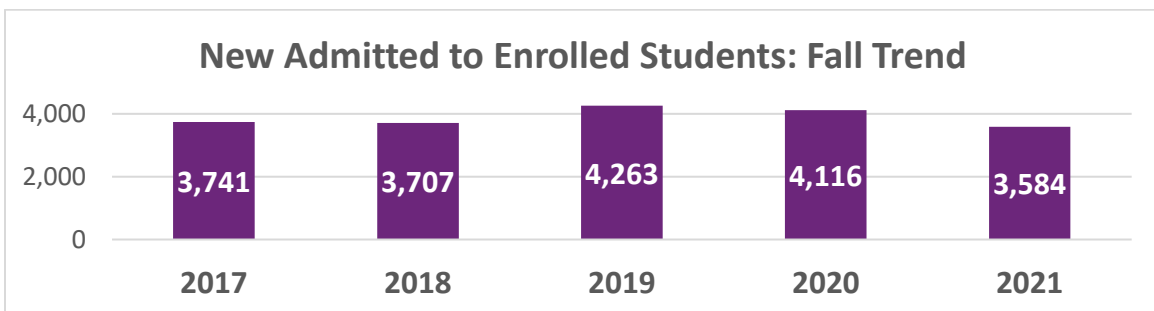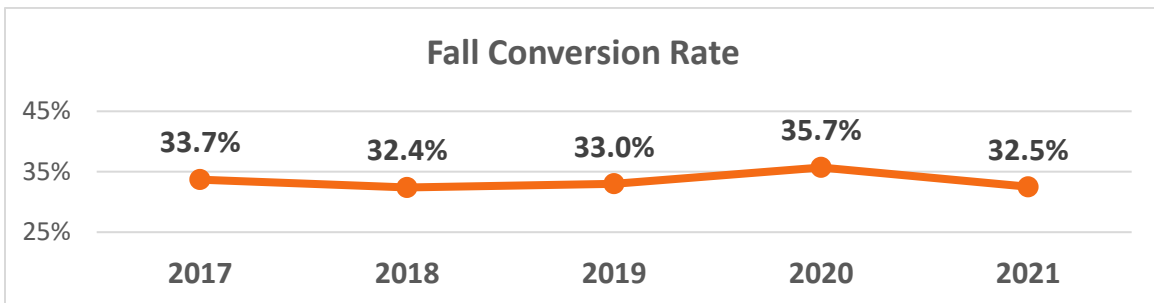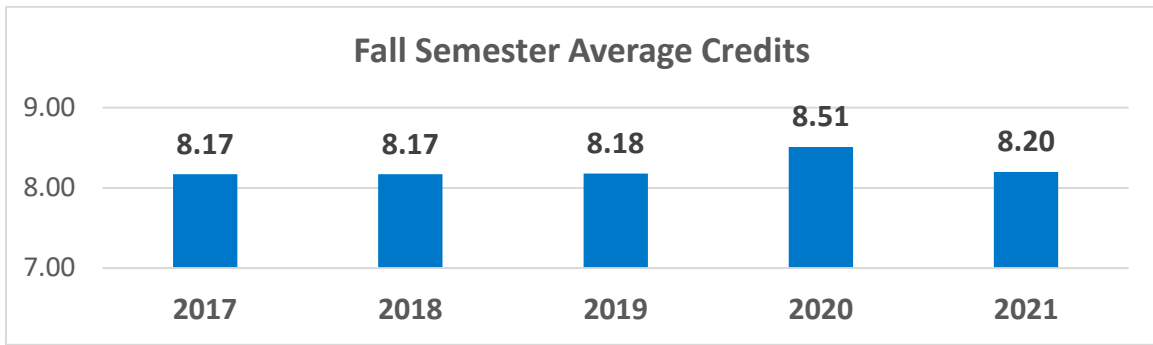
Data Source: Institutional Effectiveness, End of Session Data

An analysis of Fall 2021 student course enrollment found:
- Increasing demand for online sections
- Greatest gain in average enrolled credits among students taking both on-ground and online courses simultaneously
- A balance of modalities can help meet the needs of various student populations and support their progression toward achieving academic goals

Fall 2021: Student Course Taking Type	# of Students	Average Course Credit
On-Ground Only Student	8,029	7.8
Online Only Student	2,670	6.7
Hybrid Student (Both Online and On-Ground)	3,481	10.2
OVERALL	**14,180**	**8.2**

According to the National Student Clearinghouse Research Center, community colleges lost 15% of their student enrollment over the past two years. Public two-year institutions were the hardest hit by the pandemic impacts on higher education. While many peer institutions experienced double digit decline in 2020 particularly, OCC has remained relatively stable. New dynamic tools have now been created to help the College track and respond to student course demand in real-time.

