



OAKLAND COMMUNITY COLLEGE
Excellence *Empowered.*

INFORMATION

Board Agenda Item 6.1
October 18, 2022

SUMMER 2022 **MONITORING REPORT**

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Executive Summary

The Summer semester is a time in the academic cycle when students can maintain or accelerate their momentum toward achieving their academic goals. It is a time when college guest students can benefit from the value of transfer courses. It is also a time of year when thousands of new and returning students prepare for the Fall semester, with extensive support from services at OCC.

In Summer 2022, the College exceeded its targets for the enrollment of new admitted students (conversion rate) and for average credit enrollment, while seeing an overall decline in total student enrollment that mirrors national trends.

- The College exceeded its summer conversion rate goal for the fourth year in a row, with [36.9%](#) of newly admitted students enrolling in the summer term.
- Overall headcount enrollment declined [9.1%](#), following [national trends](#) of a decline in postsecondary enrollment across all sectors, with community colleges affected the most.
- Average enrolled credits remained strong at [5.87](#), up from 5.36 in Summer 2017.
- 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. 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.

For the fourth consecutive year the [Government Finance Officers Association \(GFOA\)](#) has [recognized OCC's outstanding financial reporting](#) with an Award for Outstanding Achievement for the College's Popular Annual Financial Report (PAFR). The College also recently received a Certificate of Achievement for Excellence in Financial Reporting for its Annual Comprehensive Financial Report from the GFOA for the seventh consecutive year. The PAFR is used to provide readers with a readily accessible and easily understandable reporting of the College's finances. The 24-page document provides an overview of the College's history, points of pride and strategic plan, and detailed financial information about OCC's financial planning and highlights, operating income and expenses, budgeting for facilities and major capital projects. OCC is one of only two community colleges in Michigan to earn both the GFOA's Award for Outstanding Achievement for the College's Popular Annual Financial Report and a Certificate of Achievement for Excellence in Financial Reporting for its Annual Comprehensive Financial Report.



GOVERNMENT FINANCE OFFICERS ASSOCIATION



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

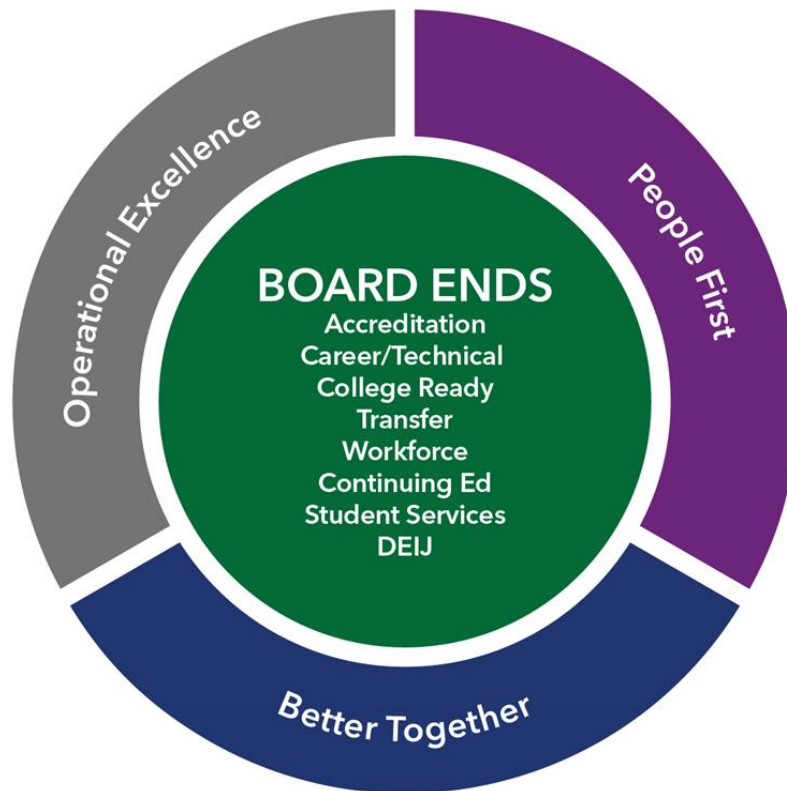
- 2.1 [Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees](#)
- 2.2 [Promote a culture of communication, collaboration, respect, and civility](#)

