



OAKLAND COMMUNITY COLLEGE®
Excellence *Empowered.*®

INFORMATION

Board Agenda Item 7.2
June 18, 2024

WINTER 2024 MONITORING REPORT

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Executive Summary

In Winter 2024, OCC continued growth in headcount enrollment and average credit enrollment. When students can enroll in and complete more credits early on in their academic journey, then sustain that enrollment, their likelihood of degree or credential attainment and/or four-year transfer increases. While any increase in these rates shows a positive impact on student outcomes, both indicators need to increase further and student equity gaps throughout the college journey need to be addressed, so that all students have the best possible chance to succeed and achieve their postsecondary goals.

[National reports](#) show that in Winter 2024, undergraduate enrollment was up 2.5%, which is the second consecutive semester of increase since the beginning of the pandemic and several years of enrollment decline. In Michigan, undergraduate enrollment increased by 2.0%, while OCC increased by 4.0%. It is important in the current landscape to maintain and increase access to community college, while continuing to innovate toward a primary goal to double the graduation rate.

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](#)
- 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](#)

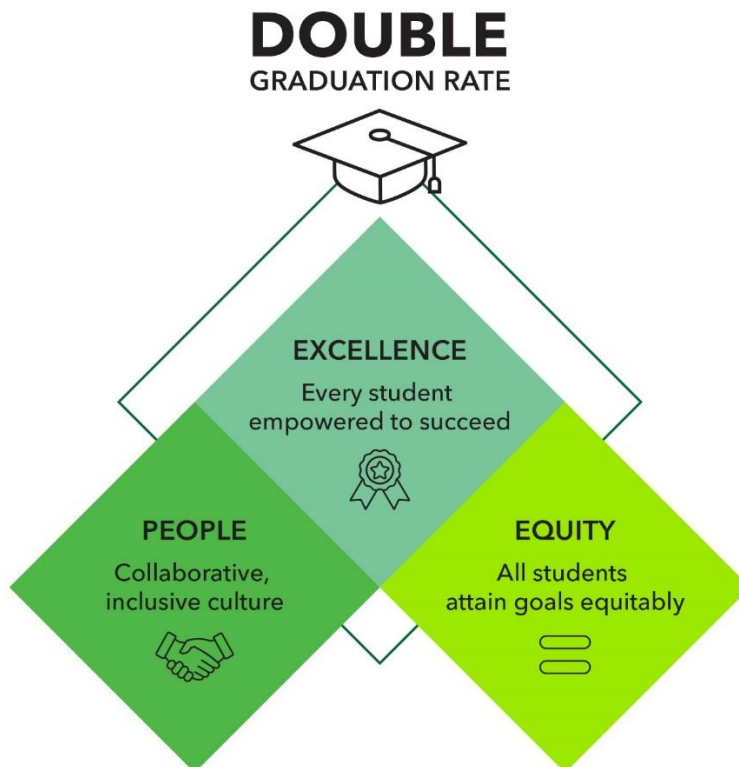
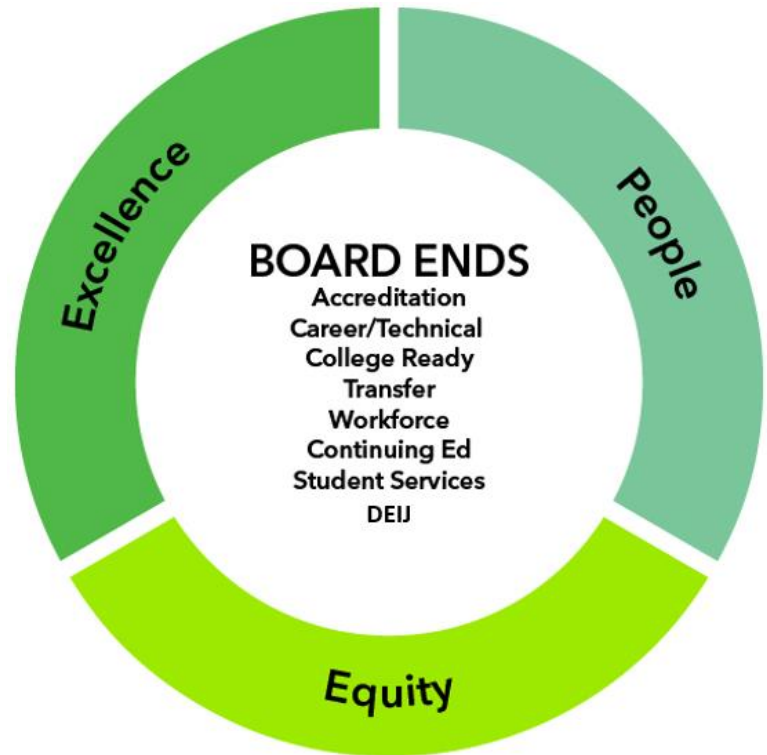
Strategic Direction 3: Advance Diversity, Equity, Inclusion, and Justice Policy and Practice

