OAKLAND COMMUNITY COLLEGE®
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INFORMATION

Board Agenda Item 6.1
February 21, 2023

FALL 2022
MONITORING REPORT

Table of Contents

Executive Summary

National reports show that the community college enrollment decline has lessened from Fall 2021 to Fall 2022. While that stability shows promise, it does not compensate for the significant enrollment losses that the sector experienced over the past three years. Community colleges need to evolve to meet student demand for access and opportunity through diverse course modalities and robust support structures.

Access is a central tenet of a community college and throughout the pandemic years, that access included the development of expanded online and hybrid learning, innovative course delivery, additional resources for students, virtual student services and programming, and outreach by dedicated faculty and staff to help their students overcome obstacles and succeed. These experiences can continue to serve the institution as it navigates the higher education landscape in the years ahead in service to students and the community.

Over the Fall 2022 semester, OCC has pursued several strategies through collaborative action teams to advance the College across core objectives. 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

   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, Inclusion, and Justice Policy and Practice

   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.
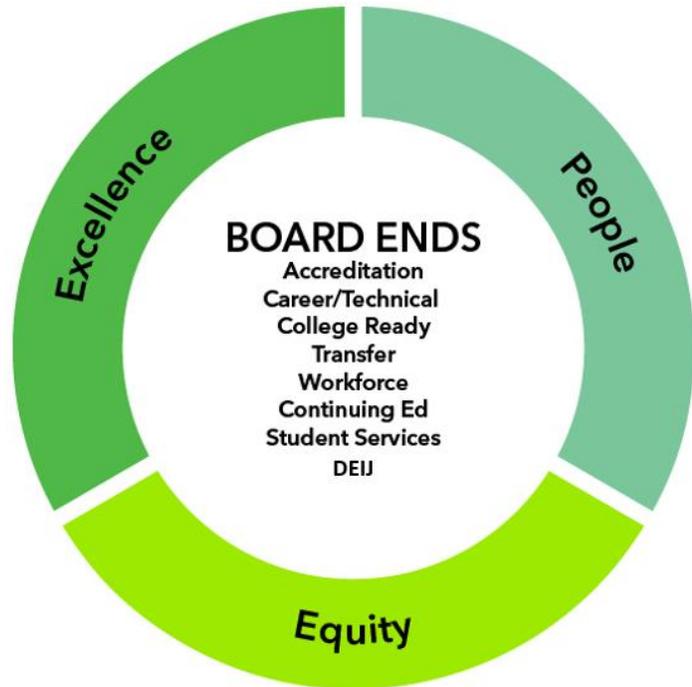
In 2023, OCC will focus in on the most central messages of its strategic plan, to improve clarity, focus, and connection across its strategic plan collaborators collegewide. By working together, the College can increase student graduation and success while closing equity gaps.
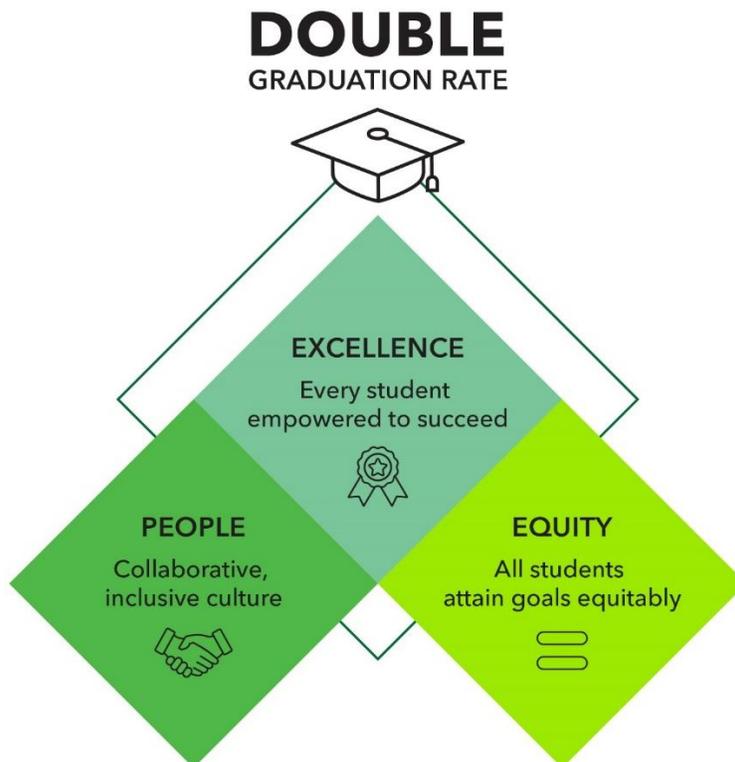
OCC Goals and Key Performance Indicators (KPIs)