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

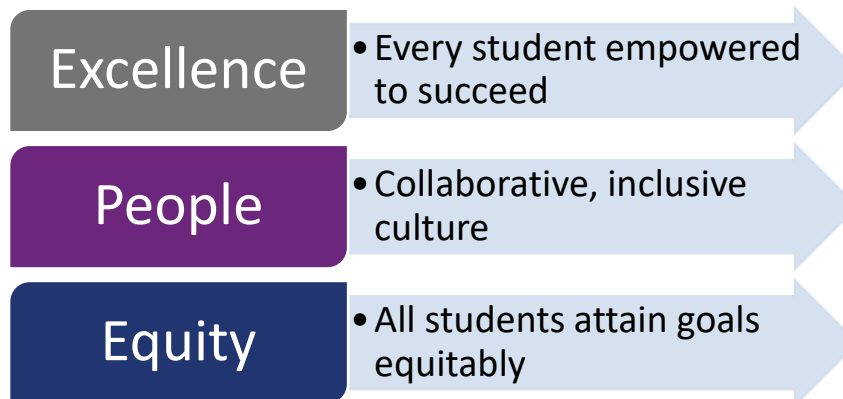
- 3.1 [Build an integrated diversity, equity, and inclusion infrastructure to support students, staff, and community](#)

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.



In 2022-23, OCC will focus in on the most central messages of its strategic plan, to improve clarity, focus, and connection across its strategic plan collaborators collegewide. By working together, the College can increase student graduation and success while closing equity gaps.



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.

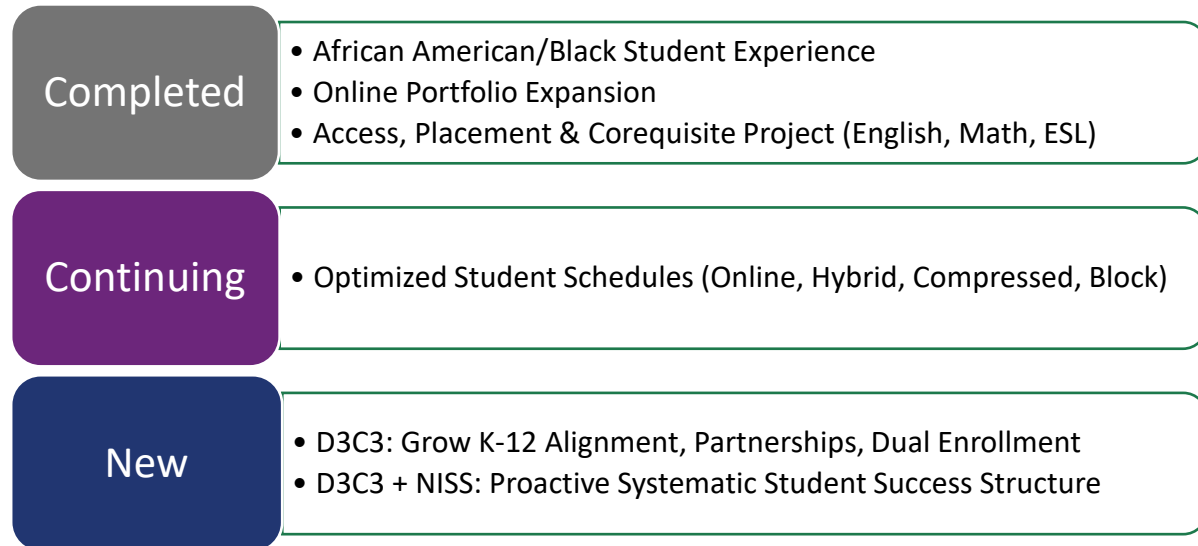
- Each indicator links to a report section with additional data, context, and interpretation.
- Targets for each indicator were determined based on the range of normal fluctuation, a forecast aligned with recent performance, the current context inside and outside OCC, and the College’s actions for improvement.
- 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.