- 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.

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.



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.

Fall Semester Core KPIs	2021	2022	2023	2022-23 % Change	2023 Target	Target to Actual
Conversion rate	32.5%	33.8%	32.7%	-3.3%	33.0%	-0.3
Headcount enrollment	14,174	13,677	14,102	+3.1%	13,518	+584
Average enrolled credits	8.19	8.37	8.45	+1.0%	8.41	+0.04
Fall to Fall persistence	52.6%	54.1%	56.2%	+3.9%	54.5%	+1.7

Winter Semester Core KPIs	2022	2023	2024	2023-24 % Change	2024 Target	Target to Actual
Conversion rate	30.2%	32.3%	32.6%	+0.9%	33.0%	-0.4
Headcount enrollment	13,776	13,574	14,122	+4.0%	14,135	+13
Average enrolled credits	8.06	8.24	8.36	+1.5%	8.16	+0.20
Fall to Winter retention	73.7%	73.7%	73.0%	-0.9%	73.1%	-0.1

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

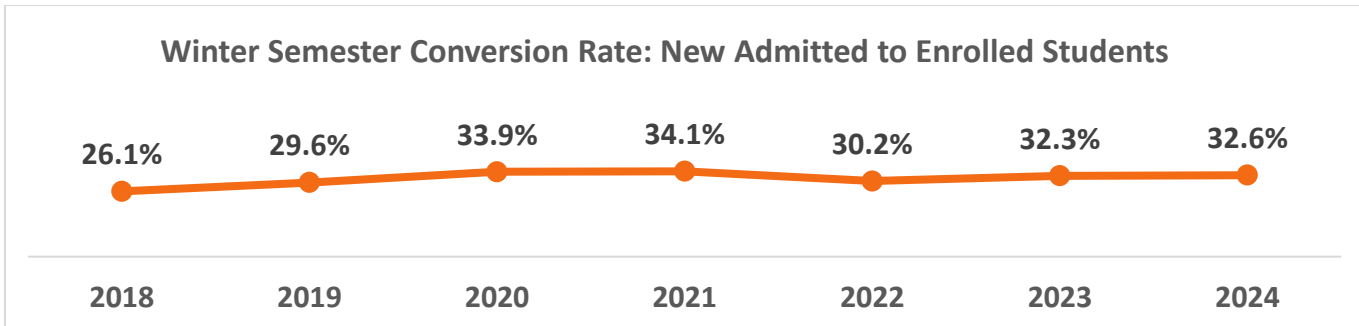
From 2023 to 2025, OCC is implementing grant-funded strategies through the [Detroit Drives Degrees Community College Collaborative \(D3C3\)](#) to advance K-12 alignment through expanded partnerships and dual enrollment. Through D3C3, OCC will also build a comprehensive, proactive, analytics-based model 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



