



OAKLAND COMMUNITY COLLEGE™  
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# INFORMATION

Board Agenda Item 6.1  
April 23, 2019

**TRANSFER EDUCATION**  
**MONITORING REPORT**

## Table of Contents

Background.....	3
Performance Area: Partnerships.....	4
Performance Area: Quality Curriculum.....	7
General and Equivalent Credit Transferability by Division .....	8
Performance Area: Enrollment .....	10
Transfers to and from College Oakland Community College: 2017-18 .....	11
2017-18 Top Five Transfer Institutions In/Out, Peer Comparison .....	16
Top Ten Programs Students Transfer into at OCC 2017-18.....	17
Transfer Policies and Practices .....	18
Performance Area: Goal Attainment.....	19
Transfer out from OCC – Data Highlights.....	19
Six-Year Transfer Rate by Program.....	21
Current Actions.....	23
Potential Actions.....	23
Appendix.....	24
Number of college/university programs (degree subjects) articulated with OCC programs .....	24
Institutions Used to Assess Transferability.....	27
Transferability by Course – Equivalent Transfer 50% and over by Academic Area.....	27
Addendum Introduction .....	33
Enrollment Capacity .....	33
Seat Fill Rate Trends.....	33
2017-18 Seat Fill Rates by Division .....	34
2017-18 Seat Fill Rates by CTE/Transfer Split .....	34
Seat Fill Rate by Course Type .....	35
Seat Fill Benchmarks .....	36
2017-18 Seat Fill Rates by Discipline.....	37
Division Planning.....	41
Process Summary.....	41
Status by Division.....	42
Action Strategy Implementation.....	43
Program Enrollment Trends – Peer Comparison .....	44
Endnotes.....	45

## Background

In its Ends policy on College Purpose (4.1), The Oakland Community College Board of Trustees identifies six critical services that the College shall provide to the Community. These services include career, technical, and transfer programming, workforce training and continuing education, as well as college readiness and student service programming. In addition, the Board has identified accreditation (4.4) and diversity (4.5) as essential elements for supporting the achievement of the College's Purposes.

In carrying out its oversight responsibility, the Board reviews a series of monitoring reports that evaluate College performance in broad operational areas considered critical to the attainment of the Board's Ends. Monitoring reports provide the Board with a comprehensive and consistent evaluative framework to assess overall institutional effectiveness and allow for a more coherent approach to making decisions related to the College's strategic direction, the prioritization of performance improvement initiatives, and the allocation of resources.

[Policy 4.1](#) in part states that transfer programming is an essential service that prepares students for the first two years of a baccalaureate education. Students receive value by engaging in the College's transfer courses and programs designed to prepare them for the first two years of a baccalaureate education. Students benefit when upper division colleges and universities accept transfer courses and programs as elective credit. Students receive greater value when upper division colleges and universities accept completed courses and programs as major-specific credit. Moreover, students receive the greatest benefit when OCC courses and programs align with the major requirements found at upper-division colleges and universities through clearly defined articulation agreements, which clarify the transfer pathway, reduce time spent obtaining advanced degrees, and potentially limit student loan debt.

In accordance with Board [Policy 4.3](#), this monitoring report provides an analysis of key performance indicators, an examination of operational policies and procedures, consideration of external factors affecting college performance, as well as a description of initiatives designed to build on best practices and improve overall college effectiveness.

Within the context of this policy, four critical measures of performance have been identified:

- Partnerships
- Quality Curriculum
- Enrollment
- Goal Attainment

## Performance Area: Partnerships

Transfer represents a complex area of both collaboration and competition among a diverse range of higher education institutions, in which partnerships play a large role. OCC has a robust program for transfer articulation, though the process for establishing and maintaining such agreements requires ongoing time and commitment. An articulation agreement is a formal, written document agreed upon by two or more institutions that adds value, such as accepting additional transfer credit hours beyond the norm of the institution (potentially to satisfy over half of a bachelor's degree with transfer credits), substitution or waiver of an academic requirement or course, etc. The determination of the value-added component(s) is a collaborative effort between the partnering institutions. Students who utilize an articulation agreement may benefit from: assured junior standing, guarantee that courses transfer, an increased probability of admission, an increased probability of degree attainment, reduced educational expenses with lower tuition, eliminating the possibility of unnecessary or repeat coursework, and a clearly documented path from beginning to bachelor degree completion. The articulation agreement is designed to maximize the utilization of transfer credit to specific major, program and degree requirements. Students who utilize a post-secondary articulation agreement are more likely to achieve their educational goal while saving time and money when compared to those who do not.

In addition to the formal articulation agreement, a transfer guide is an informal document that may or may not be developed and reviewed by two partnering institutions that outlines specific course utilization in addition to the remaining courses or requirements at the receiving institution. It is most helpful for students and the partnering institutions if transfer guides are created alongside articulation agreements. In some cases, the most efficient path to program completion may include transferring prior to the completion of an associate's degree due to how prerequisites, course sequencing, and scheduling are structured at each institution. It is a complex process that both the articulation agreement and transfer guide help to streamline for students.

In comparison to other states, Michigan represents a highly decentralized system of higher education. In states across the country, course content and sequences are carefully structured and consistent at all colleges and universities, centrally managed and tied to laws and funding, making transfer a more straightforward process. In Michigan, a high level of autonomy for individual institutions makes the system dynamic and diverse, but quite challenging for students and practitioners to understand and navigate. Michigan institutions are comparatively free to set curriculum, though accountability standards continue to increase. Determining alignment and comparing options is particularly arduous when considering the different core requirements, evolving curricula, and unique policies of each institution.

To help streamline this process and create efficient pathways for student goal attainment, colleges and universities partner together via [post-secondary articulation agreements](#), to guarantee the transfer of credits among different institutions for the completion of specific programs and degrees. OCC currently has [19 post-secondary transfer partner institutions and a total of 196 program pathways for transfer](#). Some of these agreements are particularly unique, such as [Walsh College baccalaureate programs](#) that conducts courses directly on the Orchard Ridge campus as of Fall 2018. The Director of Academic Partnerships continues to refine and expand articulation agreements where they can have the most impact, including investigating the

potential for accelerated graduate programs where the student could complete OCC credits, transfer to attain the Bachelor's, and with one additional year of study achieve a Master's degree as well. The Director has asked each four-year regionally accredited institution in Michigan to annually provide the number of OCC students who have applied, been admitted, enrolled and graduated by program to assist with identifying additional academic partnership opportunities. He is also working to create a consistent template for building articulation agreement course guides to accompany articulation agreements. While each partnering institution tends to have unique policies and documentation, a consistent format for articulation agreement course guides would help students more easily compare their transfer plan options across multiple institutions.

In addition to individual articulation agreements, statewide collaborations have been essential to establish the [Michigan Transfer Network \(MTN\)](#), an online guide showing course equivalencies among sixty-seven colleges and universities across the state. Further, the 2014 [Michigan Transfer Agreement \(MTA\)](#) established a common set of academic disciplines that would be accepted as [general education requirements](#) at those participating institutions (as part of an associate's degree or as a stand-alone cluster of courses to transfer). The MTA resulted from Michigan legislation in the 2012 community college appropriations bill, which updated and improved the prior [Michigan Association of Collegiate Registrars & Admissions Officers \(MACRAO\)](#) transfer agreement.

Now, representatives of OCC are extensively involved in the [MiTransfer Pathways Initiative](#), a statewide effort to increase degree completion among transfer students through the development of multi-institutional transfer pathways. Additionally, MiTransfer Pathways is working on a statewide initiative to replace the Michigan Transfer Network (MTN). This new initiative takes a comprehensive approach to improving student transfer success by establishing several multi-institutional associate to bachelor's degree transfer pathways. These pathways give students a clear, consistent path to completing an associates and then transferring to attain the bachelor's degree in their field of study. So far, the following degree pathways have been developed: biology, business administration, criminal justice, psychology, communication, computer information systems, mechanical engineering, and social work. In the coming year, plans will be created for art, English, and public health.