Summer Semester KPIs

Summer Semester Core KPIs	2019	2020	2021	2022	2021-22 % Change	2022 Target	Target to Actual
Conversion rate	33.4%	48.5%	36.2%	36.9%	+1.9%	33.0%	+3.9
Headcount enrollment	10,161	10,323	10,183	9,266	-9.1%	9,609	-343
Average enrolled credits	5.55	5.93	6.10	5.87	-3.3%	5.84	+0.03

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. Strategic actions in this area include:

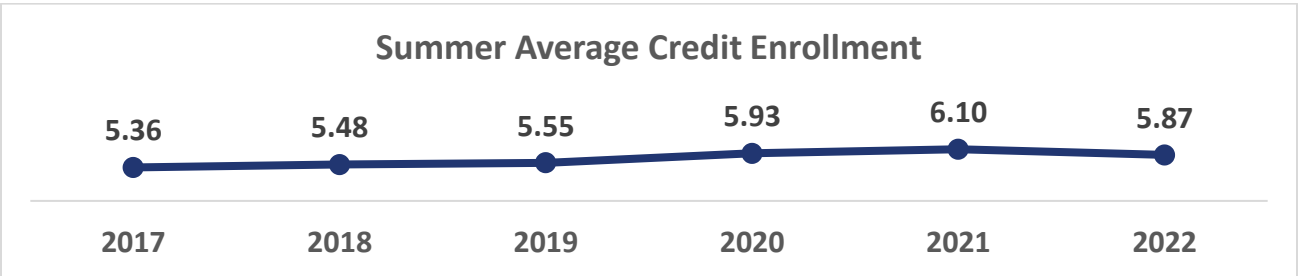
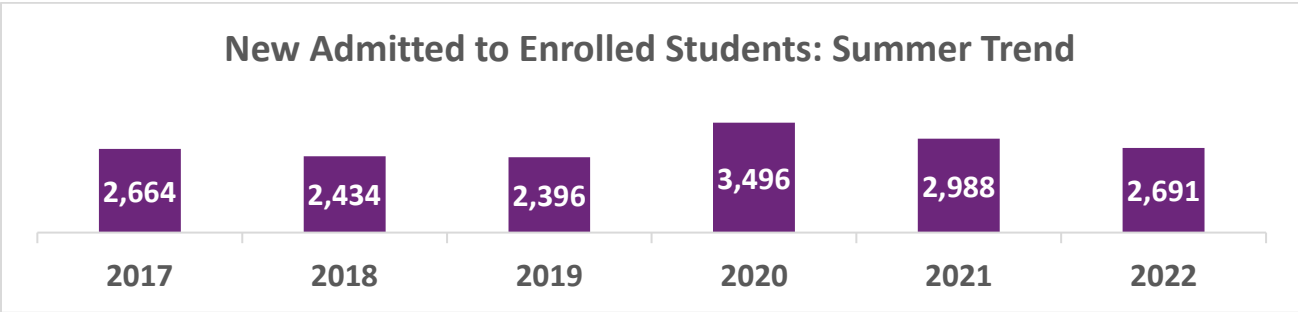
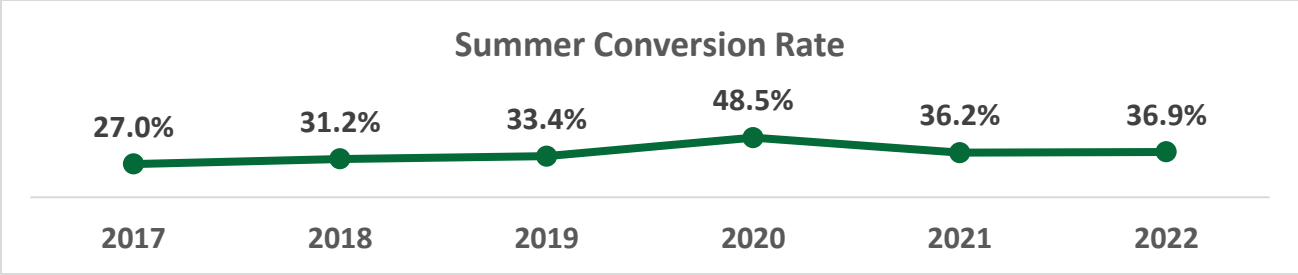


By completing three significant strategic projects within this objective, OCC has worked to advance equity, opportunity, and academic achievement for all its students. The ways in which our diverse student population enters the College, finds the right fit for successful learning in English and math, enrolls in courses that fit their complex lives, and experiences a community of inclusion are all central strategies toward advancing the college mission. OCC will continue to dynamically respond to student scheduling needs while growing the early awareness and preparation for college, then proactively guiding students each step of the way through their higher education journey.