Initial Data - Winter 2022

Category	Winter 2021	Winter 2022	# Change	% Change
Total Headcount	14,063	13,696	**-367**	**-3%**
Total Credits	115,680	110,966	**-4,714**	**-4%**
Average Credits	8.27	8.09	**-0.2**	**-2%**

Comparison as of day 94 of registration (1.26.22)
Source: Institutional Effectiveness Registration Dashboard

- Increase of students age 25+ continues
- Real-time analysis of enrollment behaviors can increase agility of course offerings and modality in future terms
- Need to boost average credits to encourage student momentum, progress, and completion

Since establishing Winter 2022 KPI targets in the 2020-21 Annual Monitoring Report, the statistical ARIMA model used for forecasting headcount and credit enrollment has adjusted the winter enrollment target to 13,656 and the average credit metric to 7.86. By continually integrating the most recent data into the statistical model, the College can increase the accuracy of its forecasting for planning efforts and real-time response.

College Readiness

In Fall 2021, OCC launched new corequisite course options in English and math, supported by cross-functional teams through strategic planning. The corequisite support options can shorten the time to completion for students who otherwise would have placed into lower-level prerequisite developmental courses. Funding from OCC's Foundation allowed students to enroll in the corequisite courses for no additional cost. Initial analysis shows a positive impact on student outcomes and equity. The evaluations will continue as the population of students who have taken corequisite sections grows.

English:

- In English, the new ENG 1510E course allows more students to enroll directly in college-level Composition I, by providing additional class time and enhanced support for their success. The discipline plans to offer dozens of sections of the new course in Fall 2021 and instructors will be trained on corequisite course delivery and pedagogy.

- The Guided Self-Placement (GSP) process has continued to evolve since its creation in Winter 2020. GSP allows students to make informed choices about what English course to take in order to maximize their success. The process was created in collaboration with faculty to address student placement when in-person exams were no longer possible due to COVID-19. So far, data show that GSP placement is comparable to the average success rate of other placement methods in terms of course completion.
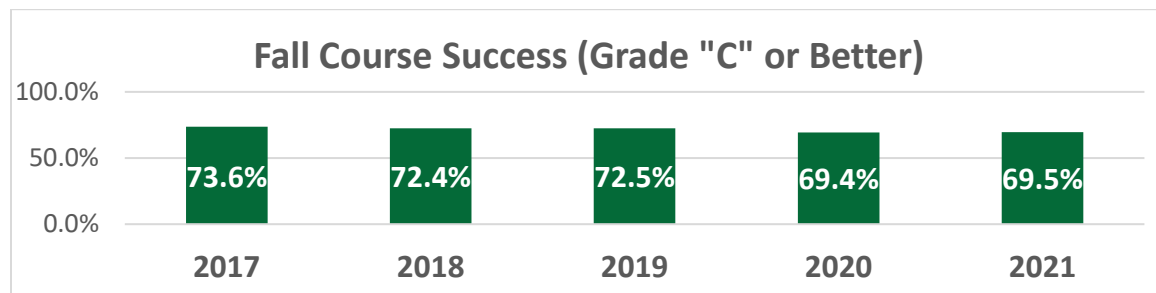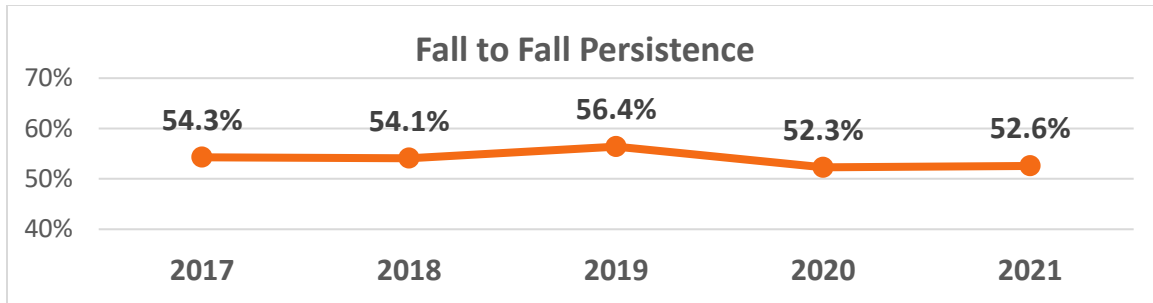
Math:

- Four new Math corequisite courses in Fall 2021 will allow students to begin at higher levels and accelerate developmental education progress with additional support, across both STEM and non-STEM math pathways.
  - STEM corequisite courses (cohort-based):
    MAT 1100E, MAT 1150E, MAT 1540E (+2 credits = 6 credits each
  - Non-STEM corequisite course (comingled):
    MAT 1125E (+1 credit = 5 credits)
  - Corequisite pilot courses place students a level higher than previously & increase access to college-level math within one year

Already, improvements to developmental education placement, practices, and curriculum have improved student outcomes in English and Math over the past several years. It is hoped that corequisite innovations can further advance student success and close equity gaps in student attainment of college-level coursework.