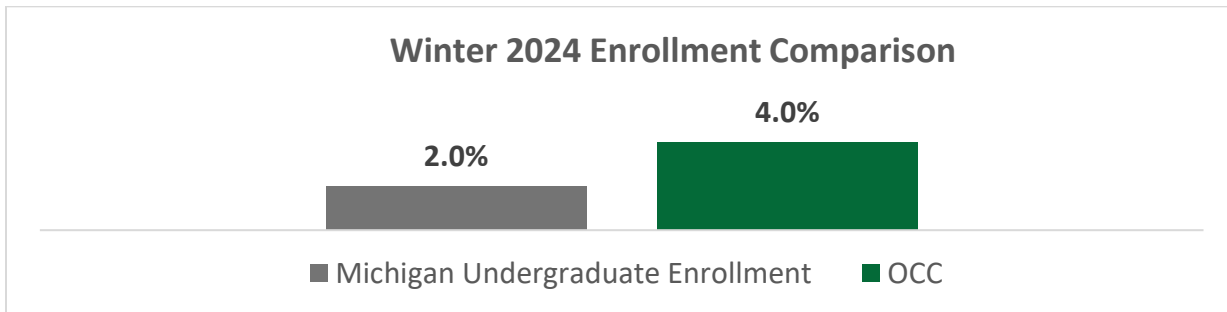
Several external and internal factors impact enrollment, including economic changes, public health, demographics, marketing and outreach, competition from other higher education institutions, admissions and onboarding, awareness and timely completion of the financial aid process, course scheduling and 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, the summer conversion rate has shown significant improvement and consistently exceeds the college goal of 33%. Marketing and Admissions outreach efforts, community partnerships to attract students to programs that provide skills for high-demand careers, an increase in online program and course options, and opportunities for guest student enrollment are all factors that help to maintain and improve the conversion rate for future semesters. In 2022-23, the average conversion rate (yield) at four-year public colleges reporting data in Michigan fell to [21.1%](#). (Note: Community colleges rates are not collected.)



Data Source: Institutional Effectiveness, End of Session Data

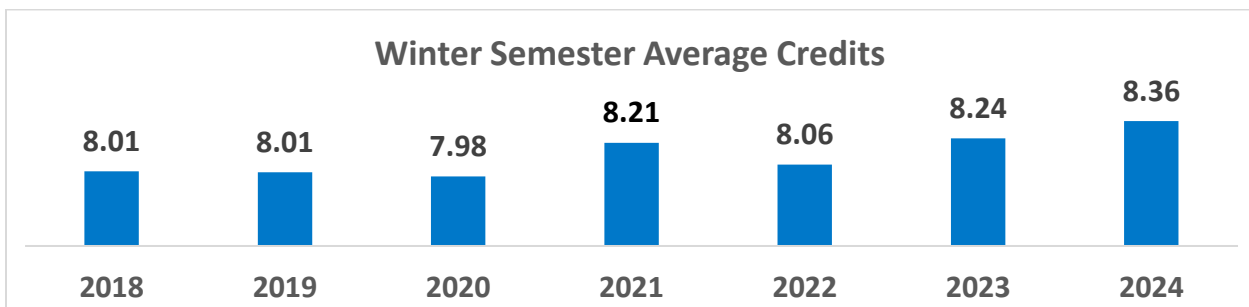
Nationwide, undergraduate enrollment increased 2.5% from Winter/Spring 2023 to Winter/Spring 2024, but in Michigan, overall undergraduate enrollment increased by 2.0%.



Comparison Data Source: [Current Term Enrollment Estimates | National Student Clearinghouse Research Center \(nscresearchcenter.org\)](https://nscresearchcenter.org)

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.



Data Source: Institutional Effectiveness, End of Session Data

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.

Fall 2023 Student Type (based on course taking behavior)	# of Student	% of Students	Average Credits Enrolled	Average Credits Earned	Fall to Winter Retention Rate
Exclusively On-Ground Classes	4,759	33.7%	7.8	6.3	75.7%
Exclusively Online Classes	4,779	33.9%	7.2	4.8	63.9%
Both Online and On-Ground Classes	4,563	32.4%	10.4	7.8	79.4%
Total	14,101	100.0%	8.5	6.3	73.0%

Winter 2024 Student Type (based on course taking behavior)	# of Student	% of Students	Average Credits Enrolled	Average Credits Earned
Exclusively On-Ground Classes	4,443	31.5%	7.7	5.6
Exclusively Online Classes	5,155	36.5%	7.1	4.8
Both Online and On-Ground Classes	4,525	32.0%	10.4	7.8
Total	14,123	100.0%	8.4	6.0