The initiative has also included work with Michigan's "[Right Math at the Right Time](#)" project, which helps align mathematics course requirements within programs of study, so students take the level and kind of math most applicable to their field (i.e. Algebra, Calculus, Statistics, Quantitative Reasoning, etc.) Finally, the initiative wants to increase awards of academic credit for military coursework and make data-informed decisions to improve transfer student success.

These significant collaborations across the state exemplify the ongoing efforts of OCC faculty and staff over years to distill down the complexities of navigating the transfer process and effectively guide students to define and attain their academic goals. In addition to diligently maintaining articulation agreements, OCC holds [College Transfer Days](#) each year, when many public, private, and independent colleges visit campus. With recent enrollment declines across the State, the majority of Michigan four-year institutions are motivated to develop and enhance academic partnerships and articulation agreements, in order to add to the pipeline of students transferring in from community colleges. On the other hand, those colleges can benefit when students attend their campuses for all four years of study. In this way, transfer represents both a

collaborative and competitive endeavor. Ideally, institutions will work together to help each student find the best path for goal attainment, while maximizing credits and efficiently earning one or more degrees.

The efforts pertaining to transfer partnerships align with many primary [initiatives](#) of the College:

- Foster key partnerships.
- Grow Partnerships
- Enhance and innovate educational offerings.
- Improve the student experience.
- Guide students to their desired outcomes.
- Enhance utilization of people, processes, and technology.
- Implement processes to increase persistence and completion.

## Performance Area: Quality Curriculum

The cyclical curriculum review process provides comprehensive information to program and discipline faculty and academic Deans, to deepen their understanding of area strengths and challenges, to analyze student learning and student success throughout the curriculum, and to discuss and formulate strategies for improvement and future direction. One important aspect of student success in evaluating the curriculum is the “transferability” of each course (i.e. whether it will transfer as equivalent credit, general/elective credit, or no credit to our [top fifteen four-year transfer institutions](#)). Equivalent credit means that a student taking a course at OCC would receive credit for that specific course in the curriculum at the transfer institution. For example, Psychology 2510 (Introduction to Psychology) is currently accepted as equivalent credit by 93% (14/15) of the top transfer institutions, so students receive not only the benefit of credits transferred but of a major course requirement met. They save time and money by not having to retake a course or duplicate requirements. General credit transferability is also useful and helps students progress toward degree attainment, but does not carry the same value of meeting core degree requirements and avoiding course repetition. As articulated in [Board Policy 4.1](#), “students benefit when upper division colleges and universities accept transfer courses and programs as elective credit. Students receive greater value when upper division colleges and universities accept completed courses and programs as major-specific credit.” As a threshold goal, a course would transfer as equivalent credit to at least 50% of those institutions. Transferability is an important aspect of the curriculum that helps students optimize credit and efficiently attain academic goals.

Whether a course is a program requirement and its level of transferability significantly impact course enrollment and continuation in the curriculum. Inclusion in the [Michigan Transfer Agreement \(MTA\)](#) also has a clear impact. Certain courses and academic areas naturally have a low level of transferability, such as performance and studio-based courses, which are not permitted for inclusion in the MTA. Developmental education courses are not at an academic level suitable for transfer, which impacts Math, English, ESL, etc. Finally, the career-based courses in EMIT, public services, and the allied health fields often do not have a correlating program at a four-year institution, so there is little opportunity for transfer as most students directly enter the field after successful completion of the Associates degree, certificate, training program, or relevant coursework. Transferability can also be impacted by retirements or job changes at both the sending and receiving institutions, as new leadership within programs can take the curriculum in a new direction, revamp policies, or otherwise adapt the content on which current credit articulation relies. The world of college transfer in some ways is relationship-driven and it takes time to establish and maintain alignment and agreements.

## General and Equivalent Credit Transferability by Division

Division	CTE Discip.	Transfer Discip.	0-50% General or Equivalent Transfer	50-100% General Credit Transfer	50-100% Equivalent Credit Transfer	Total Division Courses
Math/Nat. & Life Sci.	0	6	13 (20%)	17 (26%)	36 (55%)	66
Social Sciences	2	8	50 (43%)	38 (32%)	29 (25%)	117
Comm/Art/HUM	5	13	199 (51%)	134 (34%)	60 (15%)	393
BUS/IT	2	3	72 (54%)	46 (35%)	15 (11%)	133
NUR/Health	9	0	129 (93%)	6 (4%)	3 (2%)	138
EMIT	15	1	131 (98%)	1 (1%)	1 (1%)	133
Public Services	4	0	46 (62%)	27 (36%)	1 (1%)	74
College Readiness	0	2	15 (100%)	0 (0%)	0 (0%)	15
Learning Resources	1	0	13 (100%)	0 (0%)	0 (0%)	13
<b>Total</b>	<b>38</b>	<b>33</b>	<b>668 (62%)</b>	<b>269 (25%)</b>	<b>145 (13%)</b>	<b>1082</b>

### Course Transferability Benchmark

➔ Currently, 145 courses transfer as equivalent credit to at least 50% of OCC's top transfer institutions. Within two years, OCC will add **four additional courses** to this number.

Establishing course equivalencies is a time-consuming process involving multiple individuals and offices at each college, but the benefits to students and OCC are clear. Students save time and money in the transfer process, adding value to their OCC education. Transferability can also increase course demand and course enrollment. Ultimately, it creates greater alignment between OCC programs and those at four-year institutions, helping transfer students attain their baccalaureate goals.

Transferability of a course as equivalent credit (see full [appendix chart](#)) is largely determined by the common requirements and academic offerings of four-year institutions. Within the Communications, Arts & Humanities Division, for instance, foreign language courses dominate the list for high equivalent transferability, as they are a common option to complete requirements for a baccalaureate degree at many institutions. Similarly, within Business and Information Technology, the equivalent transfer list includes core essential courses from Economics, Accounting, and Business, all fields that are widely offered at colleges and universities across the State. On the other hand, Engineering, Manufacturing, and Industrial Technologies (EMIT) consists primarily of technical, career-based courses, many of which do not have a correlating academic department at four-year institutions, so their rate of equivalent transfer will naturally be lower since there is less availability for further higher education in those fields. Similarly, Public Services is a specialized field with upper-level degrees offered at select institutions and employment relies heavily on training components not always captured through traditional classroom credit. Finally, courses within the following divisions lend themselves to higher rates

of transferability, due to their prevalence as degree requirements at most institutions: English, Literature and Communication; Mathematics, Natural and Life Sciences; and Social Science.

While the availability of particular courses at four-year institutions helps determine transferability, there is the potential for improvement in certain cases. When appropriate and feasible, faculty and deans can reach out to peers in other colleges and universities and begin a dialogue about how to increase transferability. In some cases, additional documentation and discussion reveals that the courses are already similar and meet the benchmark for 80% alignment of content, including articulated student learning outcomes. In these cases, that transferability can be formalized via a Registrar's office and posted to the institution's website, such as [OCC's transfer equivalency database](#). Online tools such as this help inform and empower students as they navigate the complexities of credit equivalency and make decisions about where to transfer and what courses to take for efficient, effective degree completion.

The efforts pertaining to quality transfer curriculum align with the following [initiatives](#) of the College:

- Grow Partnerships
- Enhance and innovate educational offerings.
- Improve the student experience.
- Guide students to their desired outcomes.
- Implement processes to increase persistence and completion.

## Performance Area: Enrollment

Traditional transfer students are identified as those directly from high school who attend Oakland Community College to earn two years of general education and other introductory credits in their field of study, then continue on to a four-year institution to complete a baccalaureate degree. However, after evaluating the data this description applies to just one segment of the transfer student population at OCC. As depicted in the chart on the following page, in 2017-18, 2,690 students transferred in to OCC and 4,789 students transferred out. Students that transfer in complete both lateral transfer from other two-year institutions and [reverse transfer](#) from four-year colleges and universities. Students may transfer to pursue a different academic program, because they move and change county residency or change jobs, because they are struggling academically or financially at their current institution, want to try a new college experience, etc. Additional smaller transfer groups include:

- [High school students](#) who request articulated credit in Career and Technical Education (CTE) based on their high school courses
- High school graduates who earn credit via [Advanced Placement \(AP\) and International Baccalaureate \(IB\) examinations for Higher Level \(HL\)](#)
- [Active military and veterans](#) who receive academic credit based upon their military training and experience
- [International student transfers](#) who have their transcripts evaluated by approved organizations and then reviewed for course equivalencies
- [College guest students](#) who attend another college or university and attend OCC for a limited number of classes in order to transfer the coursework back to their home institution. Particularly during the summer months, student enrollments are enhanced by the number of college guest students who take coursework while home from a four-year institution.

