2022-23 ANNUAL MONITORING REPORT
**& INSTITUTIONAL PERFORMANCE**

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Executive Summary

National reports show that community college enrollment is beginning to rebound after several years of decline throughout the pandemic and its effects. While Michigan undergraduate enrollment still lags in relation to other parts of the country, at OCC those enrollment numbers are beginning to rise for summer and fall 2023.

In response to recent trends for higher education, community colleges need to continually evolve to meet student demand for access and opportunity through diverse course modalities and robust support structures. Community college completion remains a complex and mission-focused goal, to help fit higher education advancement and earned credentials into the lives of students who are working, caring for families, and facing economic challenges throughout their college pursuits. OCC strives to research and adopt the best national models of how to increase student success and equity, then evolve as an institution to continuously improve in service to our students and community. By aligning the Board Ends and Key Performance Indicators (KPIs) with the College's strategic directions and objectives, OCC can create purposeful actions and initiatives, then evaluate and track progress toward meeting institutional goals.

The College remains a central partner in helping to achieve the County and State goals for postsecondary credential attainment via Oakland80 and Michigan Sixty by 30. OCC is committed in its mission to empower students and advance the community in higher education awareness, aspirations, access, and success. The College will continue to evolve to meet the needs of its students, to create innovative opportunities and pathways toward higher education credential attainment.

Mission, Values, Vision & Strategic Plan
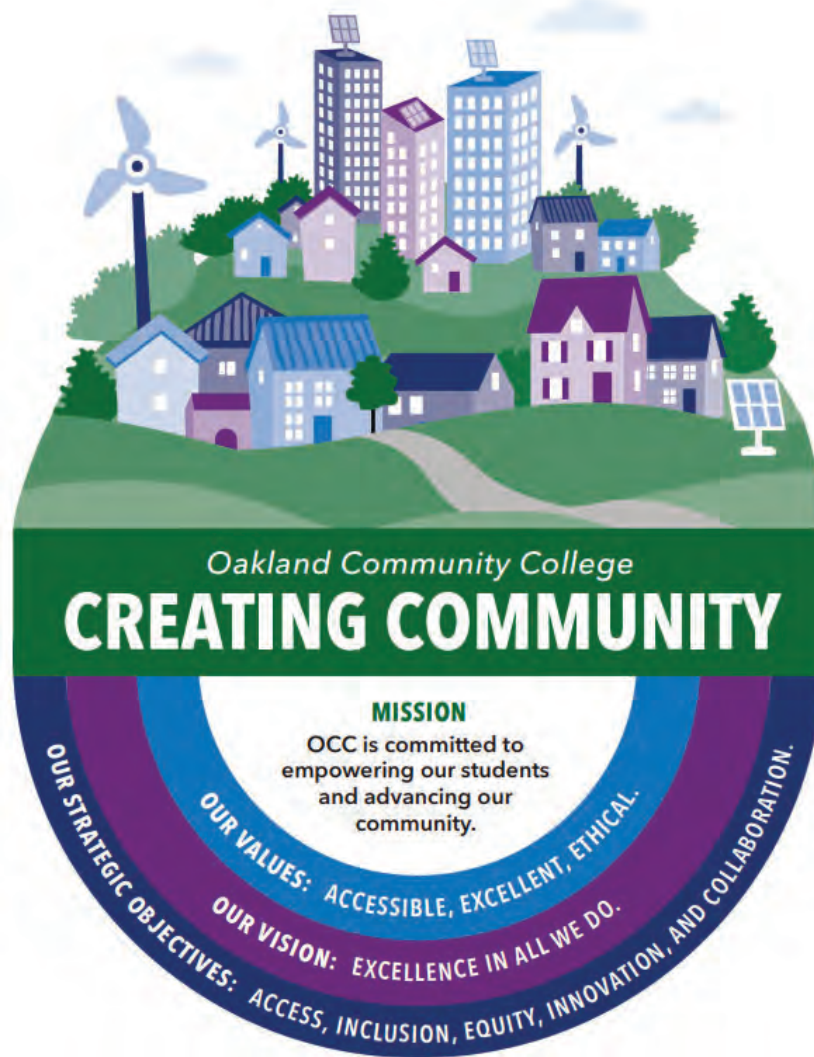
Strategic Direction 1: Cultivate Operational Excellence and Sustainability
- **1.1** Become a student-ready college, promoting agency, access, and success for all students
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- **2.1** Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees
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- **3.1** Build an integrated diversity, equity, inclusion, and justice (DEIJ) 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.