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.
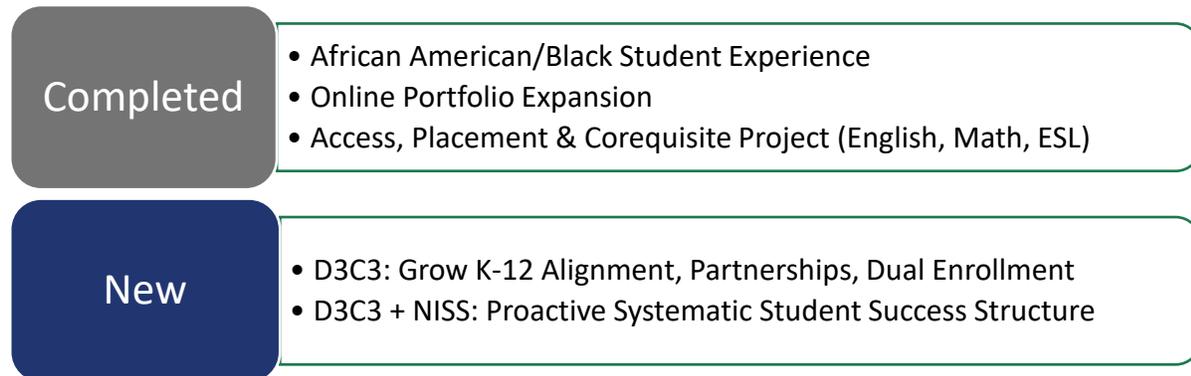
- Targets for each indicator were determined based on the range of normal fluctuation, a forecast aligned with recent performance, the current context inside and outside OCC, and the College's actions for improvement.
- Enrollment projections specifically use statistical ARIMA methods that incorporate past enrollment, the number of high school graduates, the unemployment rate, and student applicant activity to predict future enrollment. 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.
- Ongoing research and analysis will continue to refine targets and support alignment with the College's strategic plan.

Fall Semester Core KPIs	2020	2021	2022	2021-22 % Change	2022 Target	Target to Actual
Conversion rate	35.7%	32.5%	33.8%	+4.0%	33.0%	+0.8
Headcount enrollment	14,727	14,174	13,677	-3.5%	13,666	+11
Average enrolled credits	8.51	8.19	8.37	+2.2%	7.87	+0.50
Fall to Fall persistence	52.3%	52.6%	54.1%	+2.9%	53.2%	+0.9

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:

Completed	• African American/Black Student Experience • Online Portfolio Expansion • Access, Placement & Corequisite Project (English, Math, ESL)

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

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.

In 2023, OCC has launched 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

Recruitment ➤ Admission ➤ Onboarding ➤ Enrollment

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.

In 2021-22, the average conversion rate (yield) at four-year public colleges reporting data in Michigan fell to 22.5%. (Note: Community colleges rates are not collected.) OCC exceeded its target of 33.0% in Fall 2022.

Fall Conversion Rate

Year	Rate
2018	32.4%
2019	33.0%
2020	35.7%
2021	32.5%
2022	33.8%
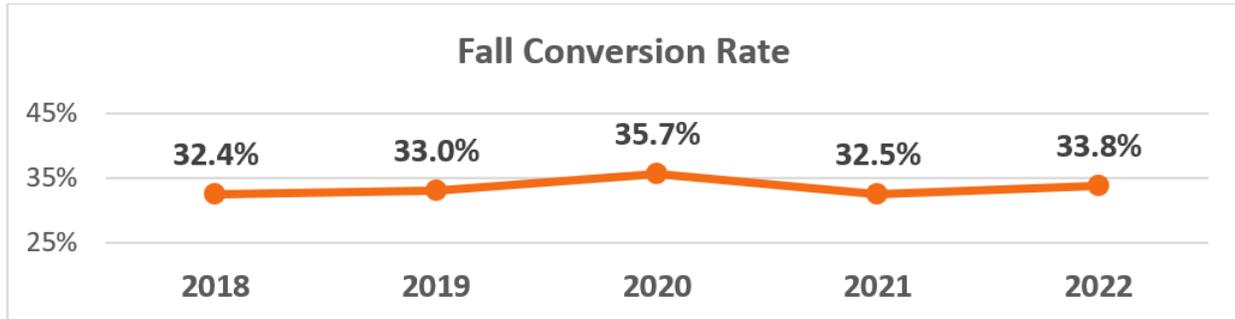
Source: Institutional Effectiveness

Community colleges nationwide have begun to see enrollment stabilize in 2022. OCC saw a 3.5% decline in headcount enrollment in Fall 2022, but only a 1% decline in credit hour enrollment thanks to an increase in average credits per student that can drive improved student progress toward goal attainment.