Overall, the number of students transferring out from OCC in recent years has remained relatively stable, with an average of 5,376 students annually over the past five years. The number of students transferring in to OCC has declined, following the trend of overall enrollment as the economy has improved and competition for students has increased throughout southeast Michigan and across the state. Competition stems from: 43 regionally accredited four-year institutions, 28 public and three tribal community colleges, the continuous growth in online educational opportunities from institutions within and outside of the state, the continuous growth of educational expenses, and the continuous decline of high school graduates. Ultimately, students transfer in and out of OCC for a wide variety of reasons, and at different points in their academic careers and lives. OCC policies and the diligent work of faculty and staff support students in these efforts to define and attain their academic, personal, and professional goals.

## Transfers to and from College Oakland Community College: 2017-18<sup>i</sup>

Institution	Incoming Transfers to OCC	Average Incoming GPA*	Outgoing Transfers from OCC	Average Outgoing GPA*	Number of Articulated Programs
<b>Total Transfers</b>	<b>2,690</b>	<b>2.66</b>	<b>4,789</b>	<b>2.62</b>	<b>193</b>

Four-Year Institution	Incoming Transfers to OCC	Average Incoming GPA*	Outgoing Transfers from OCC	Average Outgoing GPA*	Number of Articulated Programs
Oakland University	333 (12.4%)	2.59	703 (14.7%)	2.99	15
Out-of-State 4-Year	--	--	581 (12.1%)	--	--
Wayne State University	150 (5.6%)	2.62	426 (8.9%)	3.02	10
Michigan State University	110 (4.1%)	2.98	246 (5.1%)	3.06	1
Eastern Michigan University	50 (1.9%)	2.68	166 (3.5%)	3.01	50
Walsh Coll. of Acct. And Business	--	--	124 (2.6%)	--	3
Univ. of Michigan – Dearborn	28 (1.0%)	3.25	119 (2.5%)	2.90	1
Baker College	97 (3.6%)	2.30	113 (2.4%)	2.86	--
Central Michigan University	87 (3.2%)	2.64	96 (2.0%)	2.59	--
University of Michigan	39 (1.4%)	3.49	90 (1.9%)	3.29	--
Grand Valley State University	69 (2.6%)	2.81	76 (1.6%)	2.56	--
Western Michigan University	66 (2.5%)	2.43	67 (1.4%)	3.03	--
University of Michigan – Flint	23 (0.9%)	2.70	54 (1.1%)	3.21	39
University of Detroit Mercy	17 (0.6%)	2.89	49 (1.0%)	--	6
Rochester College	16 (0.6%)	2.48	44 (0.9%)	--	5
Ferris State University	30 (1.1%)	2.60	36 (0.8%)	2.97	2
Northern Michigan University	18 (0.7%)	2.38	34 (0.7%)	3.13	--
Lawrence Technological Univ.	12 (0.4%)	2.29	32 (0.7%)	--	1
Saginaw Valley State University	31 (1.2%)	2.89	29 (0.6%)	2.79	--
Davenport U.- Lettinga Campus	10 (0.4%)	--	26 (0.5%)	--	39
Madonna University	16 (0.6%)	2.93	21 (0.4%)	--	--
College For Creative Studies	17 (0.6%)	3.21	19 (0.4%)	3.15	--
Siena Heights University	8 (0.3%)	2.14	16 (0.3%)	--	--
Marygrove College	9 (0.3%)	2.41	8 (0.2%)	--	--
Sacred Heart Major Seminary	--	--	8 (0.2%)	--	--
Kettering University	8 (0.3%)	3.56	7 (0.1%)	--	--
Michigan Technological Univ.	12 (0.4%)	2.95	6 (0.1%)	2.61	--
Cleary University – Livingston	--	--	5 (0.1%)	--	--
Lake Superior State University	5 (0.2%)	2.45	5 (0.1%)	3.00	--

Four-Year Institution	Incoming Transfers to OCC	Average Incoming GPA*	Outgoing Transfers from OCC	Average Outgoing GPA*	Number of Articulated Programs
Northwood University	7 (0.3%)	2.65	5 (0.1%)	--	4
Albion College	6 (0.2%)	3.15	4 (0.1%)	--	--
Adrian College	7 (0.3%)	2.82	3 (0.1%)	1.97	--
Olivet College	1 (0.0%)	--	3 (0.1%)	2.89	--
Spring Arbor University	5 (0.2%)	2.94	3 (0.1%)	--	9
Alma College	6 (0.2%)	2.95	2 (0.0%)	--	--
Concordia University	6 (0.2%)	3.40	1 (0.0%)	--	3
Hope College	2 (0.1%)	2.50	1 (0.0%)	4.00	--
Kalamazoo College	5 (0.2%)	3.72	1 (0.0%)	--	--
Aquinas College	1 (0.0%)	--	--	--	--

Two-Year Institution	Incoming Transfers to OCC	Average Incoming GPA*	Outgoing Transfers from OCC	Average Outgoing GPA*	Number of Articulated Programs
Macomb Community College	255 (9.5%)	2.55	353 (7.4%)	2.53	5
Wayne County Comm. Coll. Dist.	170 (6.3%)	--	276 (5.8%)	--	--
Schoolcraft College	116 (4.3%)	2.83	252 (5.3%)	2.29	--
Out-of-State 2-Year	--	--	215 (4.5%)	--	--
Henry Ford College	82 (3.0%)	2.01	98 (2.0%)	2.01	--
Washtenaw Community College	46 (1.7%)	2.55	92 (1.9%)	2.56	--
Lansing Community College	25 (0.9%)	2.34	57 (1.2%)	2.23	--
Mott Community College	47 (1.7%)	2.33	57 (1.2%)	2.34	--
Altierus Career Ed.-Southfield	3 (0.1%)	2.57	31 (0.6%)	--	--
Grand Rapids Community Coll.	1 (0.0%)	4.00	17 (0.4%)	1.68	--
Mid-Michigan Community Coll.	6 (0.2%)	2.45	17 (0.4%)	2.51	--
Kalamazoo Valley Comm. Coll.	18 (0.7%)	--	16 (0.3%)	--	--
Jackson College	24 (0.9%)	1.72	14 (0.3%)	2.82	--
St. Clair County Community Coll.	13 (0.5%)	2.72	14 (0.3%)	2.59	--
Delta College	9 (0.3%)	1.72	9 (0.2%)	2.18	--
Kellogg Community College	1 (0.0%)	4.00	9 (0.2%)	2.74	--
Northwestern Michigan College	6 (0.2%)	1.61	6 (0.1%)	2.10	--
Alpena Community College	2 (0.1%)	2.93	5 (0.1%)	2.37	--
Monroe County Community Coll.	4 (0.1%)	3.70	5 (0.1%)	2.36	--
Muskegon Community College	1 (0.0%)	2.43	4 (0.1%)	3.35	--
Kirtland Community College	--	--	3 (0.1%)	0.46	--

Two-Year Institution	Incoming Transfers to OCC	Average Incoming GPA*	Outgoing Transfers from OCC	Average Outgoing GPA*	Number of Articulated Programs
Lake Michigan College	1 (0.0%)	2.90	3 (0.1%)	3.04	--
North Central Michigan College	5 (0.2%)	2.97	3 (0.1%)	1.69	--
West Shore Community College	--	--	3 (0.1%)	2.00	--
Gogebic Community College	--	--	1 (0.0%)	3.78	--
Everest Institute-Dearborn	2 (0.1%)	2.64	--	--	--
Everest Institute-Detroit	1 (0.0%)	0.90	--	--	--
Southwestern Michigan College	2 (0.1%)	1.64	--	--	--
Unknown	240 (8.9%)	--	--	--	--