BOARD ENDS
Accreditation
Career/Technical
College Ready
Transfer
Workforce
Continuing Ed
Student Services
DEIJ

Excellence *People* *Equity*
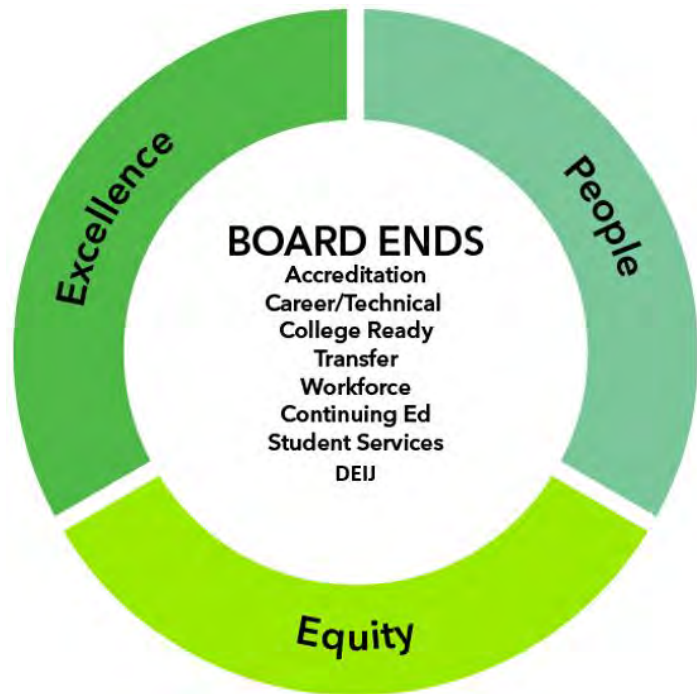
OCC is focused on the central messages of its strategic plan, to improve clarity, focus, and connection across its strategic plan collaborators collegewide. By working together, the College can increase student graduation and success while closing equity gaps.

DOUBLE
GRADUATION RATE

EXCELLENCE
Every student empowered to succeed

PEOPLE
Collaborative, inclusive culture

EQUITY
All students attain goals equitably
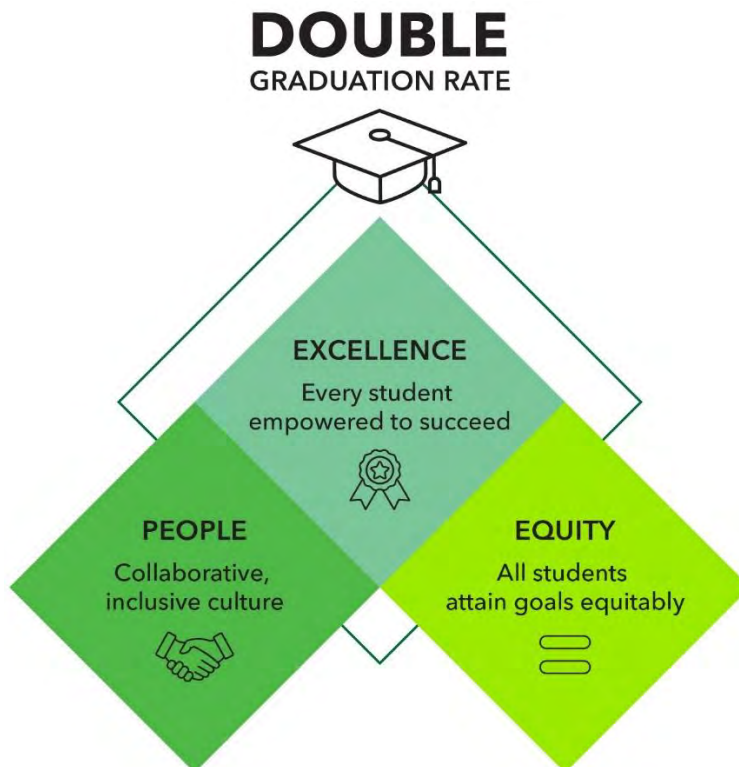
OCC Goals and Key Performance Indicators (KPIs)

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.

- 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.
- Ongoing research and analysis will continue to refine targets and support alignment with the College's strategic plan.

#	2021-22 Core KPIs	Semester	2020-21	2021-22	2022-23	Past Year % Change	2022-23 Target	Target to Actual	2023-24 Target
1	Conversion rate	Summer	48.5%	36.2%	36.9%	+1.9%	33.0%	+3.9	33.0%
		Fall	35.7%	32.5%	33.8%	+4.0%		+0.8	
		Winter	34.1%	30.2%	32.3%	+7.0%		-0.7	
2	Headcount enrollment	Summer	10,323	10,183	9,266	-9.1%	9,609	-343	9,403
		Fall	14,727	14,174	13,677	-3.5%	13,666	+11	13,518
		Winter	14,223	13,776	13,574	-1.5%	13,111	+463	14,135
3	Average enrolled credits	Summer	5.93	6.10	5.87	-3.3%	5.84	+0.03	5.64
		Fall	8.51	8.19	8.37	+2.2%	7.87	+0.50	8.41
		Winter	8.21	8.06	8.24	+2.2%	8.36	-0.12	8.16
4	Fall to Fall persistence	Fall	52.6%	54.1%	--	+2.9%	53.2%	+0.9	54.5%
5	Six-year completion	Annual	37%	39%	43%	+10.3%	40%	+3.0	44%

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:

- D3C3: Grow K-12 Alignment, Partnerships, Dual Enrollment
- D3C3 + NISS: Proactive Systematic Student Success Structure