Enrollment Data Trends

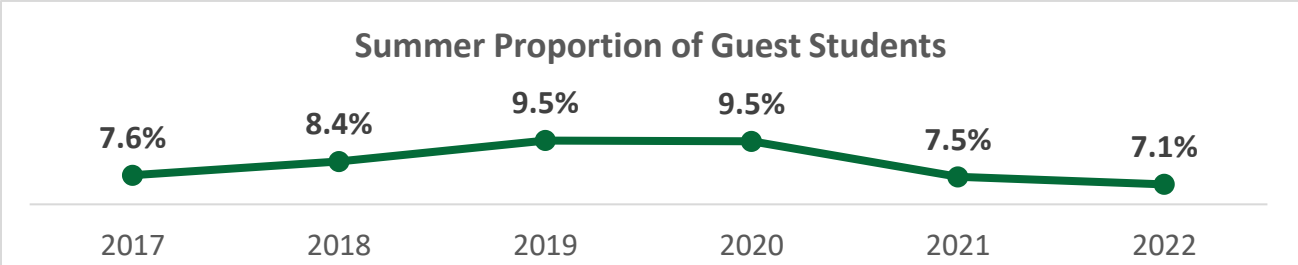


Several external and internal factors impact enrollment, including economic changes, public health, demographics, marketing and outreach, competition from other higher education institutions, admissions and onboarding, awareness and timely completion of the financial aid process, course scheduling and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

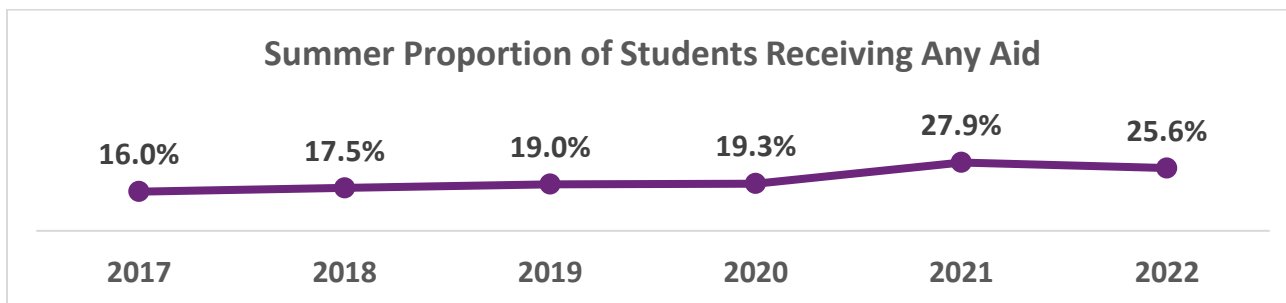


Data Source: Institutional Effectiveness, End of Session Data

[College guest student enrollment](#) allows students to enroll in OCC courses while attending another postsecondary institution. Particularly during the summer semester, college guest student enrollment is a popular option for students to complete degree requirements of their four-year institution while staying at home. Students can also enroll concurrently at both their four-year college/university and at OCC. They can take introductory courses and major pre-requisites and requirements in a smaller class setting, often with substantial cost savings while advancing their progress toward degree. Many choose to complete in-demand courses in English, Mathematics, Biology, Chemistry, Psychology, and more.



Data Source: Office of Institutional Effectiveness, End of Session Data & National Student Clearinghouse Data



Data Source: Office of Institutional Effectiveness, End of Session Data and Live Financial Aid Data

Over 1,500 students have benefitted from [Michigan Reconnect](#) funding so far at OCC. This program helps students age 25 and older to begin their postsecondary education or return to the college after taking time off. These students represent a key demographic to help the county and state meet [Oakland80](#) and [Michigan Sixty by 30](#) goals for postsecondary credential attainment. By increasing the number of Oakland County residents who complete higher education, the county can increase its economic competitiveness as well as the financial mobility and quality of life for its residents.



The [Summer Momentum Scholarship](#) encourages summer credit attainment and upcoming fall enrollment for students who completed at least 18 credits with a C or better in the prior fall and winter semester. Summer can be a time when students lose momentum toward achieving their goals and become less likely to continue enrollment. This scholarship supports them to accelerate their progress and increase their persistence.