\*GPA data is not available for independent colleges. Source: <https://www.mischooldata.org/>

Institution Type	Average Incoming GPA to OCC	Average Outgoing GPA From OCC
Two-Year	2.55	2.41
Four-Year	2.78	2.73

### **Transfer in and Out by Institution Type, Peer College Comparison**

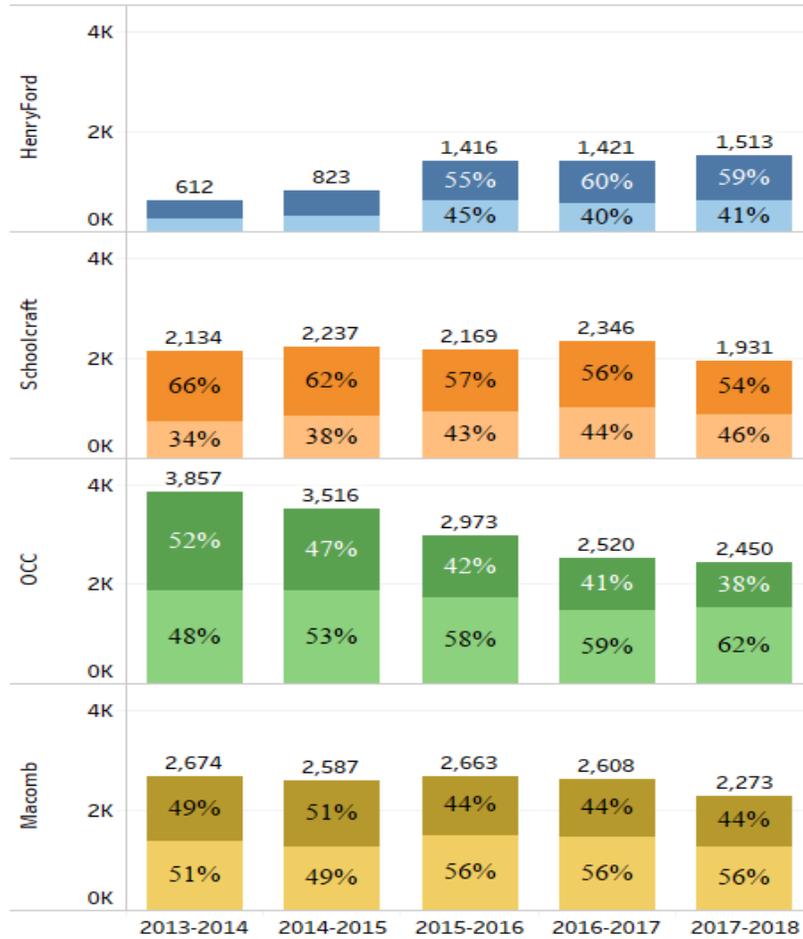
Year	College Type	Transfer In/Out	Henry Ford	Macomb	OCC	Schoolcraft
2013-14	2 year	In	355	1,299	1,989	1,401
		Out	2,252	1,035	2,244	1,048
	4 Year	In	257	1,375	1,868	733
		Out	1,723	2,742	3,579	2,168
2014-15	2 year	In	516	1,328	1,640	1,388
		Out	1,275	976	2,143	1,047
	4 Year	In	307	1,259	1,876	849
		Out	1,341	2,297	2,936	1,644
2015-16	2 year	In	785	1,168	1,240	1,233
		Out	1,265	1,137	2,242	1,134
	4 Year	In	631	1,495	1,733	936
		Out	1,642	3,301	3,646	2,030
2016-17	2 year	In	849	1,154	1,045	1,321
		Out	1,181	1,099	1,876	1,050
	4 Year	In	572	1,454	1,475	1,025
		Out	1,907	3156	3,426	2,024
2017-2018	2 year	In	893	993	933	1,045
		Out	1,104	1,003	1,560	984
	4 Year	In	620	1,280	1,517	886
		Out	2,011	3,187	3,229	2,219

The table and chart showing transfer comparisons among local peer institutions reveal the following trends:

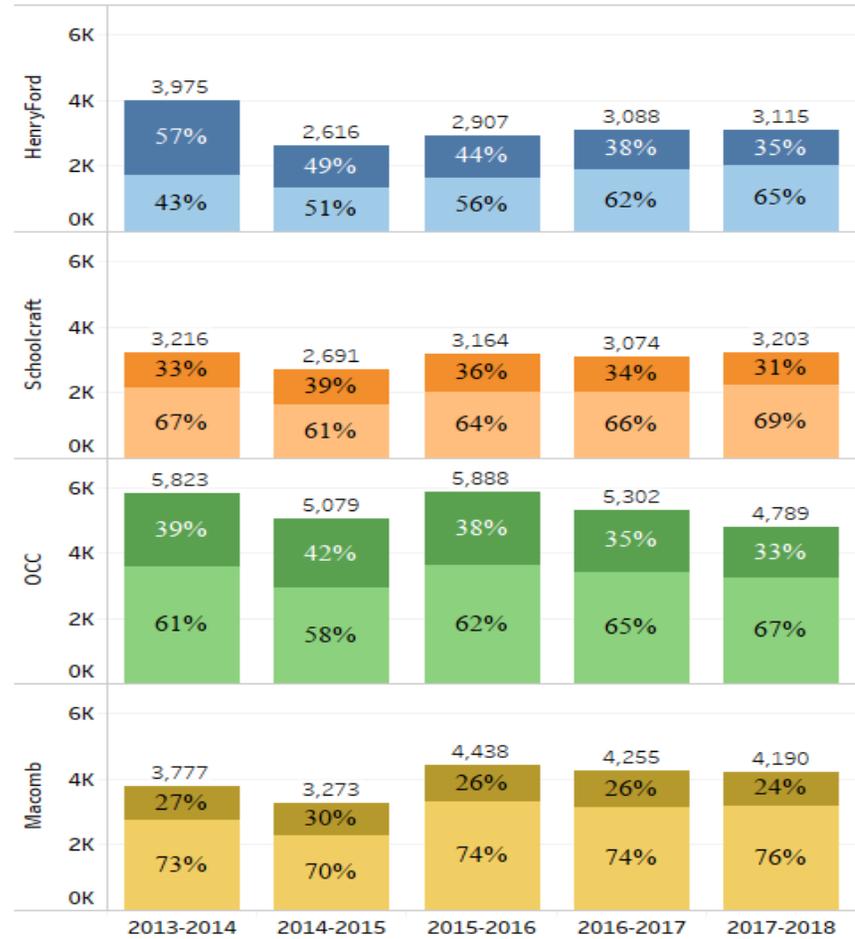
- OCC has highest number of transfers in and out, followed by Macomb, for the past five years.
- While OCC, Macomb, and Schoolcraft had a drop (negative transfer trend) in their transfer in rate from previous years, Henry Ford continued to show a positive trend.
- All the colleges show a similar trend with respect to transfer out students.
- OCC shows a drop in the number of students transferring out during 2014-15 and then a bump from 2014-15 to 2015-16, after which it further declines toward 2017-18.
- There is a slight increase for students transferring out from Henry Ford and Schoolcraft in year 2017-2018, while OCC and Macomb continued to decline.
- Since 2014-15 for OCC and 2015-16 for Macomb, the number of students transferring from a 4-year institution are higher than number of students transferring in from a 2-year institution, with an opposite trend for Henry Ford and Schoolcraft.
- For all four colleges, the number of transfers out to a 4-year institution increased compared to the number of transfers out to a 2-year institution after 2014-2015.
- At OCC in particular, even though the overall number of transfers out has declined, the rate of transfer out to four-year institutions as a proportion of total transfer out has increased by 6% in the past five years. The College continues to fulfill a central goal of student transfer to four-year institutions.