From 2023 to 2025, OCC will implement grant-funded strategies through the Detroit Drives Degrees Community College Collaborative (D3C3) to advance K-12 alignment through expanded partnerships and dual enrollment. Through D3C3, OCC will also build a comprehensive, proactive, analytics-based model for systematic student outreach and support modeled after the National Institute for Student Success (NISS). These efforts will include foundational work on technological efficiency, integration, the digitization of forms, and streamlined processes to benefit students and staff.
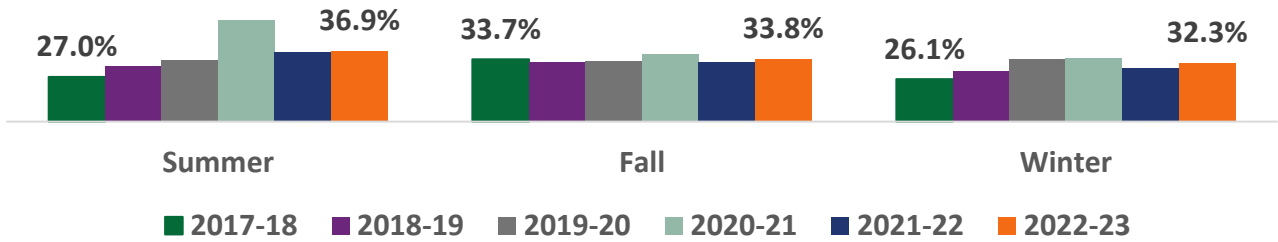
Enrollment Data Trends

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.

The conversion rate is the percentage of new admitted students that register and stay enrolled in the semester past the drop/add deadline. In recent years, summer and winter conversion have seen marked improvement, while the fall rate has held steady around 34%, which exceeds the college goal of 33% each term. Marketing and Admissions outreach efforts, community partnerships to attract students to programs that provide skills for high-demand careers, and an increase in online program options are being pursued to maintain or improve the conversion rate for future semesters.

New Admitted Student Conversion Rate Trends

	Summer	Fall	Winter
	27.0% ... 36.9%	33.7% ... 33.8%	26.1% ... 32.3%

2017-18   2018-19   2019-20   2020-21   2021-22   2022-23

Source: Institutional Effectiveness

Community colleges nationwide saw a slight increase in enrollment in Winter 2023, but in Michigan, undergraduate enrollment still experienced a slight decline and OCC mirrored that trend.

Winter 2023 Enrollment Comparison

-1.8% (Michigan Undergraduate Enrollment)
-1.5% (OCC)
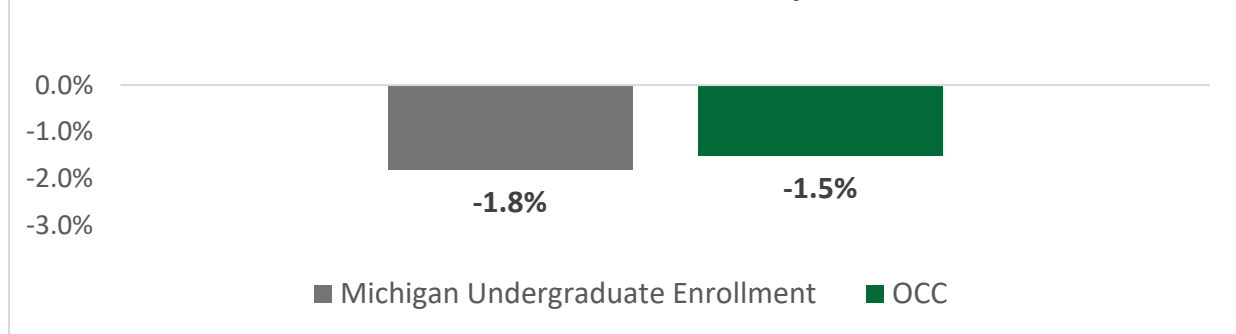
Comparison Data Source: National Student Clearinghouse (NSC) via https://nscresearchcenter.org/stay-informed/

Michigan Reconnect and Futures for Frontliners are two state initiatives to fund tuition for eligible students. These programs have helped thousands of students to return to OCC or attend for the first time.

The Michigan Reconnect Grant Act was amended in December 2022 and the updated version includes several new requirements for colleges. These requirements focus on:
- A movement away from remedial course structures in English and math to more extensive corequisite models
- An expanded integration of credit for prior learning opportunities that allow a student to receive credit for prior knowledge and experiences
- Collaboration with the new Michigan Center for Adult College Success that will be established by the State
- Data on the increased income of graduates
- A significant increase in student completion by 2-3% annually to maintain Reconnect eligibility

OCC's strategies are already focused on achieving all these goals. With the amended Reconnect Act, our work to attain these practices is tied to the State funding we receive.