- In Summer 2022, 102 students received an average award of \$527
- Scholarship recipients enrolled in an average of 7.3 credits, significantly higher than the 5.8 among all students
- Scholarship recipients earned a C or better in 88% of their enrolled credits, compared with a summer average of 77%
- Finally, 78% of students returned to enroll in the Fall 2022 semester. They are taking an average of 10.9 credits, compared with the 8.4 average for all students

Overall, the Summer Momentum Scholarship shows an increase in academic success, progress, and persistence among the students who receive it.

Initial Fall 2022 Enrollment Data

Nationally, community college enrollment continues to decline. Finding ways to help students increase their course enrollment while juggling work and family responsibilities is a key strategy to helping meet retention and completion goals. Scheduling a blend of course modalities at various times and locations can help meet student needs and accelerate student progress.

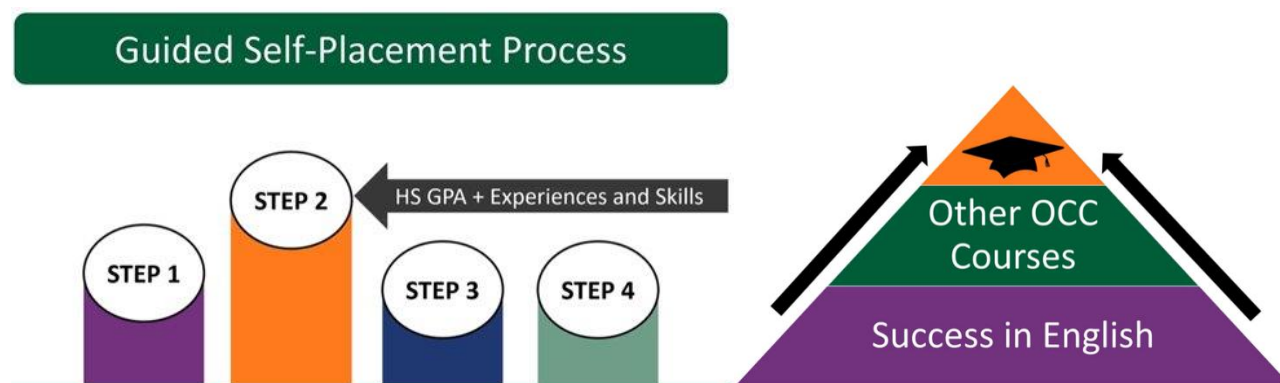
Category	Fall 2021	Fall 2022	# Change	% Change
Total Headcount	14,107	13,641	-466	-3%
Total Credits	115,736	114,423	-1,313	-1%
Average Credits	8.2	8.4	+0.2	+2%

Comparison as of day 181 of registration (9.23.22), Source: Institutional Effectiveness Registration Dashboard

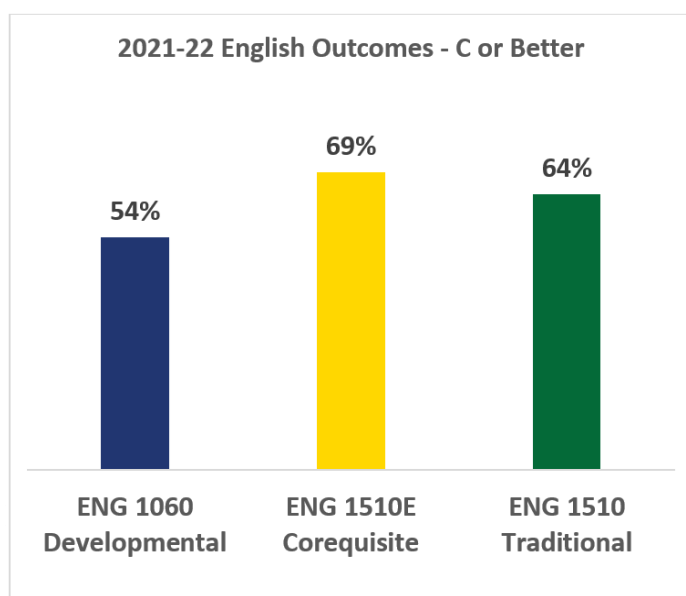
College Readiness

English:

- 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 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.