Course Success and Fall to Fall Persistence

The economic and public health aspects of the pandemic continue to affect student lives in complex ways, including an impact on course success and fall to fall persistence. OCC has ongoing and expanded resources to support students to promote their success in a context of increased stress and financial strain.

Fall Course Success (Grade "C" or Better)

2017	2018	2019	2020	2021
73.6%	72.4%	72.5%	69.4%	69.5%

Fall to Fall Persistence

Year	Persistence
2017	54.3%
2018	54.1%
2019	56.4%
2020	52.3%
2021	52.6%

Online Program Development

Ongoing faculty training and curriculum development continue to increase OCC Online program options for students. By the start of Winter 2022, OCC has launched fourteen online programs and certificates, helping to increase student access, provide flexibility for students juggling work and family responsibilities, meet diverse student learning preferences, compete with local colleges, and broaden market reach. Over 1,000 students have already declared an OCC Online degree or certificate program of study.

|			
Associate in Arts	Associate in General Studies	Associate in Science	Associate in Technological Sciences
Transfer Studies Certificate	Associate in Business Administration	Business Admin with Accounting ABA	CIS - Business Systems Analysis AAS
Management Development (Business) AAS	Criminal Justice Generalist AAS	Criminal Justice - Homeland Security CA	Fire Fighter Technology AAS
	Library Services & Tech AAS	Library Services & Tech CA	

Online Training and Development:
- By the end of Fall 2021, 278 full-time and adjunct faculty have completed training for the development and teaching of online/hybrid courses.
- Training opportunities continue to grow, with two six-week cohorts beginning in February 2022, open for up to 100 faculty.

1.2: Promote educational excellence, innovation, and support

The continuous pursuit of educational excellence includes both the quality of academic content and the success of student learning. Numerous departments, faculty groups, and cross-functional committees at the College collaborate to continually advance curriculum, teaching practices, and student learning outcomes. Comprehensive student and academic support services provide students with resources, guidance, and growth throughout their college experience. Current strategic actions in this area include the assessment of student experiences and engagement at OCC, as well as the growth and advancement of OCC's Teaching and Learning Center (TLC).
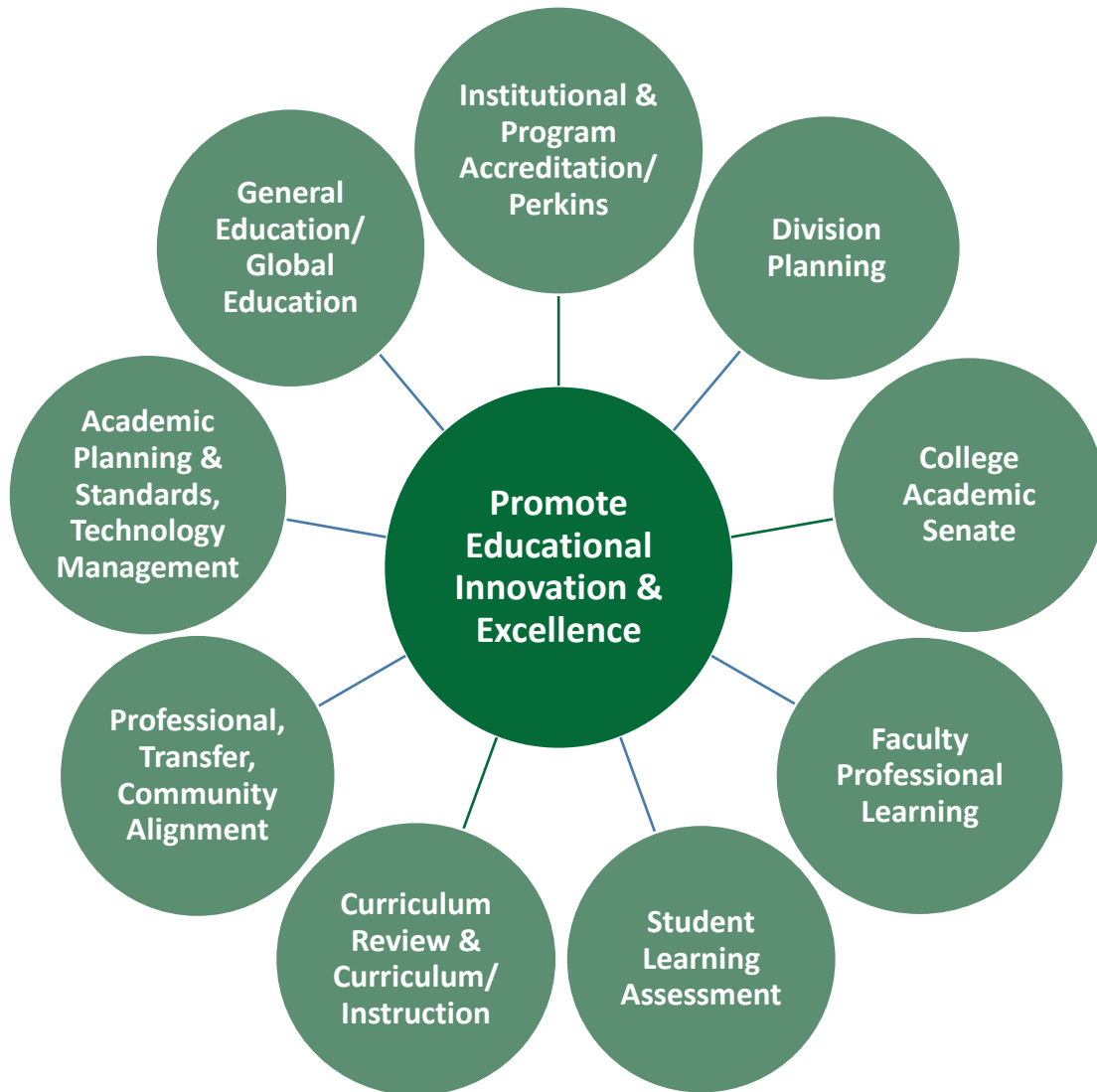
OCC Teaching and Learning Center (TLC)