Average Enrolled Credits

Students continue to look for flexibility in their course options, to fit their college learning into their complex lives. As the College grows its course modalities of online, hybrid (both online and in person), compressed (shortened semester), and block scheduled courses (meet one day a week), students can have additional choices to help them earn more credits each semester. This metric is particularly important to track as it contributes to student momentum and accelerates academic progress toward meeting a degree or transfer goal.
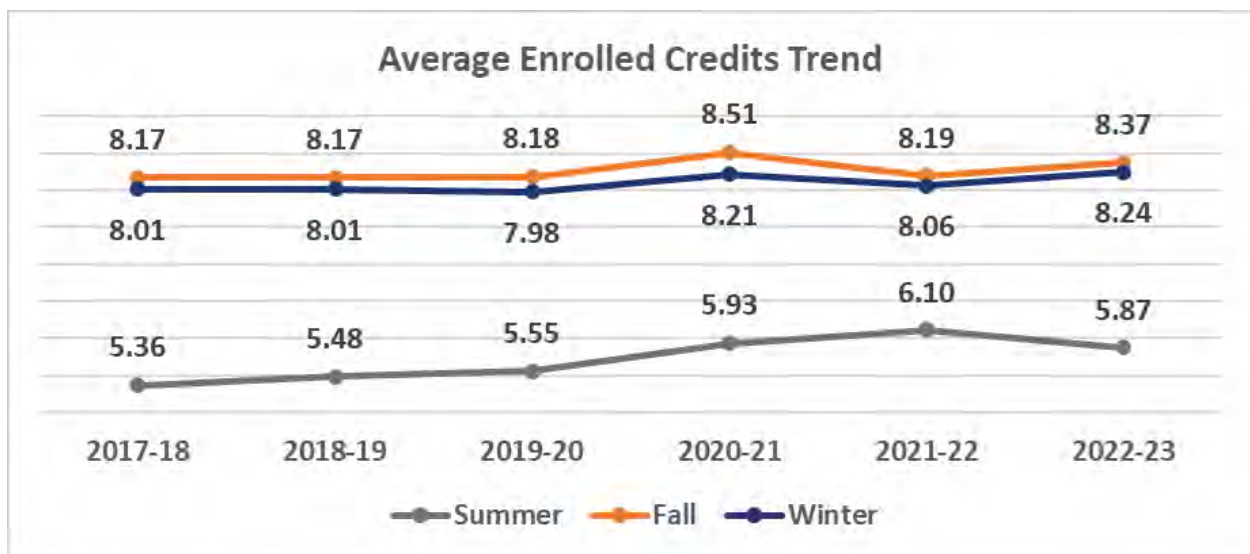
Source: Institutional Effectiveness

This increase in average credits is particularly impacted by students taking both on-ground and online classes. This growing group of students shows not only an ability to enroll in more credits, but an ability to increase the credits they successfully earn in a semester and even achieve a higher retention rate. These effects have sustained every semester since Fall 2021 and represent a proven strategy for growing student credit attainment and progress. An increase in students taking both online and on-ground classes at once has resulted in increased credit enrollment and credit attainment. This success builds momentum toward completion and can reduce the time to goal attainment.

Summer 2022 Student Type (based on course taking behavior)	# of Students	% of Students	Average Credits Enrolled	Average Credits Earned
Exclusively On-Ground Classes	2,976	32.4%	4.8	4.0
Exclusively Online Classes	4,476	48.7%	5.6	4.1
Both Online and On-Ground Classes	1,737	18.9%	**8.6**	**6.6**
Total	9,189	100.0%	5.9	4.5

Exclusively On-Ground Classes	5,351	39.2%	7.8	6.3	75.8%
Exclusively Online Classes	4,019	29.4%	7.0	4.9	67.9%
Both Online and On-Ground Classes	4,296	31.4%	**10.4**	**8.0**	**80.0%**
Total	13,666	100.0%	8.4	6.4	73.7%

Exclusively On-Ground Classes	4,678	34.5%	7.5	6.1
Exclusively Online Classes	4,778	35.2%	7.2	5.0
Both Online and On-Ground Classes	4,101	30.3%	**10.4**	**8.2**
Total	13,557	100.0%	8.2	6.3

Summer 2023 and Early Fall 2023 Enrollment Data

In summer 2023 and fall 2023, OCC has seen increases in both new and returning student enrollment. This trajectory is a testament to the hard work of OCC marketing, admissions, student services, and academics in terms of how classes can be scheduled to meet student needs as we recruit new students to join OCC and support continuing students in their next steps toward goal attainment. Note: These numbers include live data at a point in time for year-to-year comparison. They will differ from the end of session data that OCC uses to track its KPIs.

Category	Summer 2022	Summer 2023	# Change	% Change
Total Headcount	9,264	9,898	**+634**	**+7%**
Total Credits	54,365	59,647	**+5,282**	**+10%**
Average Credits	6.03	5.87	**+0.16**	**+3%**

Comparison as of day 170 of registration (8.22.23), Source: Institutional Effectiveness Registration Dashboard

| Category	Fall 2022	Fall 2023	# Change	% Change
Total Headcount	13,543	13,907	**+364**	**+3%**
Total Credits	114,086	118,221	**+4,135**	**+4%**
Average Credits	8.42	8.50	**+0.08**	**+1%**

Comparison as of day 168 of registration (9.10.23), Source: Institutional Effectiveness Registration Dashboard