The [Michigan Reconnect Grant Act](#) provides funding for adult learners who have not yet earned a college credential. It also includes several 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
- Data on the increased income of graduates
- A significant annual increase in student completion to maintain Reconnect eligibility

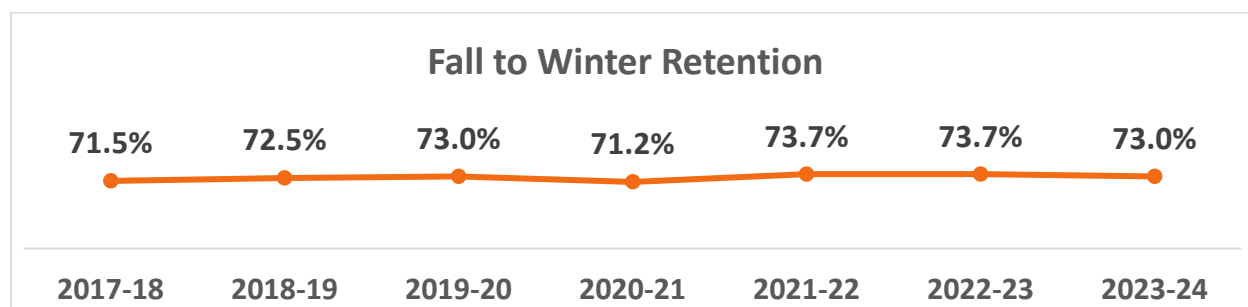
OCC’s strategies are already focused on achieving all these goals. With the Reconnect Act, our work to attain these practices is tied to the State funding we receive.

Starting in Fall 2023, [Michigan Reconnect](#) funding became available to students [age 21 and over](#). These students have up until November 15, 2024 to apply for Reconnect funding eligibility through the State. So far in 2023-24, 732 OCC students joined this Reconnect expansion

program for age 21+, adding to 3,386 OCC students attending OCC this year through the Reconnect program for age 25+. Combined, this past year over 4,000 students at OCC benefitted from this program to encourage returning adult learners and those who have not yet attended college or completed college.

Fall to Winter Retention

Fall to Winter retention at OCC has been a more stable and equitable metric overall than Fall to Fall persistence, though there remains room for growth and improvement. Year-round enrollment is a key way that students can maintain steady progress toward their academic goals. By enrolling in Fall, Winter, and Summer semesters, increasing average credit enrollment, and focusing on course success, the first semester and first year of enrollment can set a foundation for overall student success and completion.



Data Source: Institutional Effectiveness, End of Session Data

In the work to increase completion, **Early Momentum Metrics (EMMs)** are proven leading first-year indicators for increased student completion. Initial course success makes a substantial difference in future outcomes.

- ✓ **Credit Momentum:** 6-12 credits earned first semester; 15-30 credits completed first year
- ✓ **Gateway Course Momentum:** Complete college-level English and/or math in the first semester/year
- ✓ **Persistence Momentum:** Fall to Winter retention in first year (for OCC, Fall to Fall persistence is a core area to address)

A rigorous [study by the Community College Research Center \(CCRC\)](#) used data from all community colleges in three states, including over 500,000 students across more than 75 colleges. By focusing on these leading metrics, OCC can track progress toward an increase in the longer-term completion rate.

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

TLC Mission: Effective professional learning is coordinated through the Teaching and Learning Center (TLC), 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 were assessed again via the second administration of the survey in Fall 2023, to measure and evaluate progress toward specific goals for the student experience at OCC. In Winter 2024, Institutional Effectiveness conducted data sessions with several groups collegewide, to review the results and help formulate actions for continuous improvement.