Fall 2022 Enrollment Comparison

	Percentage
Michigan Undergraduate Enrollment*	-4.6%
OCC	-3.5%
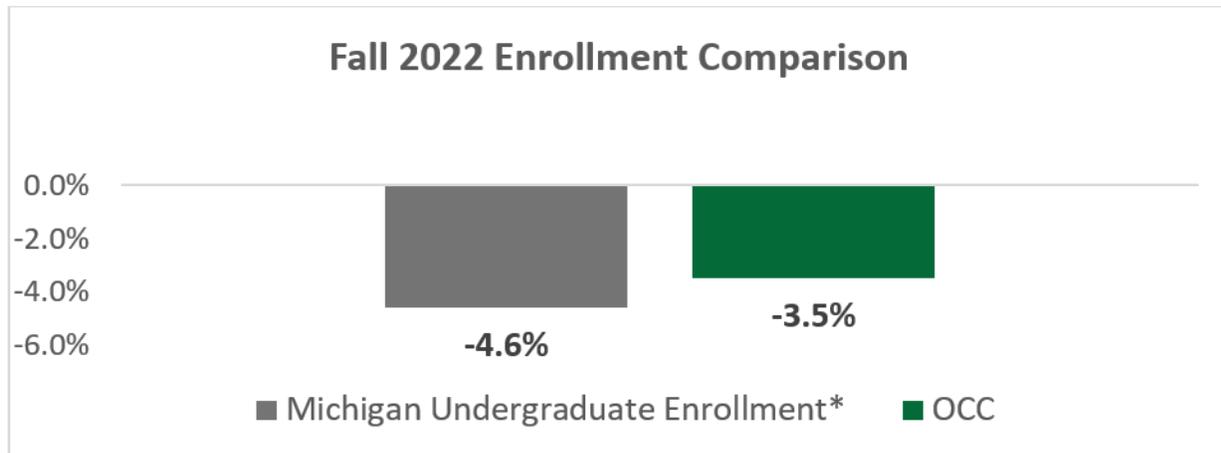
Note: NSC source includes national data https://nscresearchcenter.org/stay-informed/

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.

Fall Semester Average Credits

Year	Average Credits
2018	8.17
2019	8.18
2020	8.51
2021	8.19
2022	8.37
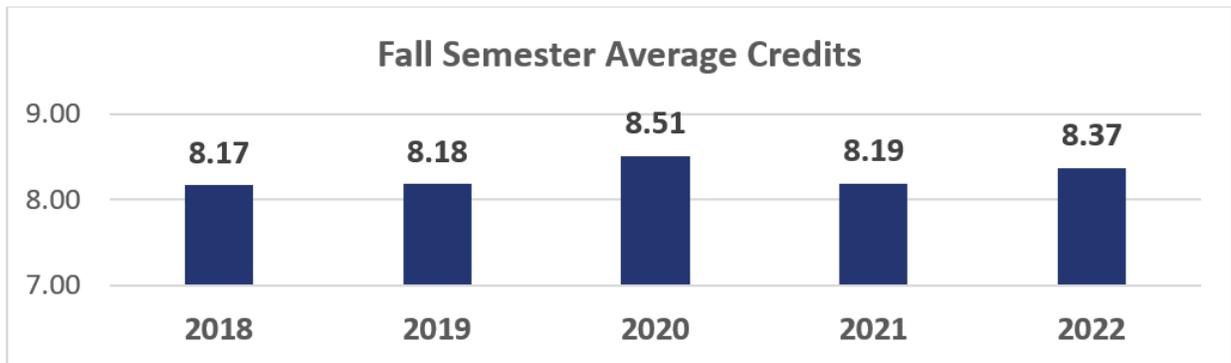
Source: Institutional Effectiveness

Fall 2022 Student Course Taking Type	# of Students	Total Course Credits	Average Enrolled Credits
On-Ground Only	5,381	41,692	7.7
Online Only	3,972	27,782	7.0
Hybrid Student (Both Online and On-Ground)	4,324	44,998	**10.4**
OVERALL	13,677	114,472	**8.4**

Fall 2022 and Early Winter 2023 Enrollment Data

Category	Fall 2021	Fall 2022	# Change	% Change
Total Headcount	14,174	13,677	-497	-4%
Total Credits	116,084	114,423	-1,660	-1%
Average Credits	8.19	8.37	+0.18	+2%

Comparison as of day 267 of registration (12.19.22), Source: Institutional Effectiveness Registration Dashboard

Category	Winter 2022	Winter 2023	# Change	% Change
Total Headcount	13,718	13,439	-279	-2%
Total Credits	111,085	110,888	-197	-0.2%
Average Credits	8.10	8.25	+0.15	+2%

Comparison as of day 96 of registration (1.27.23), 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 and expansion continues in 2022-23, particularly focused on the equity of outcomes among student populations.
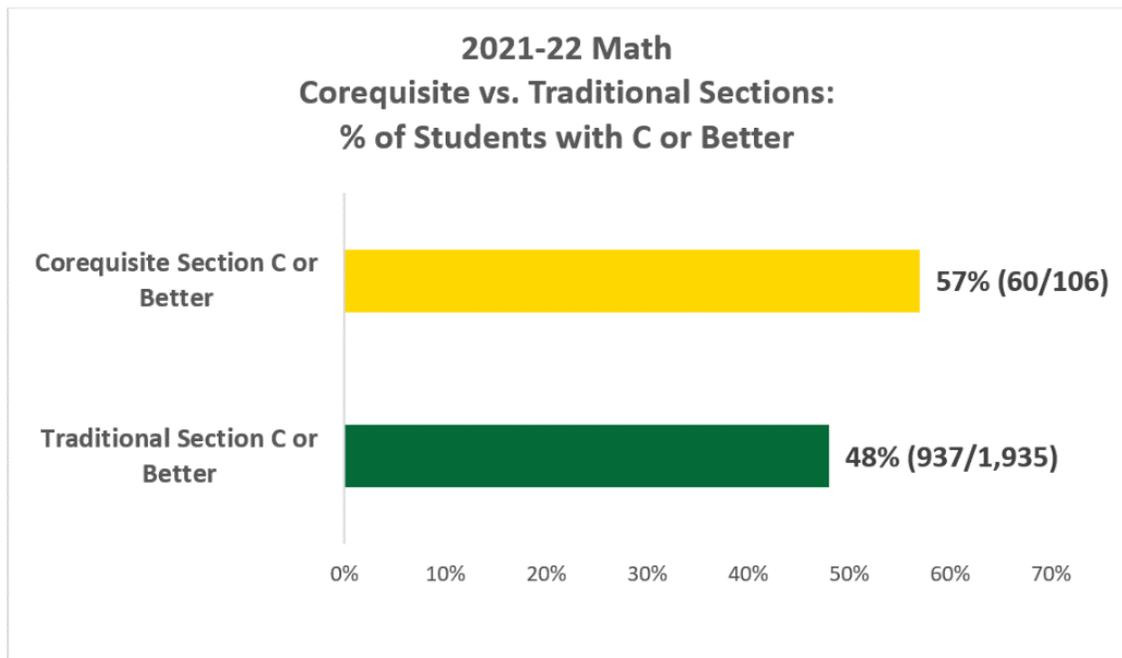