### Transfer In



### Transfer Out



**School, College Type**

- HenryFord, 2 years
- Schoolcraft, 2 years
- OCC, 2 years
- Macomb, 2 years
- HenryFord, 4 Years
- Schoolcraft, 4 Years
- OCC, 4 Years
- Macomb, 4 Years

Includes guest students. Data source: <https://www.mischooldata.org/>



2017-18 Top Five Transfer Institutions In/Out, Peer Comparison

OCC Transfer In From:	#	MCC Transfer In From:	#	Henry Ford Transfer In From:	#	Schoolcraft Transfer In From:	#
Oakland U.	333	Oakland CC	353	Wayne CCCD	377	Oakland CC	252
Macomb CC	255	Wayne CCCD	222	Schoolcraft	157	Henry Ford	247
Unknown	240	Oakland U.	199	Wayne State	112	Wayne CCCD	187
Wayne CCCD	170	Wayne State	187	Oakland CC	98	Wayne State	121
Wayne State	150	Baker College	186	Baker College	79	Eastern Mich.	103
Schoolcraft	116						

OCC Transfer Out To:	#	MCC Transfer Out To:	#	Henry Ford Transfer Out To:	#	Schoolcraft Transfer Out To:	#
Oakland U.	703	Oakland U.	679	U.Mich-Dearborn	604	Eastern Mich.	375
Out-State 4-Yr	581	Wayne State	650	Wayne CCCD	491	Out-State 4-Yr	372
Wayne State	426	Out-State 4-Yr	504	Wayne State	470	Wayne State	330
Macomb CC	353	Walsh	278	Out-State 4-Yr	287	U.Mich-Dearborn	204
Wayne CCCD	276	Oakland CC	255	Schoolcraft	247	Wayne CCCD	196
Schoolcraft	252	Wayne CCCD	237	Eastern Mich. U.	191	Washtenaw CC	167

## Top Ten Programs Students Transfer into at OCC 2017-18

Within the top ten programs for incoming student transfers from academic year 2017-18, four of them are primarily academic preparation for further higher education (ASC.ASC, AA.AA, BUS.ABA, ACC.ABA). The Associate in General Studies Degree (GEN.AGS) is designed for students choosing to pursue widely varying areas of interest and earn a general degree. Within the other programs, two degrees are primarily designed for career preparation but may also lead to additional study (NUR.APP, CRJ.LAW.AAS). The remaining three programs are career-focused in nature and directly lead to employment (DHY.APP, DMS.APP, HCA.AAS). Within these top ten programs then, at least half of students transfer in to OCC, in order to transfer out, so they experience transfer processes at both the beginning and end of their OCC education.

Rank	Degree Code	Program Name	Program Outcome	Number of Incoming Transfer Students
1	BUS.ABA	<a href="#">Associate in Business Admin.</a>	Transfer to baccalaureate or prepare for professional program (CPA, MBA). (MTA inclusion in process)	249
2	NUR.APP	<a href="#">Nursing Associate in Applied Science</a>	Applicant-based program to prepare for transfer or career (professional licensure required)	227
3	GEN.AGS	<a href="#">Associate in General Studies</a>	Broad course of study designed for general degree attainment	222
4	ASC.ASC	<a href="#">Associate in Science</a>	Foundational sciences degree designed for transfer or pre-professional study	206
5	AA.AA	<a href="#">Associate in Arts</a>	Foundational liberal arts degree designed for transfer (Includes MTA endorsement)	109
6	CRJ.LAW.AAS	<a href="#">Law Enforcement Associate in Applied Science</a>	Graduates can enter Police Academy, related career, or transfer	44
7	ACC.ABA	<a href="#">Associate in Business Admin. with Accounting Concentration</a>	Transfer to baccalaureate or prepare for professional program (CPA, MBA)	42
8	DHY.APP	<a href="#">Dental Hygiene Associate in Applied Science</a>	Applicant-based program to prepare for career (professional licensure required)	40
9	DMS.APP	<a href="#">Diagnostic Medical Sonography Associate in Applied Science</a>	Applicant-based program to prepare for career (professional licensure required)	36
10	HCA.AAS	<a href="#">Health Care Administration Associate in Applied Science</a>	Pursue administrative career or upward mobility	35

## Transfer Policies and Practices

With OCC as a major transfer institution in the state, transfer policies and practices have a clear impact on students and numerous college personnel help guide them to success. Counselors play a vital role, as does the Registrar's office, the Director of Academic Partnerships, and instructors across the institution. For incoming postsecondary-level students, [transfer credits](#) are accepted from college-level courses completed at a regionally accredited college or university with a grade of 2.0 "C" or higher.

According to [Board Policy 4.1](#), OCC'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." Students who choose to begin their college careers at OCC experience a number of benefits. For those that intend to apply to competitive four-year colleges and universities, after completing at least one year of courses at OCC the transfer admissions requirements may give them a better chance of acceptance than they had as high school students. They can take introductory and core courses with smaller class sizes and more individual attention than they would receive in larger university lecture courses. Students can live at home for the cost savings and convenience, or to continue to fulfill family responsibilities. Students with life circumstances that make full-time attendance at a four-year institution challenging can begin to pursue a college degree or career change close to home via OCC's five campuses, then transfer to a four-year institution's home campus, extension center, or online degree program. Completing courses at OCC en route to a baccalaureate or advanced degree saves students time and significant expense. Whether students enroll full-time, part-time, or as guest students, the high-quality transfer opportunities can help students save thousands in tuition dollars, facilitating efficient goal attainment and reducing student loan debt.

The efforts pertaining to transfer student enrollment align with the following [initiatives](#) of the College:

- Improve the student experience.
- Enhance utilization of people, processes, and technology.
- Guide students to their desired outcomes.
- Promote diversity throughout the College.

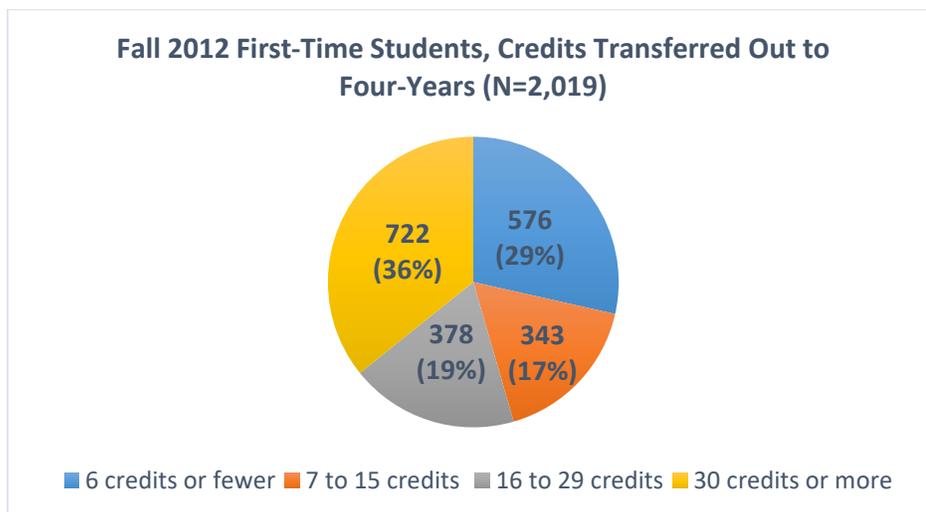
## Performance Area: Goal Attainment

Goal attainment for transfer students varies widely. Some intend to earn an Associate’s degree or Certificate and then transfer; others obtain the MTA or transfer standalone credits. Some attend multiple institutions due to personal circumstances or changing interests, and may transfer throughout multiple institutions to earn a degree. In general, community college students tend to be a more transient population. They commute to a non-residential campus and may have work or family responsibilities in addition to their studies. OCC’s policies and partnerships help students meet goals via accessible pathways through higher education.