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

Through OCC's Teaching and Learning Center (TLC), faculty collaborate on projects to advance educational excellence and innovation through communities of practice, professional partnerships, action research, and content research. Examples of recent projects include equity and inclusion in the classroom, using technology to enhance student engagement, helping students connect to resources, scaffolding learning, and teaching with a global perspective. The TLC works to advance teaching excellence and focuses on student success through its Help One More Student Stay initiative.

OCC's Teaching and Learning Center (TLC) and the Office of Institutional Effectiveness hosted the College's first Data, Research, and Innovation Summit in Fall 2021. Faculty and staff came together to discuss innovative practices, student success data, transparency, collaboration, and advancing the College's Strategic Plan goals across several concurrent sessions. Data summits will continue to be offered each semester, to further the collegewide sharing and dialogue.

Curricular Highlights

New and innovative programming continues to provide opportunity and pathways to successful careers for prospective and current students.

In celebration of National Apprenticeship Week, OCC hosted two events on November 17-18, highlighting the benefits of Pre-Apprenticeships and Registered Apprenticeships to help address area businesses workforce challenges while providing students with a pathway to in-demand skilled-trades careers. Events were hosted by OCC's Apprenticeship Program in partnership with the Department of Labor, Oakland County Michigan Works! and the Workforce Intelligence Network for Oakland County Businesses.

The PLC (Programmable Logic Controller) and Robotics Technician 14-week training program continues at the Auburn Hills campus. At one point this Fall, three different cohorts of students were in training at once. Part of the program includes student interviews with local companies, integrating career development and opportunity for program participants.

Starting in Fall 2021, OCC launched a pre-engineering Associate of Applied Science (AAS) degree that enables students to earn almost half of the required credits needed to earn an engineering bachelor's degree when they transfer to a four-year institution. In addition to preparing for transfer to a four-year program, students who complete the Pre-Engineering AAS degree will also be qualified to work as an engineering technician in the electrical, mechanical, computer, or industrial industries.

OCC's Dean of Health Professions, Dr. Mary Miles, was awarded the Beaumont Health Excellence in Healthcare Award during the Auburn Hills Chamber of Commerce Silver & Gold Awards. The awards recognize individuals, companies, and organizations for significant achievement in education, innovation, and business throughout the year. During the pandemic, OCC's Health Sciences Department used state-of-the-art technology and a simulation laboratory to safely continue hands-on learning and ensure that students in the health professions could graduate prepared for success in their fields.

The OCC Culinary Institute reopened its restaurants and held also culinary events at the Orchard Ridge Campus this Fall. These spaces and programming not only enrich the community with wonderful food and experiences, but provide hands-on experience for culinary students to showcase their skills and artistry.