College Readiness

For two years now, corequisite courses have improved student outcomes in English and math. 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. Now, we are seeing a notable positive impact on the retention and persistence of corequisite students as well. As the corequisite student population grows and progresses, further analysis will focus on disaggregated student outcomes and completion. In September 2023, the Higher Learning Commission (HLC) approved corequisite expansion as OCC's Quality Initiative project for 2024-27.
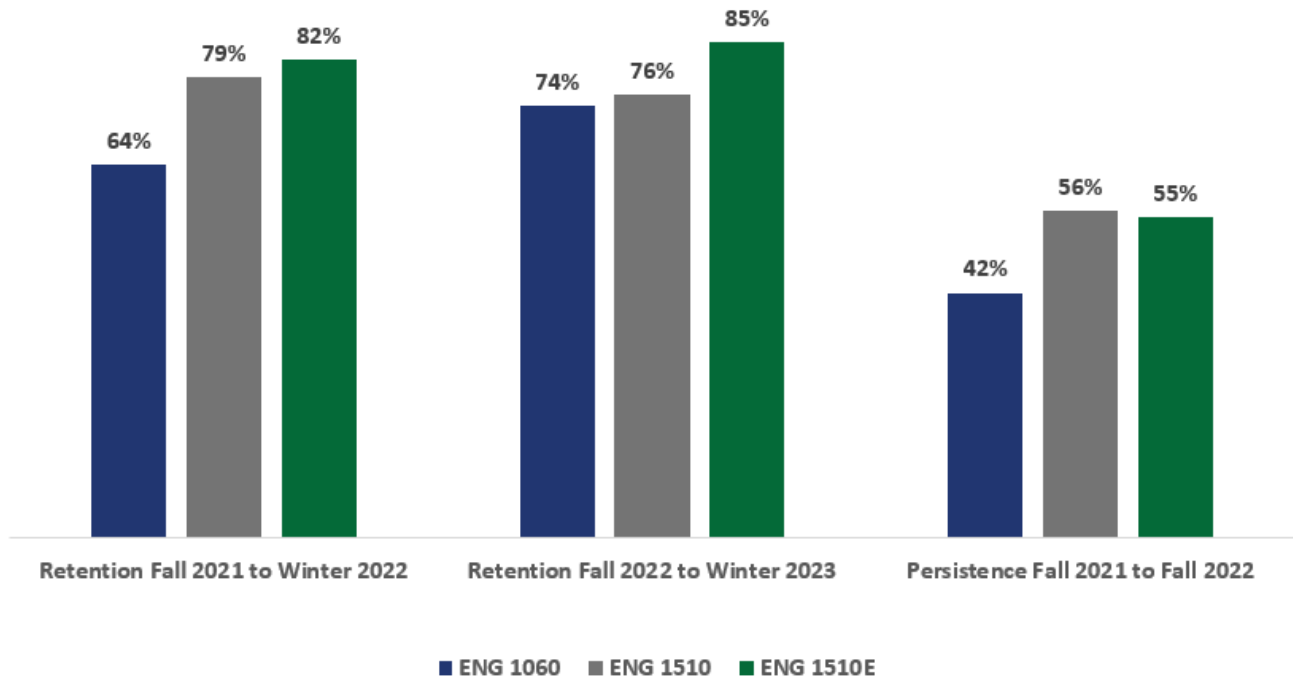
- Beginning in Winter 2024, ENG 1060 will be replaced by a pilot of an expanded corequisite English course, 1510S
- A scaled corequisite model means all students enter into a college-level course with the appropriate level of support to help them succeed
- A scaled corequisite model is required by Michigan Reconnect legislation and a major strategy toward achieving OCC's double graduation goal

As the number of corequisite sections grows, students in corequisite English 1510E: Composition I continue to outperform their peers in ENG 1060 and the traditional ENG 1510. Data below includes student outcomes from Fall 2021, Winter 2022, Summer 2022, Fall 2022, Winter 2023, and Summer 2023

English Course Success 2021-23: C or better

1060: 57%
1510: 64%
1510E: 68%

English Course Success 2021-23
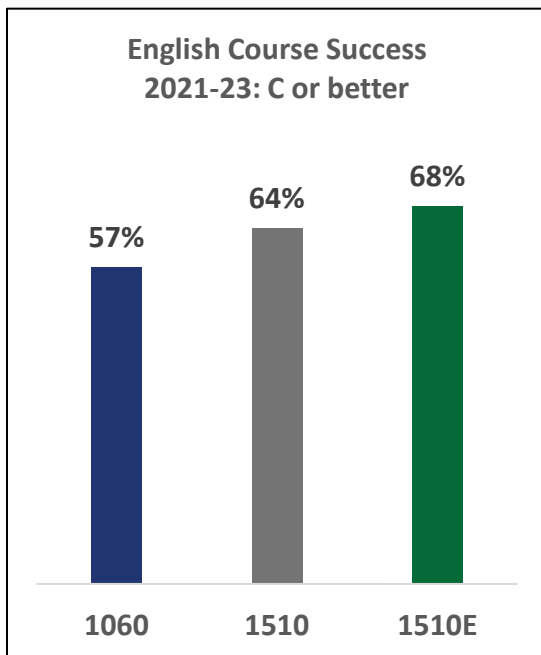
Course	# Students Earned C or Better	Total Students	% Students Earned C or Better
ENG 1060	356	629	57%
ENG 1510	5,663	8,851	64%
ENG 1510E	580	857	68%