Transfer students can be overwhelmed when trying to understand the general education and major requirements of each institution, changes to requirements based on the catalog year, statewide agreements and articulation agreements, how their own change of program affects their time to degree attainment, etc. These multiple interrelated variables affect how a student completes requirements and moves toward the end goal. Counselors, instructors, and student services support staff are invaluable to students in this process. They demystify the experience by taking a large quantity of complex information and distilling it down to be more manageable, clear, and efficient for the students they serve. The onboarding process for “first time in any college” (FTIAC) students, including mandatory counseling, can help provide straightforward information and guidance to students from the beginning of their time at OCC. New student planner software can also help students with scheduling and meeting program requirements. Further, counselors stay up to date on curricular changes and collaborate to maintain agreements with other institutions. They try and help students maximize the applicability and utilization of coursework beyond general elective credit and understand the policy impacts of transfer on their financial aid eligibility, overall schedule and time to degree, career options along the way, etc. In the process, they aim to increase student completion and student success.

### Transfer out from OCC – Data Highlights

1. Of the 7,957 total students who entered OCC for the first time in Fall 2012 (in credit/developmental classes), 2,019 (25%) transferred out credits prior to Fall 2018 without first earning a degree or certificate. These students earned an average of 24.92 credits at OCC prior to transfer, with credit ranges transferred out represented below.



2. When isolating a cohort of full-time, first-time at OCC, degree/certificate-seeking undergraduate students, the following transfer out rates apply:

Fall 2015 Cohort	1,074
Students transferred to a four-year institution without an OCC degree/certificate within 3 years of entering OCC	251 (23%)
Students earned Associates and transferred to a four-year institution within 3 years	50 (5%)
Students earned Certificate and transferred to a four-year institution within 3 years	1 (<1%)
Students earned CA and transferred to a four-year institution within 3 years	2 (<1%)

Note: Data based on IPEDS definitions (the [Integrated Postsecondary Education Data System](#) is the core postsecondary education data collection program for NCES, the National Center for Education Statistics.)

3. Out of 3,104 college guest students enrolled in Summer 2012 (in credit/developmental classes), 2,391 (77%) transferred credits back to a 4-year institution by the end of Winter 2018.
- These students earned an average of 6.00 credits at OCC prior to transfer. 261 students (11%) left OCC with twelve or more credits, while 2,130 students (89%) left with fewer than twelve credits.
  - In summer of 2019, OCC adjusted summer course scheduling to allow for greater alignment with academic calendars at the university level, giving additional guest students the opportunity to enroll.

## Six-Year Transfer Rate by Program

Transfer rates are impacted by the type of program and those with larger enrollments naturally have the potential to transfer out a greater number of students. As mentioned previously, some programs are career-based and it is less likely for students to transfer. Some students in the skills-based professions below may intend to earn a degree or transfer, but may find work in their field prior to that point. In other areas, such as Criminal Justice/Law Enforcement, there is a growing need for a four-year degree in order to compete for jobs or qualify for promotions. Nursing and Early Childhood Education fields allow students to work with an Associate's degree, but increasingly encourage additional education. Students in the BUS.ABA degree are more likely to transfer to the baccalaureate level, while the MGT.BUS.AAS degree is structured to be more occupational and focused on job skills.

In terms of reporting, there will always be somewhat of a data lag in looking at student goal attainment, to capture the outcomes of students who attend part-time or are unable to enroll every semester. For this reason, the data below includes a six-year cohort for reporting degrees earned and transfers completed. That timeframe also means that curricular change and improvement continues from when a student enters to when a student leaves. For instance, extensive revision to the CIS degrees in 2017-18 are not yet reflected in the data. Ongoing improvements continue to take place across the institution, informed by data in a dynamic and forward-looking enterprise to meet community need and help students excel in their chosen field.

Further, students may declare a program goal but later change their mind or select multiple programs over the course of their time at OCC. Recent policy changes limit students to two active programs of study, which will help clarify their progress toward goal attainment. Per the Federal Department of Education guidelines, students that receive financial aid must declare a program of study in order to receive funding for its course requirements. For students that do not rely on financial aid to fund their studies, there is less incentive to keep their program of study up to date in the system, leading to challenges in supporting, tracking, and reporting their academic progress and outcomes.

### Fall 2011 First-Time Students at OCC: 7,109<sup>ii</sup>

Program	# of Student from the Cohort	# of Students Transferred within 6 years of Entering OCC (with or without degree/certificate)	Transfer Rate	Current # of Articulation Agreements
NUR.APP	707	383	54.2%	14
GEN.AGS	818	350	42.8%	n/a
BUS.ABA	680	288	42.4%	16
ALA.ALA	518	268	51.7%	n/a
Unknown	374	212	56.7%	n/a
ASC.ASC	322	164	50.9%	n/a
ECD.AAS	178	89	50.0%	2
CRJ.LAW.AAS	184	82	44.6%	6
ACC.ABA	175	80	45.7%	8

Program	# of Student from the Cohort	# of Students Transferred within 6 years of Entering OCC (with or without degree/certificate)	Transfer Rate	Current # of Articulation Agreements
DHY.APP	118	67	56.8%	5
MHS.APP	136	61	44.9%	6
PTA.MCC.REC	132	59	44.7%	2
MDA.AAS	121	53	43.8%	6
CUL.AASX	144	45	31.3%	3
HCA.AAS	83	42	50.6%	7
DMS.APP	91	41	45.1%	6
CRJ.GEN.AAS	75	39	52.0%	6
CRJ.CRO.AAS	64	36	56.3%	5
RAL.APP	75	31	41.3%	6
GRD.AAS	104	28	26.9%	3
AUS.AAS	56	27	48.2%	3
SUR.APP	51	27	52.9%	5
VET.MCC.REC	55	25	45.5%	2
CAD.CAE.AAS	47	24	51.1%	1
CRJ.PET.AAS	52	24	46.2%	4
CIS.CSU.AASX	66	23	34.8%	0
CSE.AAS	50	23	46.0%	0
SLI.AAS	57	23	40.4%	1
FAV.ALA	71	21	29.6%	N/A
RSP.APP	45	19	42.2%	5
PLG.APP	43	17	39.5%	3
THE.ALA	31	15	48.4%	1

Note: Excluded deactivated programs and codes with fewer than fifteen transfer students to focus on main current transfer programs.

The efforts pertaining to transfer goal attainment align with the following [initiatives](#) of the College:

- Implement processes to increase persistence and completion.
- Guide students to their desired outcomes.

## Current Actions

1. The Director of Academic Partnerships continues to refine and expand articulation agreements where they can have the most impact.
2. The Director of Academic Partnerships is also working to create a consistent template for building transfer course guides to accompany articulation agreements. While each partnering institution tends to have unique policies and documentation, a consistent format for transfer guides would help students more easily compare their transfer plan option across multiple institutions.
3. OCC faculty and staff are directly involved in the [MiTransfer Pathways Initiative](#), which will improve student transfer pathways through comprehensive, statewide collaboration.

## Potential Actions

1. Link program plans (i.e. outlines of course sequence/enrollment by semester in order to efficiently complete a program) to articulation agreements, starting with those impacting the greatest number of students.
2. Increase awareness of the new student planner software to help students with scheduling and meeting program requirements.
3. Analyze the demographics of students that transfer with fewer than 30 credits, 30-60 credits, etc.
4. Look at student intent versus student behavior. Investigate how closely student enrollment aligns with declared program and intent. Attempt to further increase accuracy of student's self-reported goal as a meaningful yardstick to impact data/analysis and student support.
5. Analyze transfer to four-year versus two-year institutions. Determine how long students stay at OCC and what they study based on the college/university to which they transfer. For students that laterally transfer to other local community colleges, investigate how that choice may be impacted by program availability, academic issues, etc. Research whether students who transferred out to Wayne County Community College District or Macomb Community College were residents in those respective counties while attending OCC, and if their residency changed.
6. Determine how many guest students were OCC students that transferred to four-year institutions and returned during summers. Identify how many students return for multiple summers. Use data to inform outreach strategies.