The Michigan Occupational Deans Administration Council (MODAC) chose OCC's Automobile Servicing Faculty, Claude Townsend, to receive the 2021 Trends in Occupational Studies Outstanding Educator Award. Among the Automobile Servicing program's recent high honors is accreditation from the ASE Education Foundation. In his commitment to teaching excellence, Townsend has worked to earn professional distinction as a certified NC3 Master Instructor – the only community college instructor to earn this certification in Michigan. Townsend has also been at the forefront in developing OCC's new Heavy Equipment Repair program to effectively address the skills gap within the region. Launching this Winter 2022, it is the only community college program of its type offered in Southeast Michigan.

Open Educational Resources (OERs) are free, open access resources for teaching, learning, and research. They come in a multitude of formats, including textbooks, full courses, modules, videos, labs, assignments, and assessments. Thanks to support from the OCC Foundation Provenzano Empowerment Fund, the Reduced Materials Cost Working Group, and OER Consultant Tina Ulrich, the number of OCC faculty developing and using OERs continues to grow, including nine new faculty in Fall 2021. In Fall 2021, **1,979 students saved $152,521** by using low or no-cost course materials at OCC. In calendar year 2021, **3,118 students saved $306,905**. Report of OER usage for Fall was submitted to Michigan Colleges Online for compilation with other college reports for the MCO OER Initiative.

As part of the NASA Community College Network, OCC is one of 25 community colleges across the country and the only community college in Michigan to receive an eVscope, an easy to use and powerful telescope with image enhancement capabilities. It enhances astronomy education at OCC by providing access to 200 times more targets than conventional telescopes including galaxies, nebulae, and supernovae. The telescope is portable, easy to use, and offers mobile connectivity. Thanks to a financial grant from the Gordon and Betty Moore Foundation, and the SETI Institute, Unistellar is providing eVscope telescopes, training workshops for students and educators, and network collaboration opportunities.

Finally, in Fall 2021, OCC celebrated the momentous opening of the New Science and Computer Science Building on the Auburn Hills Campus. This innovative facility includes more than 81,000 square feet of new and renovated space, featuring high-tech labs, flexible classrooms, and collaborative spaces. It leads to new educational opportunity and advancement for students now and into the future.

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.

- **Expanded Degree Audit Summaries** of current and recent students help faculty reach out to students in an effort to increase persistence and completion. These processes use data to help faculty and program staff track and encourage student progress toward degree or transfer goal attainment. Their outreach and efforts can help students meet with counseling for guidance and complete their remaining requirements.

- **Curriculum Review** occurs on an ongoing, five-year cycle for every program, discipline, and general education outcome at OCC. Through an in-depth review of curriculum, initiatives, student outcomes, and goals, faculty and academic leadership track progress and develop actions plans for improvement.
- **Student Learning Assessment** efforts are supported by staff throughout the year. Workshops and an annual Assessment Day engage faculty in their understanding and implementation of effective assessment practices and their impact on improving student learning and success. Assessment is evolving to focus on equity in student learning outcomes, in alignment with the updated strategic plan of the Higher Learning Commission (HLC) called EVOLVE (Equity, Vision, Outcomes, Leadership & Value).
- **Student Services Evaluative Framework** includes a comprehensive, cyclical review of data and information related to student service departments at OCC. This three-year review cycle of each department guides continuous quality improvement and gives OCC staff data and information to guide decision-making and the development of improvement plans.
- An **Action Strategy Dashboard** was developed by Institutional Effectiveness that will aid the college in continuing to use data to drive improvement. This dashboard will allow all actions from any discipline, program or department to be readily available and sorted for budgetary inclusion, impact on Perkins reporting, etc. This dashboard is designed to support the completion of improvement action plans across the college.

Myriad services provide essential guidance and support for students at every step of their college journey:

Robust Student Support

- Numerous funding sources continue to bolster holistic student support in 2021-22 and college staff help students navigate options for resources during challenging pandemic semesters
- **$14 million** to students via the federal Higher Education Emergency Relief Fund (HEERF) in Fall 2021-Winter 2022
- State scholarships cover tuition for eligible students
- OCC Financial Aid, Scholarships & Student Success Fund
- Community support for student academic and life needs

OCC's Student Success Fund has provided more than $34,000 and 25 computer devices to 100 students in need since 2018. The Student Success Fund is the College and Foundation's rapid response to students in crisis. If approved, a student can receive up to $500 monetary assistance to pay for non-academic emergency needs such as housing, transportation, food and other bills; students may also apply to receive a new computer device to ensure learning is uninterrupted during the Pandemic. With the expansion of the fund, the application process has been streamlined to make the funds more accessible for students in need. The goal of the Student Success Fund is to provide help for students facing financial emergencies that would otherwise lead to disruptions in their academic journey.