Retention and Persistence Based on ENG Course Taken

Legend: ■ ENG 1060 ■ ENG 1510 ■ ENG 1510E

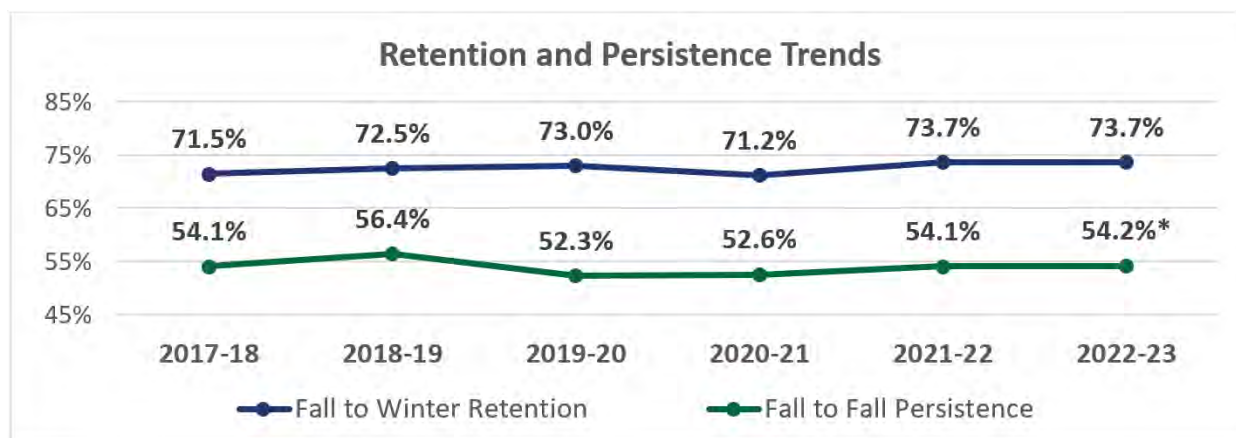| Group	Retention Fall 2021 to Winter 2022	Retention Fall 2022 to Winter 2023	Persistence Fall 2021 to Fall 2022
ENG 1060	64%	74%	42%
ENG 1510	79%	76%	56%
ENG 1510E	82%	85%	55%

This following metric tracks first-year completion of college-level English, a key indicator for early momentum which can lead to improved completion outcomes for students. OCC has made steady progress in this area and further growth is expected with the expansion of corequisite courses.

Academic Year	New Student	% Completed College-Level English by the End of Their First Year at OCC
2018-2019	6,110	41.7%
2019-2020	6,439	43.8%
2020-2021	6,090	43.1%
2021-2022	5,525	46.6%

Note: 2022-23 data pending

Retention and Persistence

OCC's rates of retention and persistence have shown stability and recent increases over the past two years. The College will continue to strengthen retention and persistence, with a focus on the equity of student population success. 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. Persistence includes students enrolled in a fall semester that also enroll in the following fall's semester, minus those that successfully complete a credential or transfer to a four-year institution.

Retention and Persistence Trends

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Fall to Winter Retention	71.5%	72.5%	73.0%	71.2%	73.7%	73.7%
Fall to Fall Persistence	54.1%	56.4%	52.3%	52.6%	54.1%	54.2%*

*Final Fall 2023 data pending, to account for all late start courses

Completion

Increasing student graduation is a central focus of college strategy that fulfills national, state-level, and regional mandates for economic growth and improved quality of life. College graduates access a wide range of benefits across the lifespan through increased earnings, decreased unemployment, better health outcomes, greater civic participation, and additional educational attainment across generations.

Recent research through the Oakland80 initiative makes clear the impact of postsecondary credential attainment on both employment and income. To increase the prosperity and equity of communities throughout Oakland County and the region, in service to OCC's mission, the College needs to increase the proportion of students who successfully obtain a postsecondary credential.

How to measure community college completion:

- ➢ Every student counts
    - Part-time students
    - Returning adult students
    - Working students and/or parents taking a class or two at a time

➢ Part-time enrollment means completion takes time
   • 75% of OCC students attend part-time
   • Structure education and services to best support them

➢ Earned credentials are a priority, but four-year transfer is also success
   • National datasets tend to compare first-time, full-time students who graduate
   • Real community college success looks at all students and includes transfer outcomes

In statewide comparisons, OCC exceeds the completion rates of its regional peers and the statewide average, led largely by four-year transfer rates.

Likewise, in national comparison groups, OCC's six-year graduation rate falls below the national average, but the overall completion and retention rate exceeds that of other two-year institutions, particularly through student attainment of bachelor's degrees after transferring credits from OCC.