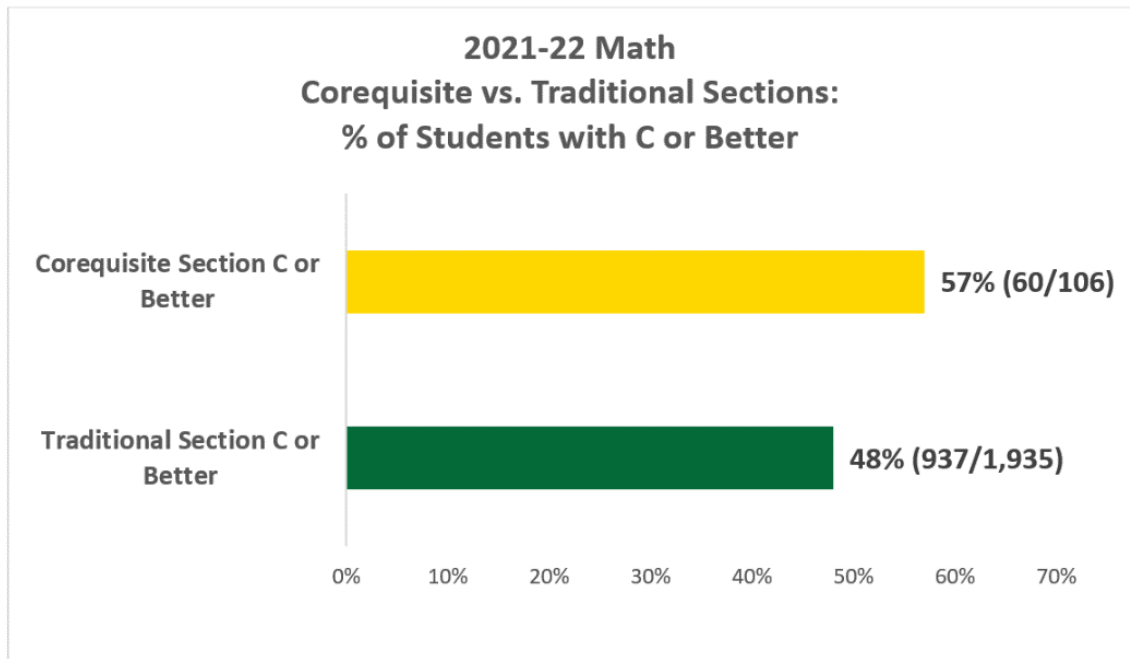
- In English, the new ENG 1510E course allows more students to enroll directly in college-level Composition I, by providing additional class time and enhanced support for their success. In 2021-22, corequisite ENG 1510E students outperformed developmental level and even traditional college-level students. Analysis will continue in 2022-23, particularly focused on the equity of outcomes among student populations.



2021-22 Totals	
Course	% C or Better
ENG 1060	54% (189/347)
ENG 1510E	69% (281/410)
ENG 1510	64% (2,659/4,137)

Math:

- Four new Math corequisite courses in 2021-22 allowed 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 courses place students a level higher than previously & increase access to college-level math within one year
 - Additional analysis with broader student populations will continue, to measure effects over time. Math is pursuing the formal curriculum process in 2022-23



Already, new corequisite courses have improved student outcomes in English and Math over the past year. By scaling corequisite innovations to reach more students, OCC can further advance student success and close equity gaps in student attainment of college-level coursework.

Online Program Development

Ongoing faculty training and curriculum development continue to increase [OCC Online](#) program options for students. By the end of Summer 2022, OCC has launched **sixteen 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.

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	Criminal Justice Corrections AAS
Criminal Justice Law Enforcement AAS	Fire Fighter Technology AAS	Library Services & Tech AAS	Library Services & Tech CA