Endowment earnings and annual contributions funded 759 OCC Foundation scholarship awards to 628 students in 2021, delivering $477,504 toward making college more affordable - more than double the amount just five years ago. A second year of special summer awards achieved a significant effect on student persistence and completion. 81.9% of students who received a Foundation scholarship in summer 2020 or 2021 continued in the fall or graduated that semester, compared to 48.5% of students who received federal or state financial aid or no aid.

Fall semester virtual seminars from Counseling helped guide students through the process of transferring to a four-year college or university, as well as managing their time to maximize their success and well-being while in college.

This Fall, the Student LIFE Leadership Series included a virtual event focused on "personal leadership readiness," led by Keynote Speaker, Dr. Joshua Fredenburg.

For two weeks leading up to the Fall semester final exams, OCC hosted a Finals Frenzy series of events to help students destress and perform their best. Activities were held both virtually and across all five campuses. This supportive programming was a collaborative effort of OCC's Student Services Deans, Counselors, Academic Support Centers, Libraries and many more.

OCC student veterans provided free food packages to veterans, military and service families, and community members in need. The giveaway was hosted by OCC's Student Veterans of America, in coordination with Gleaners and the American Legion William H. Campbell Post #25.

OCC's Phi Theta Kappa Alpha Omicron Rho Chapter (Auburn Hills) received a $1,000 Honors in Action grant, supported by The Andrew W. Mellon Foundation, to research how the global pandemic has affected local economies and the benefits of buying locally.

The Peer Mentoring Program pilot is designed to provide a connection for Promise Zones students in their transition to the OCC community by providing support and resources to increase their success and engagement within the OCC community. Program objectives include:

- Provide assistance and direction to students participating in Promises Zones.
- Introduce students to OCC campus resources.
- Support and encourage students to maintain a good academic standing and participate in campus activities.
- Encourage team building and leadership development among mentors.
- Identify and implement specific networking activities among peer mentors and mentees.
- Provide support and resources to help students adjust academically and socially to the campus community.

In Fall 2021, OCC implemented the Ruffalo Noel Levitz Student Satisfaction Inventory, a validated survey tool benchmarked against both regional and national peer institutions. The survey design, refinement, and implementation took significant work and cross-institutional collaboration. The resulting response rate of 14% with near 2,000 student respondents lends validity to the results. Winter 2022 will include an in-depth analysis of the survey outcomes and a collegewide communication plan for the data and areas of priority.
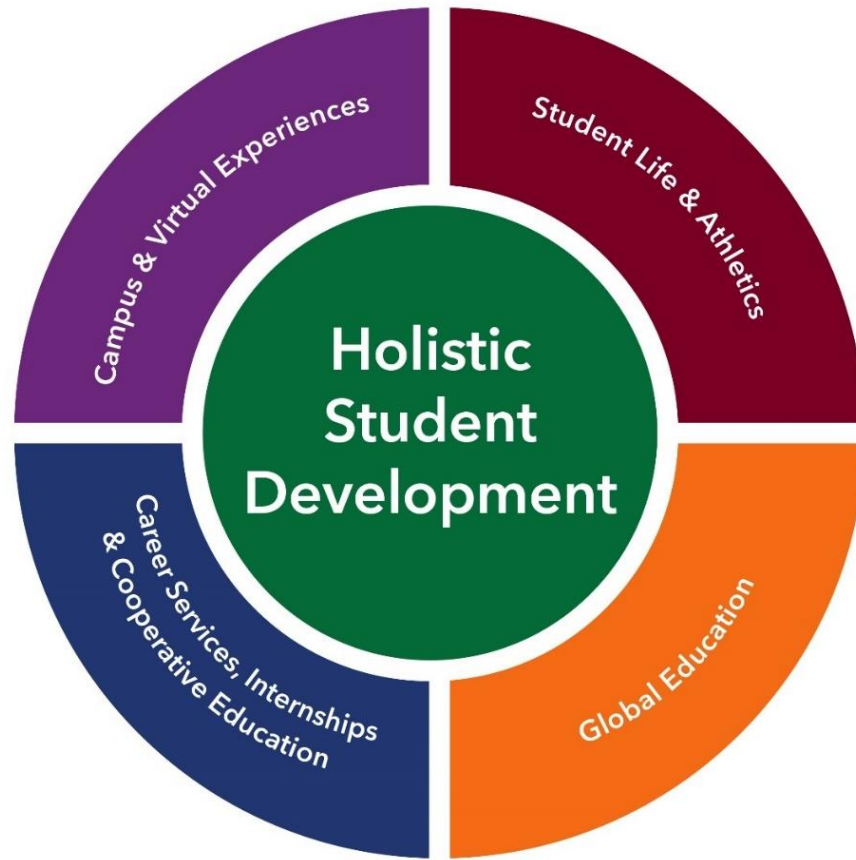
College learning and development happens both inside and outside the classroom. OCC offers opportunities for students to get involved that contribute to their intellectual, professional, social, and cultural growth. Extracurricular and experiential learning activities enrich the college experience and support student success.