[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. Highlighted accomplishments in 2023-24 include the validation and addition of 32 credential to course equivalencies added to the [Michigan Transfer Network \(MTN\)](#) in fields such as Automotive Technology, Computer Information Systems, Criminal Justice, Machine Tool Technology, and more. In Winter 2024, eleven OCC faculty from a



wide variety of disciplines created and expanded CPL tools that can help recruit students and support their early credit momentum. These projects included the development of portfolio-based CPL for the first time at OCC in Early Childhood Education and in Mental Health / Social Work. In Winter 2024, OCC also achieved a policy change for Credit by Exam fees, shifting from charging students full tuition to a \$25 flat nonrefundable fee and waiving that fee for non-credit to credit students. This policy change helps to make credit by exam more accessible and affordable for students. As a result, OCC went from least competitive to most competitive among regional peer institutions for the cost of credit by exam. In total, nearly 3,500 CPL credits were awarded to 274 students in Academic Year 2023-24 and that work will continue to grow as a core strategy for early momentum, equity, and completion outcomes.



In 2023-24, through the D3C3 grant, OCC implemented a strategy for Gateway Course Enhancement. This work introduces pedagogical and curricular innovations into courses with high rates of D/F grades or withdrawal (DFW) that act as barriers to student progress in key disciplines such as Math, Biology, Accounting, Computer Information Sciences, English, Business, etc. Evaluation of this work includes course outcome comparison, student and faculty surveys, and focused student outreach efforts.

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. Further, through D3C3, 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

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. In 2023-24, this work continued to inform college strategy and the creation of departmental KPIs.

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.



This strategic objective team is now focused on supporting the creation of departmental KPIs in the context of peer data through the [National Community College Benchmarking Project \(NCCBP\)](#) and the investigation of data literacy training opportunities to help grow professional learning around the understanding and use of data at OCC.

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.



In 2024, efforts toward this strategic objective will include leadership and committee work focused on further evolving institutional culture, to grow norms and accountability measures for 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 \(GDEIB\)](#) first launched in 2021-22, redeployed in 2023-24, and will continue to be offered every other year. 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 survey cycles inform continuous improvement and help 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. During OCC's 2024 MLK Convocation on January 8, the College had the unique honor to welcome speaker [Dr. Bernice A. King](#), the daughter of Dr. Martin Luther King, Jr. This event focused on a meaningful discussion of the steps we all can take to get involved and be an active part of creating a more just world.

2023-24 Strategic Directions





D3C3 REGIONAL COLLABORATIVE


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.

Thanks to the generous investment of the Ralph C. Wilson, Jr. Foundation and the Ballmer Group, OCC's grant-funded strategies launched in 2023 and implementation will continue through 2025. Highlights of these systems change efforts include:

Student Success strategies in partnership with the [National Institute for Student Success \(NISS\)](#)

1. Proactive, systematic student success analytics
 - a. [CRM Advise](#) for data-based proactive counseling and real-time student support at scale. 
 - b. The [New MyOCC](#) (through [Ellucian Experience](#)) will provide a user-friendly, dynamic portal for students and employees to access personalized dashboards and dynamic information/communications.
2. Gateway course enhanced instruction includes curricular and pedagogical innovation alongside embedded support to help increase the success rate of foundational courses that can act as barriers to student persistence and completion.
3. Operational efficiency & impact
 - a. [Student information system \(SIS\) optimization](#) involves collaboration with technical consultants to streamline Colleague processes and allow better integration across programs by de-customizing screens and increasing the consistency and effectiveness of how the SIS is used. OCC will also use this opportunity to migrate Colleague to a cloud-based [Software as a Service \(SaaS\)](#) infrastructure.
 - b. [E-forms and workflow](#) project includes a partnership with [Softdocs](#) to prioritize and digitize current paperwork requirements, to reduce bureaucracy and increase efficiency for students and staff. 

K-12 Alignment strategies in partnership with [Oakland Schools](#) and [Achieving the Dream](#)

1. Advance K-12 partnerships
 - a. Help develop a K-14 system of education in Oakland County. 
Beginning with junior high and throughout high school, grow knowledge and

abilities related to academic skills, college and career pathways, awareness of OCC opportunities, and financial literacy.