2021-22 English Outcomes - C or Better
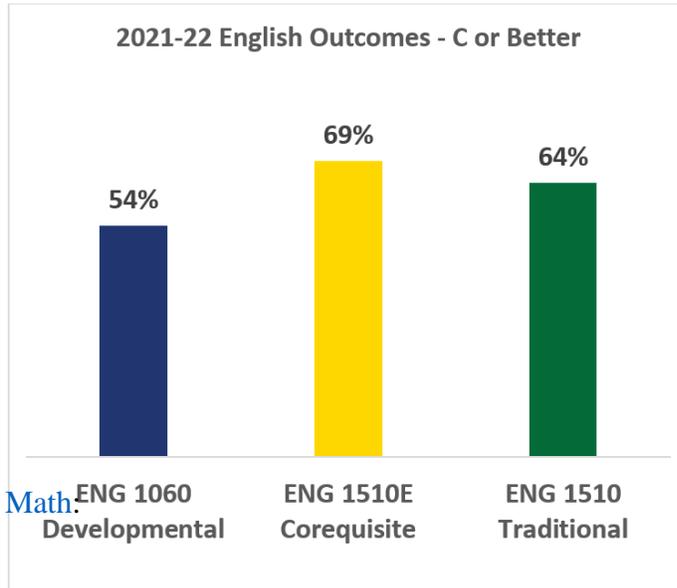
| 2021-22 Totals	
Course	**% C or Better**
ENG 1060	54% (189/347)
ENG 1510E	69% (281/410)
ENG 1510	64% (2,659/4,137)

Math:

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. These courses were formally approved via the college curriculum process in 2022.
    - 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 and expand corequisite options to meet student needs.

2021-22 Math
Corequisite vs. Traditional Sections:
% of Students with C or Better