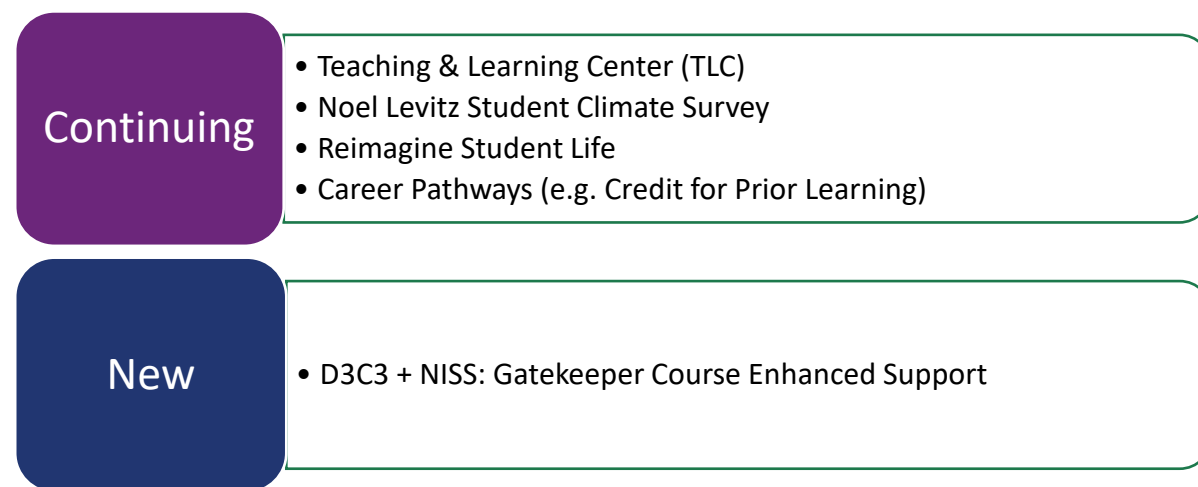
Online Training and Development:

- After Summer 2022, **453 full-time faculty, adjunct faculty, and administrative staff** have completed training for the development and teaching of online/hybrid courses, a **24% increase** since Winter 2022.
- Training opportunities continue to grow, with a Fall 2022 cohort in progress.



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. Strategic actions in this area include:



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 (IE) host a Data Summit every Fall and Winter semester. At the Data Summits, Faculty and staff come together to discuss innovative practices, student success data, transparency, collaboration, and advancing the College's Strategic Plan goals across several concurrent sessions.



Beginning 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. In Winter 2022, OCC completed an in-depth analysis of the survey outcomes and a collegewide communication plan for the data and areas of priority. Cross-functional groups came together to form action strategies in response to the survey results. These strategies will be deployed from Winter 2022 through Summer 2023, then assessed via the second administration of the survey in Fall 2023, to measure and evaluate progress toward specific goals for the student experience at OCC. The survey will continue to run every other year, for a continuous process of improvement and evaluation.



In 2021-22, Oakland Community College (OCC) launched a taskforce with over twenty members from across the College, to engage in the exploration and development of additional [credit for prior learning \(CPL\)](#) opportunities for OCC's students. This taskforce includes work by three subcommittees, to investigate various components of CPL, including CLEP credit, credit by exam, credit for external licensure or certification, CPL for Veteran students, connections with workforce development and employer partners, etc. Credit for prior learning is an important strategy that recognizes the learning that occurs outside the classroom and in the workforce. CPL evaluates student knowledge and abilities in order to award credit for the learning that students bring with them to college. Particularly for adult students and underserved student populations, CPL has a significant positive impact on their credit attainment, retention, momentum, and completion.



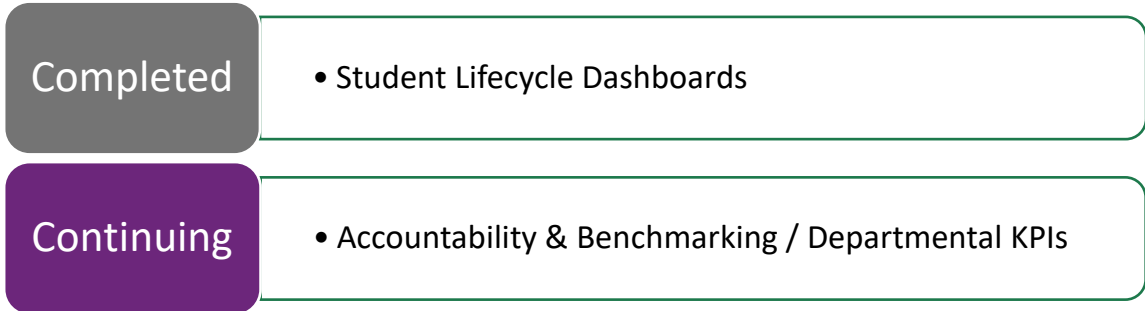
In Winter 2022, two new [Student Engagement Coordinator](#) roles were created to help students connect to service, leadership, and community outside the classroom. Student Life Centers are being renovated and revitalized as places to meet, study, and socialize.