2. Grow dual enrollment
 - a. Expand dual enrollment through connections with high school families, students, and staff. Package and promote dual enrollment/early college opportunities to give students college experience and learning.
3. Bridges to Success
 - a. Grow equity of college awareness and preparation, dual enrollment participation, and OCC matriculation through holistic programming for cohorts of students in under-resourced high school districts (i.e. Madison, Pontiac, Oak Park, Southfield, Hazel Park).
4. Expanded staffing capacity
 - a. K-12 and Youth Partnerships Coordinator
 - b. Dual Enrollment Navigator
5. Strategic guidance
 - a. Connect with [Achieving the Dream](#) on sector-level strategy and national expertise on building equitable systems of postsecondary access and success.



Mobility Career Pathways in partnership with [MICHauto](#)

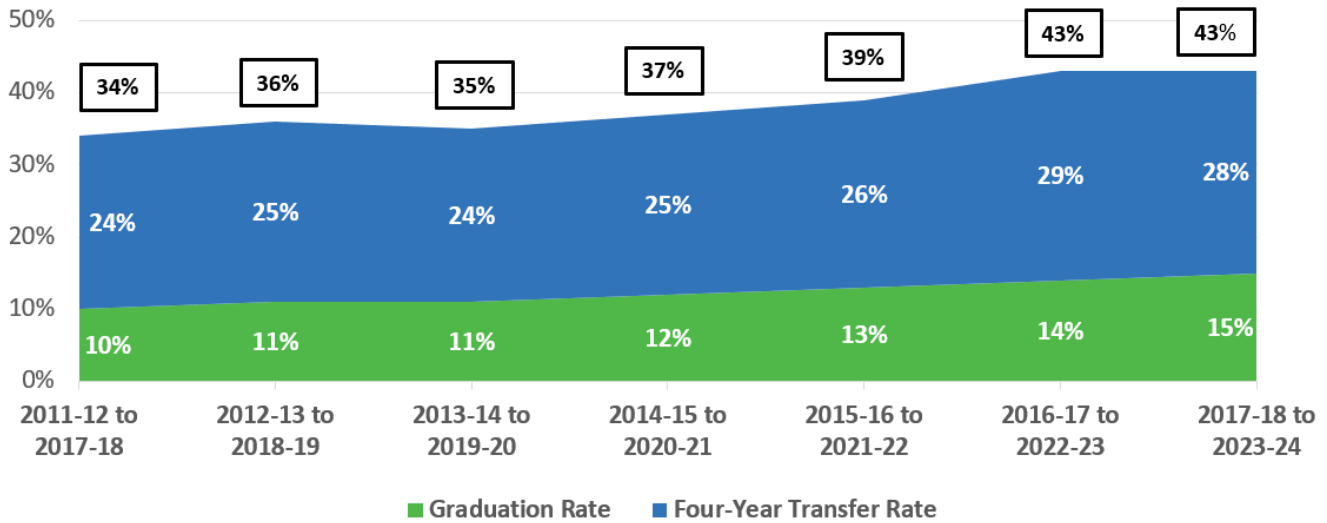
1. Credit and non-credit mobility pathways
 - a. Create, adapt, and incorporate emerging mobility technologies for pathway programs in EMIT, IT, and Workforce Development.
2. Ongoing career development
 - a. Develop career connectedness at every employment level and build ongoing career development opportunities for students. Build connections between industry leaders, faculty, and students to support students' ability to secure internships, pre-apprenticeships, apprenticeships, and jobs. Use workforce ties to inform curriculum development, advisory committees, and industry connectedness.
3. Expanded staffing capacity
 - a. Career Connectedness Coordinator (EMIT)
 - b. Career Connectedness Coordinator (Business/IT)

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.

Some of OCC's strategies implemented in 2021-24 will still take time to fully impact the six-year graduation cohorts. That said, initial data shows that the graduation rate continues to

increase over the past several years. Through ongoing formative evaluation, the College will build upon this upward trajectory with a focus on greater completion and equity of student outcomes.

Six-Year Completion Rates for New Entering Students



Conclusion

OCC 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

Many thanks to the collaboration of numerous faculty, staff, and administrators from across OCC that contributed to this report. Their ongoing work and efforts help the students represented by these numbers to achieve success at OCC. Special thanks to OCC’s Creative Services Department for their help developing the graphics featured in this report.

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.

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.