OCC vs. National Average
6-year Completion Rate of 2016 Fall Cohort
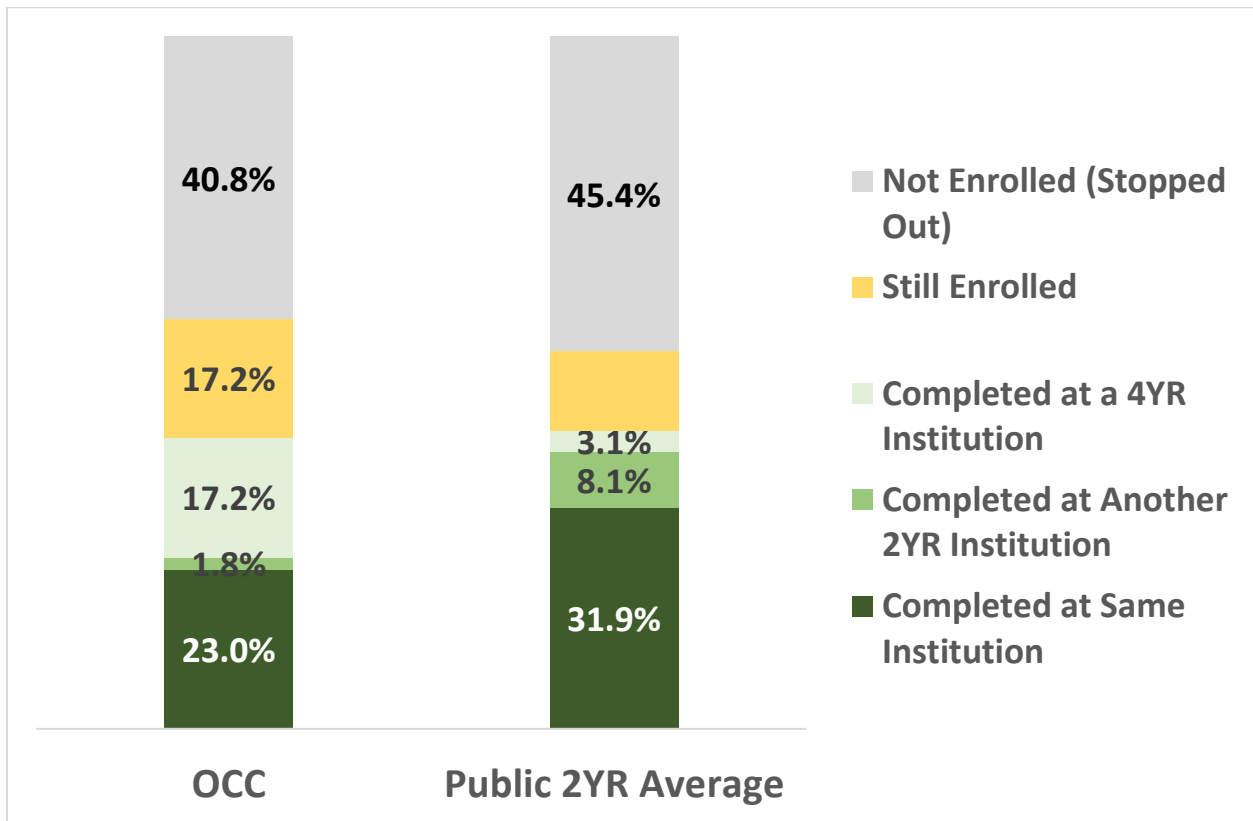
Source: https://nscresearchcenter.org/wp-content/uploads/Completions_Report_2022.pdf

Please note that while the cohort definitions and completion calculations for institutional, state, and national data systems do vary, they all provide important insights and lenses through which to understand and further advance completion success at OCC.

Already, OCC has realized gains in student completion across six-year cohorts. OCC's strategies are now focused on implementing national best practices to improve student completion rates while reducing the time to degree for full-time and part-time students.

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:

- Accelerate Credit Attainment
    - Optimized Modalities
    - Credit for Prior Learning
    - D3C3 + NISS: Gateway Course Enhancement
- D3C3 Employer-Based Mobility Pathways and Integrated Career Development

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.

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. Action strategies based on the results were deployed from Winter 2022 through Summer 2023 and will be 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.

Credit for prior learning (CPL) 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. Multiple pieces of legislation from the State in 2022 require an expansion of CPL tied to the funding that the College receives. OCC has formalized its CPL opportunities and will continue to scale them in the coming semesters.

In 2023, through the D3C3 grant, OCC will launch a strategy for Gateway Course Enhancement. This work will introduce pedagogical and curricular innovations into courses with high rates of D/F grades or withdrawal (DFW) that act as barriers to student progress (similar to corequisite impact but for additional courses in other key disciplines such as Math, Biology, Accounting, Computer Information Sciences, English, Business, etc.)

All three active strategies within this objective: Optimized Modalities, Credit for Prior Learning (CPL), and Gateway Course Enhancement are intentional, data-focused ways to advance student credit attainment toward achieving academic goals. Integrated career development and employer-based connections help keep students engaged and connect the work of the classroom with industries and experiential learning opportunities.

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.

In 2022-23, OCC launched a collaboration with rpk GROUP, focused on optimizing OCC's structures and processes to intentionally invest in our mission and future success. This work will continue through summer 2023, then advance to a second stage of establishing departmental KPIs to help the college achieve its strategic goals on behalf of students and the community.

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.

A collaborative decision-making (CDM) portal fully launched on InsideOCC in January 2023. 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. Now, a robust communications strategy is helping to share the model collegewide, to encourage its use and cultural impact as we work together toward common goals focused on student success.

In 2023, work on this strategic objective will include a committee focused on further evolving institutional culture, to grow norms of respect, civility, and support throughout the institution and our day-to-day work.