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

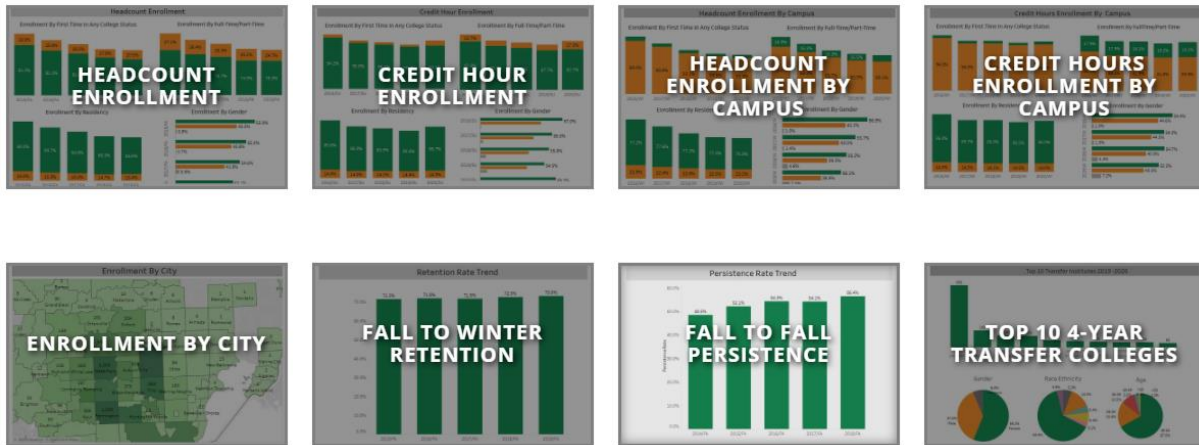
- Existing data structures and planned expansion of evaluative and analytical tools will support forecasting efforts and the analysis of external opportunities and threats
- National standards for organizational excellence, such as the [Baldrige Performance Excellence Program](#), provide a structure that the College can 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 dynamic, multi-faceted, interactive [data dashboard](#) includes 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.



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

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. Strategic actions for this objective include:

Continuing

- Collaborative Decision-Making Model
- Culture of Civility

A collaborative decision-making (CDM) portal will launch on InsideOCC in November 2022. Faculty, staff, and administration worked together over many months to craft this portal and process, which OCC employees can use to encourage and recognize collaboration at the College. By developing examples, making a video, and speaking to groups across the College, the CDM subcommittee continues to foster a culture of inclusion at OCC.



Employee Insights, Helpful Feedback and Reporting Concerns

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.”

College and Campus [Committees for Diversity, Equity, Inclusion & Justice](#) continue to support initiatives, programming, policy, and practice

Extensive programming throughout the year provides students, faculty, staff, and community members with DEIJ learning opportunities, growth, and development. A shared understanding of what DEIJ means and how to live it through our daily work and interactions helps us all grow and thrive as a community and college.

DIVERSITY – We recognize and understand that diversity is all the differences between us based on our experiences in which we encounter advantages and barriers to opportunities. Diversity includes differences in race, gender identity and expression, sexual orientation, age, socioeconomic status, size, (dis)ability status, religion, language, culture, national origin, veteran status, political perspective, etc.

EQUITY – We seek fair treatment for everyone, which includes actively addressing the disparities and biases that make it impossible/difficult for some individuals to succeed.

INCLUSION – We are committed to pursuing deliberate efforts to ensure that our community is a place where differences are welcomed, supported, valued; where different perspectives are respectfully heard and where we ALL feel a sense of belonging and inclusion.

JUSTICE – We are working to dismantle the barriers to resources and opportunities in society and institution to build a better future for everyone.

Through DEIJ we will create an environment of mutual trust, respect, accountability and kindness.

Strategic actions include:

Continuing

- Deploy DEIJ Climate Assessment
- DEIJ Professional Development

Conclusion

The Summer semester is an important time for students to maintain or accelerate progress toward their academic goals. The pandemic, for all its challenges, has spurred innovation and growth at OCC, leading to expanded methods for learning and support. An ongoing data infrastructure allows the College to continually evaluate the efficacy of its efforts for continuous improvement, in service of its mission to empower students and advance the community.

Acknowledgements

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

Glossary

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.