## Appendix

Number of college/university programs (degree subjects) articulated with OCC programs:  
68 college/university degree subjects to 196 programs codes at OCC

Institution Name	Transfer To Degree Subject (68)	Programs (196)
Chamberlain Coll. Nurs.	Nursing	NUR.AAS
Concordia U-Ann Arbor	Criminal Justice	CRJ.CRO.AAS, CRJ.GEN.AAS, CRJ.LAW.AAS
Davenport University	Accounting Fraud Investigation	ACC.ABA
Davenport University	Accounting Management Information	ACC.ABA
Davenport University	Applied Business	MDA.AAS
Davenport University	Finance	ACC.ABA
Davenport University	General Business	AUS.AAS, BUS.ABA, CAD.ARC.CA, CUL.AASX, CUL.HMM.AAS, CUL.RMP.AAS, MTT.CNC.AAS, ROB.AUT.AAS
Davenport University	Health Information Management	MDA.AAS
Davenport University	Health Services	RAL.AASX
Davenport University	Health Services Administration	DHY.AASX, DMS.AASX, HCA.AAS, MDA.AAS, MHS.AAS, RSP.AASX, SUR.AASX
Davenport University	Human Resource Management	MGT.BUS.AAS
Davenport University	International Management	MGT.BUS.AAS
Davenport University	Management	MGT.BUS.AAS
Davenport University	Marketing	BUS.ABA, MGT.BUS.AAS
Davenport University	Medical Case Management	HCA.AAS
Davenport University	Paralegal Studies	PLG.AAS
Davenport University	Professional Accountancy	ACC.ABA
Davenport University	Public Safety & Security Management	CRJ.CRO.AAS, CRJ.GEN.AAS, CRJ.LAW.AAS, CRJ.PET.AAS, EMS.AAS
Davenport University	Service Management & Marketing	MGT.BUS.AAS
Davenport University	Sports Management	MGT.BUS.AAS
Davenport University	Strategic Human Resource Mgmt	MGT.BUS.AAS
Davenport University	Strategic Management	MGT.BUS.AAS
Davenport University	Technology Management	TSC.AAS
Eastern Michigan Univ.	Business Admin (w/approved major)	ACC.ABA, BUS.ABA, MGT.BUS.AAS
Eastern Michigan Univ.	Nursing	NUR.AAS
Eastern Michigan Univ.	Health Administration	ACC.ABA, BUS.ABA, DHY.AASX, DMS.AASX, HCA.AAS, MDA.AAS, MDA.MIC.CA, MDA.PHT.CA, MGT.BUS.AAS, NUR.AAS, RAL.AASX, RSP.AASX, SUR.AASX
Eastern Michigan Univ.	Info. Assurance & Cyber Defense	CIS.CYS.AAS

<b>Institution Name</b>	<b>Transfer To Degree Subject (68)</b>	<b>Programs (196)</b>
Eastern Michigan Univ.	Construction Management	CMN.AAS
Eastern Michigan Univ.	Paralegal	PLG.AAS
Eastern Michigan Univ.	Social Work	MHS.AAS
Eastern Michigan Univ.	Technology Management	AUS.AAS, CAD.ARC.CA, CAD.PDO.AAS, CAD.VDO.AAS, CRJ.CRO.AAS, CRJ.GEN.AAS, CRJ.LAW.AAS, CRJ.PET.AAS, CUL.AASX, CUL.HMM.AAS, CUL.RMP.AAS, DHY.AASX, DMS.AASX, EMS.AAS, GRD.AAS, HCA.AAS, MTT.CNC.AAS, PHT.AAS, RAL.AASX, ROB.AUT.AAS, RSP.AASX, SUR.AASX, TSC.AAS
Eastern Michigan Univ.	Public Safety Administration	CRJ.CRO.AAS, CRJ.GEN.AAS, CRJ.LAW.AAS, CRJ.PET.AAS, EMS.AAS, FFT.AAS
Ferris State University	Nursing	NUR.AAS
Ferris State University	Criminal Justice	CRJ.GEN.AAS
Lawrence Tech Univ.	Chemical Biology	ASC.ASC
Macomb Comm. Coll.	Diagnostic Medical Sonography	DMS.AASX
Macomb Comm. Coll.	Occupational Therapy Assistant	OTA.MCC.REC
Macomb Comm. Coll.	Physical Therapy Assistant	PTA.MCC.REC
Macomb Comm. Coll.	Radiological Technology	RAL.AASX
Macomb Comm. Coll.	Veterinary Technician	VET.MCC.REC
Michigan State Univ.	Nursing	NUR.AAS
Northwood University	Business Admin (3+1 Acct Major)	BUS.ABA
Northwood University	Business Administration-Marketing	BUS.ABA
Northwood University	Business Administration	HCA.AAS
Northwood University	Business Admin.-Management	BUS.ABA
Oakland University	Business Administration	BUS.ABA
Oakland University	Nursing	NUR.AAS
Oakland University	Applied Health Sciences	DHY.AASX, DMS.AASX, HCA.AAS, MDA.AAS, NUR.AAS, NUR.TPN.AAS, OTA.MCC.REC, PTA.MCC.REC, RAL.AASX, RSP.AASX, SUR.AASX, VET.MCC.REC
Oakland University	Social Work	MHS.AAS
Rochester College	Nursing	NUR.AAS
Rochester College	Business Admin - Management Major	BUS.ABA
Rochester College	Early Childhood Studies	ECE.AAS
Rochester College	Leadership	BUS.ABA
Rochester College	Psychology	GEN.AGS
Specs Howard Media Arts	Graphic Design	GRD.AAS
Spring Arbor University	Family Life Education	AA.AA

<b>Institution Name</b>	<b>Transfer To Degree Subject (68)</b>	<b>Programs (196)</b>
Spring Arbor University	Organizational Management	AA.AA
Spring Arbor University	Business	BUS.ABA
Spring Arbor University	Social Work	MHS.AAS
Spring Arbor University	MSN Nurse Practitioner	NUR.AAS
Spring Arbor University	MSN Family Nurse Practitioner	NUR.AAS
Spring Arbor University	MSN Nursing Education	NUR.AAS
Spring Arbor University	MSN MBA	NUR.AAS
Spring Arbor University	Nursing	NUR.AAS
Univ. of Detroit Mercy	Nursing	NUR.AAS
Univ. of Detroit Mercy	Architectural Engineering	ASC.ASC
Univ. of Detroit Mercy	Civil Engineering	ASC.ASC
Univ. of Detroit Mercy	Electrical Engineering	ASC.ASC
Univ. of Detroit Mercy	Mechanical Engineering	ASC.ASC
Univ. of Detroit Mercy	Robotics & Mechatronic Sys. Engin.	ASC.ASC
U. of Mich.-Dearborn	Business Admin (w/approved major)	BUS.ABA
Univ. of Michigan-Flint	Bachelor of Applied Science	AUS.AAS, CAD.CAE.AAS, CAD.PDO.AAS, CAD.VDO.AAS, CMN.AAS, CRJ.CRO.AAS, CRJ.GEN.AAS, CRJ.LAW.AAS, CRJ.PET.AAS, CUL.AASX, CUL.HMM.AAS, CUL.RMP.AAS, DHY.AASX, DMS.AASX, ECE.AAS, EMS.AAS, FFT.AAS, GRD.AAS, HCA.AAS, HVA.HVT.AAS, IND.AAS, INT.AAS, LAD.AAS, LBT.AAS, MDA.AAS, MGT.BUS.AAS, MHS.AAS, MTT.CNC.AAS, NUR.RNE.AASX, NUR.TPN.AAS, PHT.AAS, PLG.AAS, RAL.AASX, ROB.AUT.AAS, RSP.AASX, SLI.AAS, SUR.AASX, TSC.AAS
Univ. of Michigan-Flint	Business Administration	BUS.ABA
Univ. of Phoenix	Criminal Justice Administration	CRJ.LAW.AAS
Walsh College	Business Administration	BUS.ABA
Walsh College	Business Information Systems	MGT.BUS.AAS
Walsh College	Bachelor of Accountancy	ACC.ABA
Wayne State University	Business Administration	BUS.ABA
Wayne State University	Learning Design and Technology	AA.AA, ASC.ASC, BUS.ABA, GEN.AGS
Wayne State University	Theatre	THE.AA
Wayne State University	Social Work	MHS.AAS
Wayne State University	Health Education: Comm. Health Ed	AA.AA
Wayne State University	Business Admin with Acct Major	ACC.ABA
Wayne State University	Music	MUS.AA