OCC's Career Services office moved to the Academics department for greater support between academic programs, employers, faculty and staff, and more efficient communications and collaboration. Career Services works closely with faculty, deans, and others in Academics to develop company relationships and opportunities for career employment, whether by way of student internship, career start or move with a job opportunity. Some of the services include:

- In person and virtual workshops for *Resume Writing, Job Search Techniques, Interview Skills* and *Cover & Thank You Letters*. Other workshops include *Job Fair Preparation* and *Professionalism in the Workplace*.
- Presentations to the community. Past workshops have included: *Get an Inside Look at Internships* for employers through Michigan Works!; *Resume Writing* for ESL students; *Professionalism* to OTEC students; and *Mock Interviews* to OEC students.
- Job fairs and employer panel discussions.
- Resume review services to current students, alumni, and community members
- Online job board (www.collegecentral.com/oaklandcc/) bringing employers, students, alumni and community members together for employment opportunities.

Tony Baracco, OCC Faculty in History and Social Science, received a Certificate of Appreciation from the Vice-Rectory for International Affairs of Tecnológico de Monterrey in Mexico recognizing his contribution and effort in the implementation of a Global Classroom. He was lauded for helping transform the student learning experience at OCC and Tecnológico de Monterrey in Mexico. The Global Classroom program aims to link a course at Tecnológico de Monterrey with a course at a partner international college or university through a digital environment, making use of technology to connect students in collaborative activities that promote learning in multicultural settings.

The OCC Global Education office, the Orchard Ridge Diversity, Equity, Inclusion & Justice Committee, and the Culinary Arts Institute hosted an event on the diverse origins, history, and future of the food cultures of Singapore.

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

- Existing data structures and planned expansion of evaluative and analytical tools will support forecasting efforts and the analysis of external opportunities and threats
- National standards for organizational excellence, such as the Baldrige Performance Excellence Program, provide a structure for the College to utilize in its self-assessment and strategies for improvement

2.1: Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees

OCC's Analytical Studies Department serves as a resource for the college community, by providing accurate and timely information to a variety of stakeholders. Data, research, and analysis can support college decision-making and policy development through a variety of analytic activities, reports, and projects. The department operates as a strategic partner across the college community, promoting a culture of evidence-based decision-making and institutional improvement through collaboration and engagement.

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 several 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.

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.
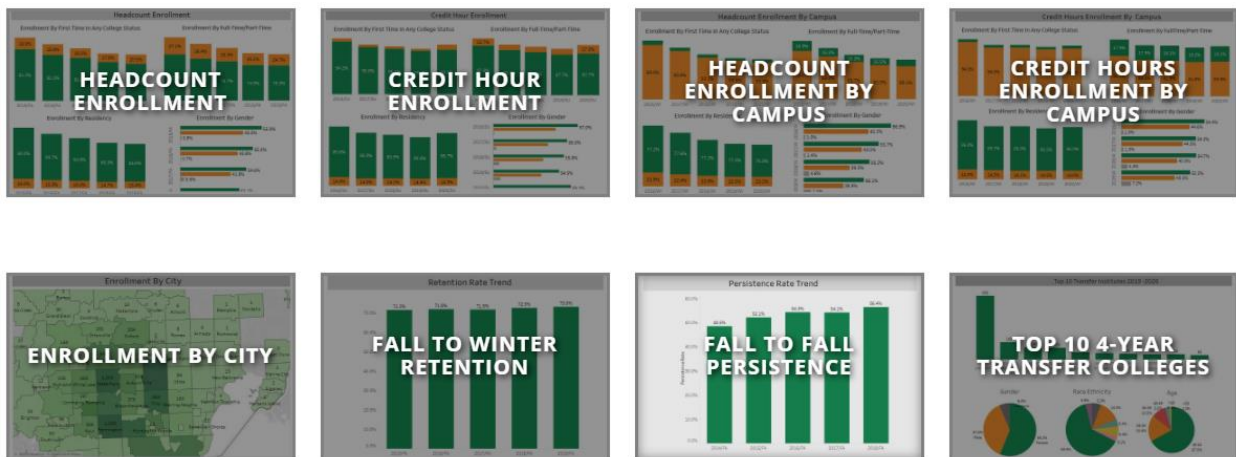
The [Government Finance Officers Association (GFOA)](#) has awarded OCC its coveted [Distinguished Budget Presentation Award](#), the highest form of recognition in governmental budgeting, for the fiscal year beginning July 1, 2021. The GFOA also awarded a Certificate of Recognition for Budget Preparation to the College's Budget and Financial Planning Department. This is the fourth year OCC has received a budget award from the GFOA.