Corequisite Section C or Better: 57% (60/106)
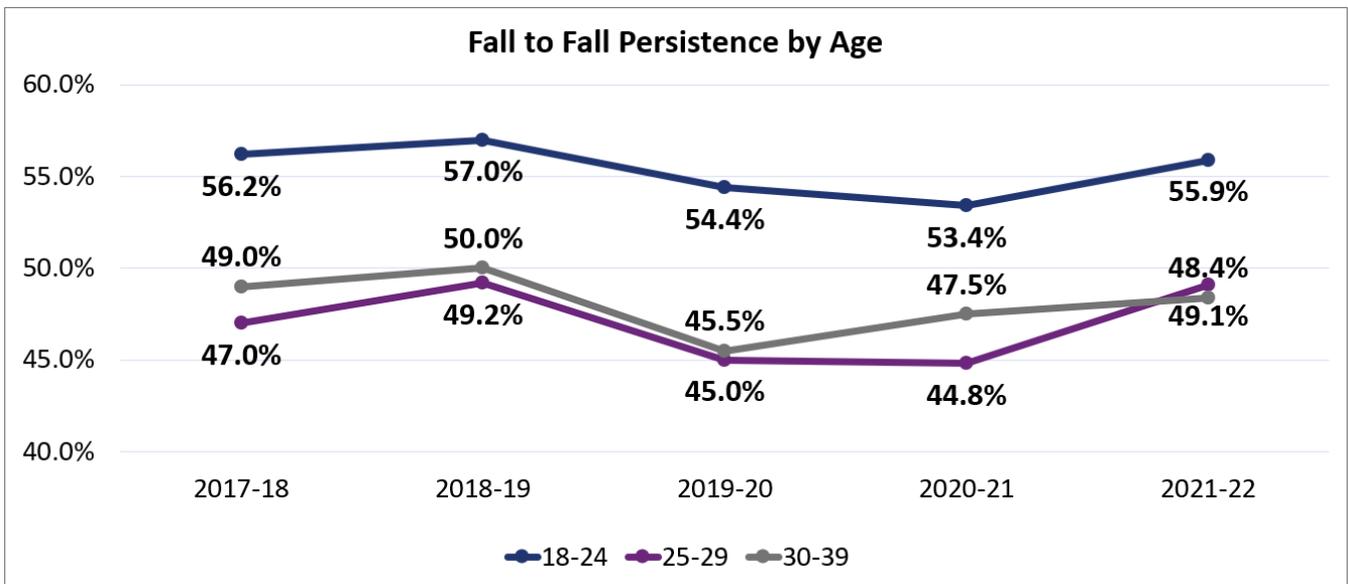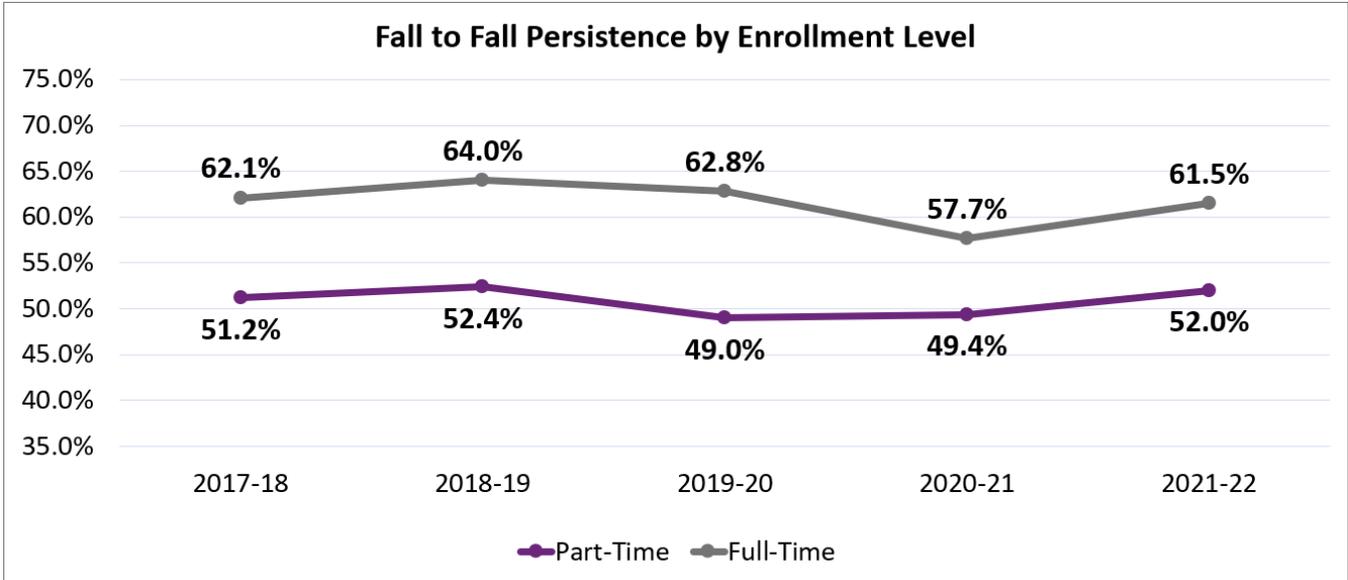Traditional Section C or Better: 48% (937/1,935)

Already, new corequisite courses have improved student outcomes in English and Math over the past year and a half. 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. Additional analysis in 2023 and future years will include the persistence and completion success of corequisite students. OCC has also selected corequisite expansion as its Quality Initiative project for the Higher Learning Commission (HLC).

Fall to Fall Persistence

The economic and public health impacts of the pandemic continue to affect student lives in complex ways. In 2019-20 and 2020-21, that impact included a decline in student persistence, in terms of how many students enrolled in a Fall semester continued at OCC and enrolled in the following Fall semester. From 2021-22, that rate stabilized and began to tick upward again.

Fall to Fall Persistence

2018: 54.1%
2019: 56.4%
2020: 52.3%
2021: 52.6%
2022: 54.1%
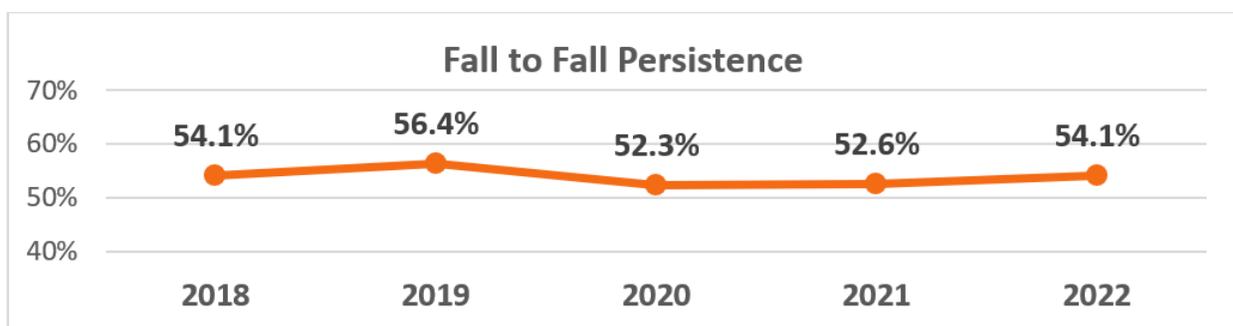
Despite this slight improvement that brings the college closer to pre-pandemic rates, Fall to Fall persistence remains a major area to address in order to make progress toward student equity and completion goals. Tracking and closing equity gaps on all the College's KPIs is a central part of realizing our mission and helping all students equitably attain their postsecondary goals.