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.

The Global Diversity, Equity & Inclusion Benchmarking Project (GDEIB) was first launched in 2021-22. This multi-faceted national tool helps OCC understand its strengths, challenges, and opportunities for improvement related to creating an inclusive and equitable climate for all students and employees. Results from the initial survey cycles are being used to inform continuous improvement and additional implementation of the tool will track the college's progress in advancing this work.

OCC's Office of DEIJ implements extensive programming, training, and opportunities for personal and professional development focused on DEIJ. This work fosters the interpersonal understanding and equity-based commitment that helps OCC succeed as an institution and fulfill its mission for students and the community.

2023-24 Strategic Directions

OCC is thrilled to be a partner in the Detroit Drives Degrees Community College Collaborative (D3C3). D3C3) is a cross-sector collaborative that elevates the role of community colleges in working towards regional talent pipeline transformation in Southeast Michigan. Three clusters of work propel this initiative toward regional goals: 1) student success, 2) K-12 alignment, and 3) employer-led sector pathways/career connectedness.

In partnership with critical cross-sector stakeholders across all three clusters, community colleges are being funded to 1) implement college-level, systemic-level strategies aligned with D3C3 goals and 2) participate in the D3C3 learning community and collaborative regional strategy development and implementation. Significant investment is being made to our community colleges and the Southeast Michigan community to engage in this transformational work through the generosity and vision of the Ralph C. Wilson, Jr. Foundation and Ballmer Group. After a year of working through in-depth collaboration to develop and refine OCC's D3C3 grant proposal through a broad college team the implementation of grant-funded strategies has begun in Winter 2023.

Henry Ford College

Macomb Community College

Monroe Community College

Oakland Community College

Schoolcraft College

Washtenaw Community College

Wayne County Community College District

Detroit Drives Degrees

Detroit Regional Chamber CEO Talent Council

Detroit Regional Chamber Foundation

CivicLab

National Institute for Student Success at Georgia State University

MICHauto

Through D3C3, OCC will work to advance the structures and systems that help all individuals achieve postsecondary credentials and develop in-demand skills while growing economic stability and mobility. OCC will collaborate with its D3C3 partners to increase prosperity and equity throughout the region. The College will pursue these goals through the development of a sophisticated, comprehensive analytics infrastructure that builds efficiency and removes barriers to proactively support student success and equity at crucial points in the student lifecycle. OCC will grow its partnerships throughout the Oakland Schools K-12 system while creating additional opportunities for students to develop college skills and earn college credits while in junior high and high school. Finally, OCC will work with employers, partners, and regional leaders to advance skill-based pathways throughout the mobility sector that lead to well-paying, in-demand careers and economic growth.

OCC's D3C3 strategies will strive to expand the equity of postsecondary access and preparation countywide. Once students are enrolled at the college, the College will leverage and grow its dynamic analytical data systems to track their progress and to close equity gaps at every stage of the student lifecycle. D3C3 will allow OCC to grow the sophistication, timeliness, and accuracy of this work, to embrace a proactive, systematic student support infrastructure modeled after the National Institute for Student Success (NISS) at Georgia State University. The NISS model is a proven approach to student success that has significantly improved student graduation and equity at several institutions and across multiple states nationwide. Their work is a fundamental guide for D3C3 and their mission is to "increase the ability of colleges and universities to identify and resolve institutional barriers to equity and completion by increasing their capacity (1) to implement proven student-success systems and data-informed interventions and (2) to enact systemic change to institutional processes and structures." Finally, the mobility cluster pf D3C3 will allow OCC to create new, innovative pathways to successful careers that bring options for growth and prosperity to a diverse population of students and a wide range of employers in partnership with MICHauto.

Conclusion

Students, faculty, staff, and administration overcame tremendous hurdles in recent years to support one another and maintain academic excellence. The College is poised to grow and innovate in numerous ways during the years to come. Through a dedication to its mission and a continual use of data, research, and analysis to inform ongoing improvement, OCC has established structures, systems, and processes to strategically serve the community through access to quality education and pathways to future success in work and life.

Acknowledgements

Glossary

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

D3C3: The Detroit Drives Degrees Community College Collaborative (D3C3) (D3C3) is a cross-sector collaborative that elevates the role of community colleges in working towards regional talent pipeline transformation in Southeast Michigan. Through the generous investment of the Ralph C. Wilson, Jr. Foundation and the Ballmer Group, OCC is able to advance significant strategies for student success, K-12 alignment, and mobility pathways with career connectedness.

DEIJ: Diversity, Equity, Inclusion & Justice (DEIJ) represents OCC's commitment and investment to grow understanding, respect, and inclusion of all through programming, professional development, college strategy and initiatives, and policy and practices.

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 accelerated classes.

Enrolled: Within this report, an "enrolled" student registers for a course or courses, then stays enrolled past the drop/add deadline, which includes submitting payment for the course(s).

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.

NISS: The National Institute for Student Success (NISS) at Georgia State University is a nationally recognized model for increasing student completion and equity. They are a key partner in the D3C3 grant-funded strategies focused on building systems for student success at OCC.

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.

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.