"As careful stewards of the resources entrusted to us by our community, we strongly believe in financial transparency and financial stability," OCC Chancellor Peter Provenzano said. "These awards and documents are a testament to that commitment."

2.2: Promote a culture of communication, collaboration, respect, and civility

Intentional Communication Structures & Systems

Culture of Collaboration & Civility

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.

Current strategic actions for this objective include:
- Collaborative Decision-Making Model
- Continuous Improvement of Institutional Culture

3.1: Build an integrated diversity, equity, and inclusion infrastructure to support students, staff, and community

OCC is continually strengthening and expanding its commitment to diversity, equity, inclusion, and justice (DEIJ). In the words of the College's Director of Diversity, Equity, Inclusion, and Justice, Kristina Marshall, when it comes to the work of DEIJ, "We don't just say it. We live it."

- **We listen** - listen intently, with compassion, to understand others.
- **We inspire** - inspire others by working together and by the examples we set.
- **We value** - value ourselves, others and the contributions we all make, our differences and our rights to a fair society, and the integrity we show one another through our words and deeds.
- **We empower** - empower a culture of caring, of speaking out when something's not right, a culture where all have the opportunity to be their best.

At Oakland Community College, we prepare our students to be contributors to the larger world as global citizens. Toward that end, we foster a campus community that is inclusive—for students, faculty, and staff, independent of appearance or how they began life or where they came from. What matters is that they are here. And we are here for them.

College and Campus Committees for Diversity, Equity, Inclusion & Justice continue to support initiatives, programming, policy, and practice

In Fall 2021, OCC implemented the Global Diversity, Equity & Inclusion Benchmarks (GDEIB): Standards for Organizations Around the World for both students and employees. The results are currently being analyzed and will be used to help identify DEIJ, gaps, barriers, and needs, create actions and initiatives, continuously improve systems and processes, and increase equity across the institution.

The College acknowledged Constitution Day on September 17 through the reflections of its Director of Diversity, Equity, Inclusion, and Justice.

"We at OCC believe that diversity, equity, inclusion, and justice are critical to our success as a democracy and as a community. At OCC, we are committed to exposing everyone to diverse perspectives to promote effective citizenship. Our constitutional democracy is at its best when it includes all voices."
Kristina M. Marshall, JD, Director of Diversity, Equity, Inclusion, and Justice

OCC commemorated the 2021 National Hispanic Heritage Month (Sept. 15-Oct. 15) with an informative, interactive, and culturally-rich presentation where participants got to "virtually visit" three Latin American countries and territories. Attendees learned Spanish words and phrases from OCC Hispanic and Latinx colleagues while enriching their cultural awareness of the growth, presence, and contributions of these diverse ethnic groups.

OCC and the Marilyn Violet Foundation (MVF) donated 420 desks to the K-8 Marion Law Academy in Detroit, organized by OCC Board of Trustees Chair Pamela Jackson and her daughter, Melissa Jackson.

OCC recognized October as LGBTQ+ History Month, an opportunity to share, understand, and celebrate the contributions and impact of the LGBTQ+ community.

For the sixth consecutive year, OCC has earned "Gold Status" from the Michigan Veterans Affairs Agency (MVAA) in its annual ranking of veteran-friendly schools. The Michigan Veteran-Friendly School program recognizes higher education institutions who are committed to supporting the needs of student veterans and dependents.

Expressing someone's chosen name and pronouns is one way our college community can help support transgender and nonbinary students and educators. It shows respect for a person's identity and creates a more inclusive environment for all. The College has been proactive in recognizing students, employees and others we interact with may use a chosen name other than their legal first name to identify themselves.

Active student organizations such as the Black Student Union, International Student Club (ISC), and other groups provide opportunities to connect, learn, and grow in DEIJ understanding and action.

Conclusion

As OCC approaches the two-year point of the pandemic, the College has continued to evolve and adapt to meet student needs, helping to keep them on track. During this challenging time, the College has also found ways to innovate and advance in its strategic work, to increase options for students as they advance toward attaining their academic, personal, and professional goals.

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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.

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 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.