Fall to Fall Persistence by Enrollment Level

	2017-18	2018-19	2019-20	2020-21	2021-22
Full-Time	62.1%	64.0%	62.8%	57.7%	61.5%
Part-Time	51.2%	52.4%	49.0%	49.4%	52.0%

Legend: Part-Time, Full-Time

Fall to Fall Persistence by Age

	2017-18	2018-19	2019-20	2020-21	2021-22
18-24	56.2%	57.0%	54.4%	53.4%	55.9%
30-39	49.0%	50.0%	45.5%	47.5%	48.4%
25-29	47.0%	49.2%	45.0%	44.8%	49.1%

Legend: 18-24, 25-29, 30-39

Fall to Fall Persistence by Race/Ethnicity

Black or African American: 43.0% (2017-18), 45.8% (2018-19), 44.6% (2019-20), 43.9% (2020-21), 44.8% (2021-22)

Hispanic: 52.5% (2017-18), 55.5% (2018-19), 51.6% (2019-20), 50.2% (2020-21), 54.4% (2021-22)

White: 57.3% (2017-18), 57.2% (2018-19), 54.8% (2019-20), 53.8% (2020-21), 57.1% (2021-22)

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.
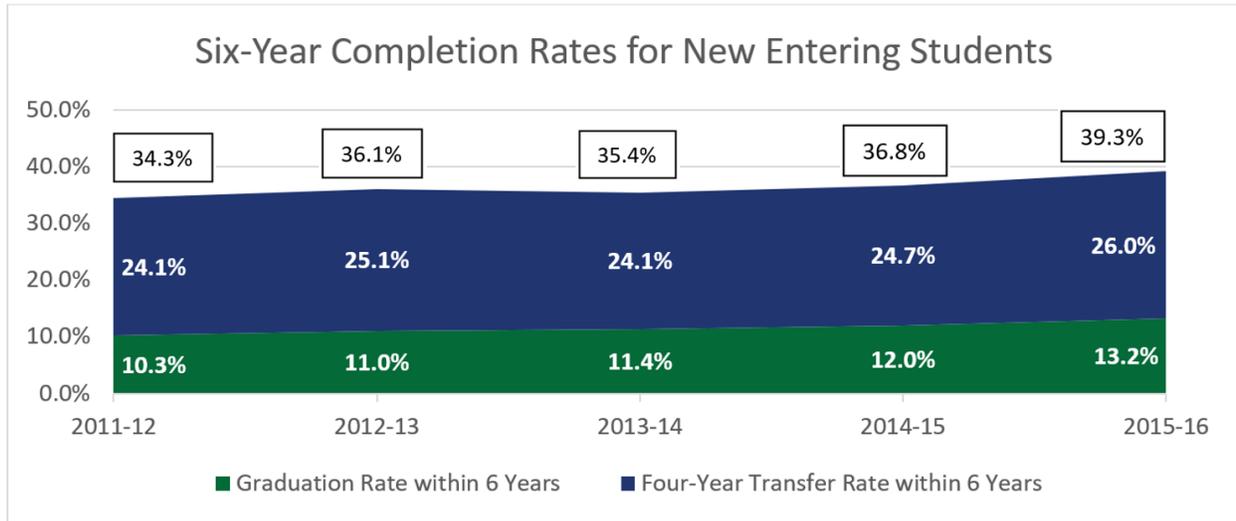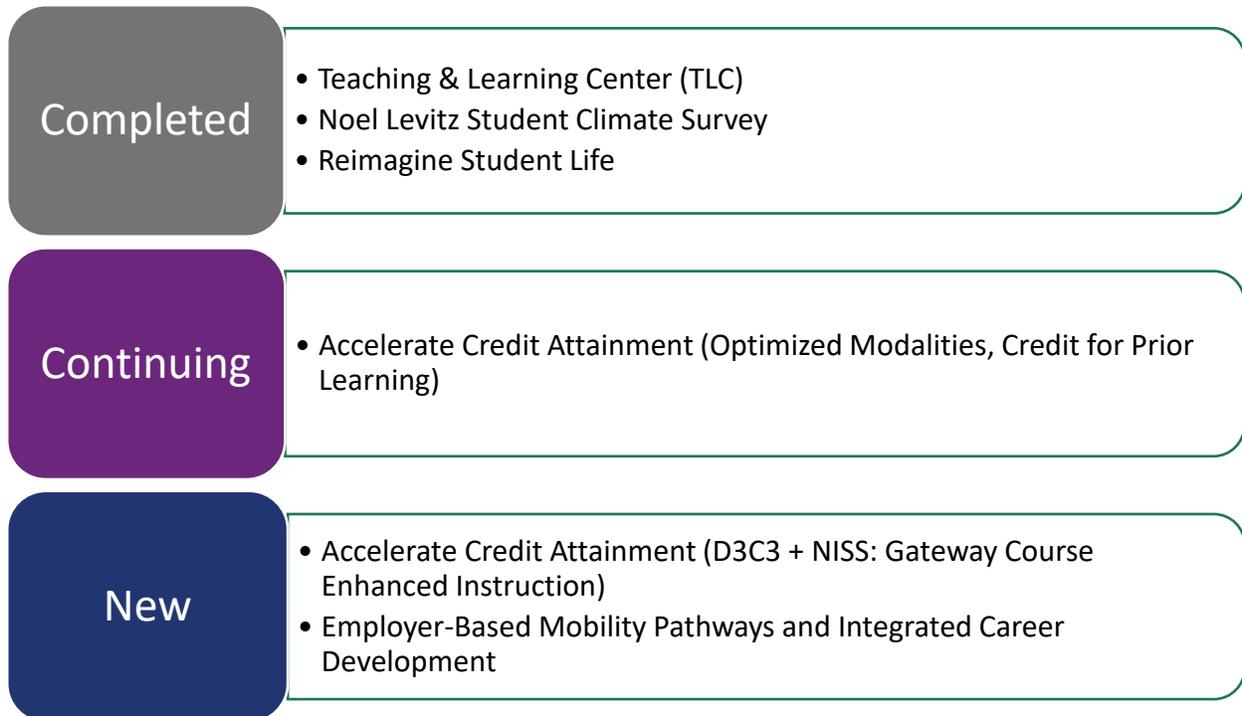
Six-Year Completion Rates for New Entering Students

Total: 34.3% (2011-12), 36.1% (2012-13), 35.4% (2013-14), 36.8% (2014-15), 39.3% (2015-16)

Four-Year Transfer Rate within 6 Years: 24.1% (2011-12), 25.1% (2012-13), 24.1% (2013-14), 24.7% (2014-15), 26.0% (2015-16)

Graduation Rate within 6 Years: 10.3% (2011-12), 11.0% (2012-13), 11.4% (2013-14), 12.0% (2014-15), 13.2% (2015-16)

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:

Completed
- Teaching & Learning Center (TLC)
- Noel Levitz Student Climate Survey
- Reimagine Student Life

Continuing
- Accelerate Credit Attainment (Optimized Modalities, Credit for Prior Learning)

New
- Accelerate Credit Attainment (D3C3 + NISS: Gateway Course Enhanced Instruction)
- 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.

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.

In 2023, the activities of the TLC are fully institutionalized for strategic planning purposes and will continue at the division level.

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. 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. As we begin 2023, the Noel Levitz evaluation cycle for continuous improvement is institutionalized for strategic planning purposes and will continue at the department level, with collegewide communication and coordination.

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. Multiple pieces of legislation from the State in 2022 require an expansion of CPL tied to the funding that the College receives.
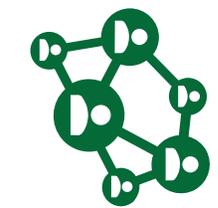
In 2023, through the D3C3 grant, OCC will launch a strategy for Gatekeeper Course Enhanced Instruction. This work will embed an additional hour of instruction and guidance into courses with high rates of drop/fail/withdraw (DFW) that act as barriers to student progress (similar to corequisite impact 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 Gatekeeper Course Enhanced Instruction are intentional, data-focused ways to advance student credit attainment toward achieving academic goals.

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

Completed	• Student Lifecycle Dashboards
Continuing	• Accountability & Benchmarking / Departmental KPIs
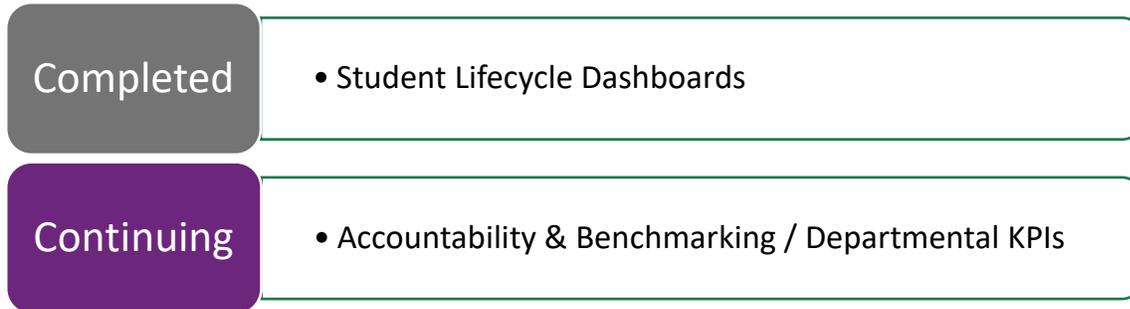
OCC's dynamic, multi-faceted, interactive data dashboard includes information about the academic progress of OCC's students, as well as general enrollment data. These tools provide institutional transparency while empowering the College and community to use both current and trend data to better understand 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.
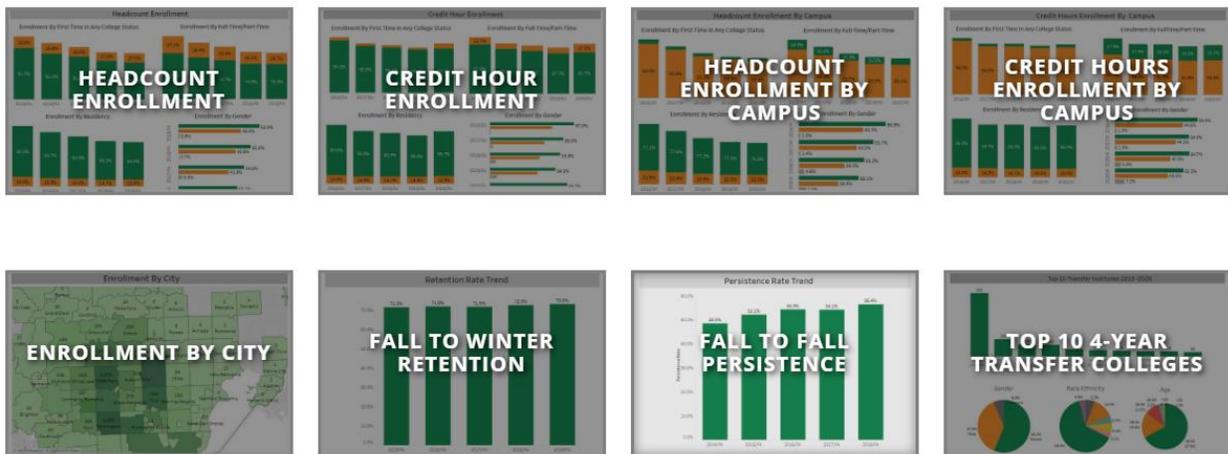
In 2022, OCC launched a collaboration with rpk GROUP, focused on optimizing OCC's structures and processes to intentionally invest in our mission and future success. This work will continue through spring 2023, then advance to a second stage of establishing departmental KPIs to help the college advance toward 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. Strategic actions for this objective include:

Completed	• Collaborative Decision Making Model
Continuing	• Evolve Institutional Culture
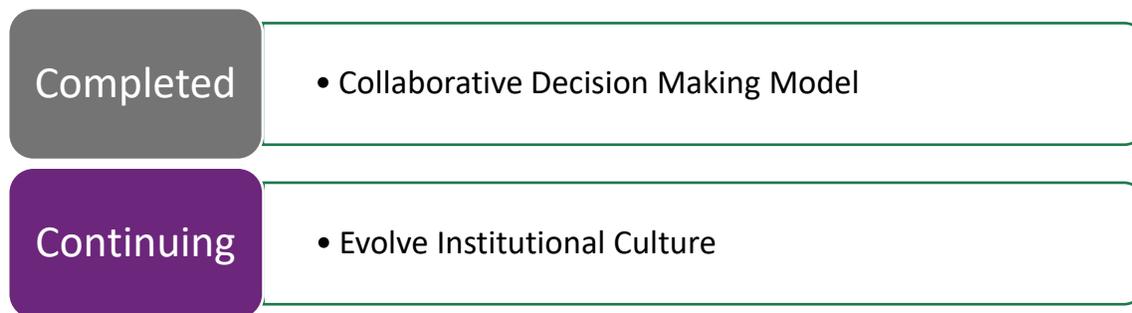
A collaborative decision-making (CDM) portal fully launched on InsideOCC in January 2023. Faculty, staff, and administration worked together over many months to craft this portal and process, which OCC employees can use to encourage and recognize collaboration at the College. By developing examples, making a video, and speaking to groups across the College, the CDM subcommittee continues to foster a culture of inclusion at OCC. Next, a robust communications strategy will help 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."

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.

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:

Completed	• Deploy DEIJ Climate Assessment
Continuing	• DEIJ Professional Development
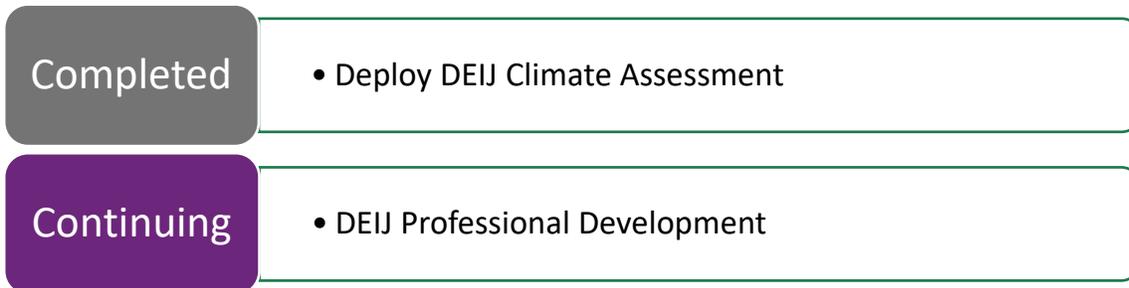
The Global Diversity, Equity & Inclusion Benchmarking Project (GDEIB) was first launched in 2021-22. This multi-faceted national tool helps OCC understand its strengths, challenges, and opportunities for improvement related to creating an inclusive and equitable climate for all students and employees. Results from the first survey cycle are being used to inform continuous improvement and additional implementation of the tool with track the college's progress in advancing this work. In 2023, this project has been institutionalized for strategic planning purposes and will continue at the departmental level, supported by collegewide communication and collaboration.

From 2021-22 and continuing in 2022-23, OCC's Office of DEIJ has implemented 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.

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 admitted students that register and stay enrolled in the semester past the drop/add deadline.

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: 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.

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.

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.