## Institutions Used to Assess Transferability

Institutions Assesses for Transferability
Oakland University
Wayne State University
Michigan State University
Baker College -Flint
Central Michigan University
Eastern Michigan University
University Of Michigan
Grand Valley State University
Western Michigan University
Walsh College
University Of Michigan Dearborn
University Of Detroit Mercy
University Of Phoenix
University Of Michigan Flint
Ferris State University

## Transferability by Course – Equivalent Transfer 50% and over by Academic Area Art, Design and Humanities

	Course Prefix Number	Course Title	Transfer as Equivalent Percentage
1	FRE1510	Beginning French I	93%
2	PHI1510	Introduction to Philosophy	93%
3	SPA1510	Beginning Spanish I	93%
4	FRE1530	Beginning French II	86%
5	FRE2610	Intermediate French I	86%
6	FRE2620	Intermediate French II	86%
7	HUM1900	Introduction to Film	86%
8	PHI1710	Introduction to Informal Logic	86%
9	SPA1530	Beginning Spanish II	86%
10	SPA2610	Intermediate Spanish I	86%
11	SPA2620	Intermediate Spanish II	86%
12	GER1510	Beginning German I	79%
13	PHI1610	Ethics	79%
14	THE1571	Acting I	79%
15	ART1510	Basic Drawing	71%
16	GER1530	Beginning German II	71%
17	HUM1710	World Religions	71%
18	THE1561	Introduction to Theatre	71%

	<b>Course Prefix Number</b>	<b>Course Title</b>	<b>Transfer as Equivalent Percentage</b>
19	ART1520	Basic Design	64%
20	ART1560	Art Appreciation	64%
21	PHI1520	History of Modern Philosophy	64%
22	PHI2710	Introduction to Formal Logic	64%
23	ARB1510	Beginning Arabic I	57%
24	ART2510	Fund. of Figure Drawing	57%
25	ITA1510	Beginning Italian I	57%
26	ITA1530	Beginning Italian II	57%
27	JPN1510	Beginning Japanese I	57%
28	JPN1530	Beginning Japanese II	57%
29	JPN2610	Intermediate Japanese I	57%
30	JPN2620	Intermediate Japanese II	57%
31	PHO1220	Fundamentals of Photog.	57%
32	ARB1530	Beginning Arabic II	50%
33	ART2520	Advanced Drawing	50%
34	MUS1560	Listening to Music: Classic-Jazz	50%
35	PHO1700	Beginning Digital Photog.	50%
36	THE1580	Acting II	50%

### **Business and Information Technology**

	<b>Course Prefix Number</b>	<b>Course Title</b>	<b>Transfer as Equivalent Percentage</b>
37	ECO2610	Economics I	93%
38	ECO2620	Economics II	93%
39	ACC1820	Prin. of Managerial Acct.	86%
40	ACC1810	Prin. of Financial Acct.	79%
41	BUS2030	Business Law I	71%
42	BUS1100	Intro. to Business	64%
43	BUS1410	Personal Finance	64%
44	CIS2353	Data Structures	64%
45	CIS2757	C# Programming	64%
46	CIS1050	P.C. Productivity Tools	57%
47	CIS2151	Object-Oriented Programming Java	57%
48	CIS1300	Networking Concepts	50%
49	CIS2252	Object-Oriented Programming (C++)	50%
50	CIS2515	Database Design and Manage. with Oracle SQL	50%
51	CIS2656	Visual Basic.NET Programming	50%

**Engineering, Manufacturing and Industrial Technologies**

	<b>Course Prefix Number</b>	<b>Course Title</b>	<b>Transfer as Equivalent Percentage</b>
52	CAD1201	Introduction to Engineering Graphics	64%

**English, Literature and Communication**

	<b>Course Prefix Number</b>	<b>Course Title</b>	<b>Transfer as Equivalent Percentage</b>
53	ENG2200	Professional Comm.	86%
54	COM1290	Interpersonal Communication	79%
55	COM1600	Fundamentals of Speech	79%
56	ENG1520	Composition II	79%
57	ENG1510	Composition I	71%
58	ENG2650	Children's Lit.	71%
59	ENG2750	Shakespeare: Comedy, History, Sonnets	71%
60	ENG2760	Shakespeare: Tragedies, Romances, Poems	71%
61	ENG2800	Creative Writing	71%
62	COM2620	Oral Interp. of Lit.	64%
63	COM2640	Leadership and Small Groups	64%
64	COM2290	Intercultural Comm.	57%
65	ENG1710	Intro Lit: Short Story/Novel	57%
66	ENG1720	Intro to Lit: Poetry/Drama	57%
67	ENG2530	World Literature I	57%
68	ENG2780	Intro Playwriting/Screenwriting	57%
69	ENG1350	Business Communications	50%
70	ENG1610	Women in Literature	50%
71	ENG2510	American Lit Before Civil War	50%
72	ENG2520	American Lit Since Civil War	50%
73	ENG2540	World Literature II	50%
74	ENG2550	British Lit Before 1700	50%
75	ENG2560	British Lit After 1700	50%
76	ENG2820	Advanced Creative Writing	50%

**Mathematics, Natural and Life Sciences**

	<b>Course Prefix Number</b>	<b>Course Title</b>	<b>Transfer as Equivalent Percentage</b>
77	MAT1730	Calculus I	93%
78	MAT1740	Calculus II	93%
79	MAT2740	Calculus III	93%
80	MAT2810	Differential Equations	93%
81	MAT2880	Linear Algebra	93%

	<b>Course Prefix Number</b>	<b>Course Title</b>	<b>Transfer as Equivalent Percentage</b>
82	PHY1610	College Physics I	93%
83	PHY1620	College Physics II	93%
84	PHY2400	Engineering Physics I	93%
85	PHY2500	Engineering Physics II	93%
86	BIO1500	Environmental Science	86%
87	BIO1530	Molecular & Cell. Bio.	86%
88	CHE1520	General Chemistry II	86%
89	BIO2710	Microbiology	79%
90	CHE1510	General Chemistry I	79%
91	CHE2610	Organic Chemistry I	79%
92	CHE2620	Organic Chemistry II	79%
93	CHE2650	Organic Chemistry Lab	79%
94	GSC1530	Introductory Geology	79%
95	MAT1580	Statistics	79%
96	MAT1600	Applied Calculus	79%
97	MAT1630	College Algebra/Trig	79%
98	MAT2530	Math for Elem. Teachers I	79%
99	BIO1560	Organismal Bio - Biodiversity, Eco, Evol	71%
100	MAT1540	College Algebra	71%
101	BIO1511	Life Science	64%
102	BIO2560	Principles of Genetics	64%
103	CHE1000	Intro. Chemistry	64%
104	CHE1320	Survey of Organic and Biochemistry	64%
105	MAT1150	Intermediate Algebra	64%
106	MAT1500	Finite Mathematics	64%
107	MAT2540	Math for Elem. Teachers II	64%
108	PHY1031	Concepts in Physics	64%
109	GSC1580	Astronomy	57%
110	MAT1525	Quant. Reasoning	57%
111	GSC1620	Intro to Env. Geology	50%
112	MAT1560	Trigonometry	50%

### **Nursing and Health Professions**

	<b>Course Prefix Number</b>	<b>Course Title</b>	<b>Transfer as Equivalent Percentage</b>
113	HEA1510	Nutrition	79%
114	MDA1103	Medical Terminology	64%
115	EXL2010	Exercise Physiology	50%

**Public Services**

	<b>Course Prefix Number</b>	<b>Course Title</b>	<b>Transfer as Equivalent Percentage</b>
116	CRJ1010	Intro Criminal Justice	71%

**Social Science**

	<b>Course Prefix Number</b>	<b>Course Title</b>	<b>Transfer as Equivalent Percentage</b>
117	ANT1540	Intro Cultural Anthropology	93%
118	HIS1510	World Civilization to Begin Modern Era	93%
119	HIS2510	U.S. History to 1877	93%
120	HIS2520	U.S. History 1877 to Present	93%
121	POL1510	American Government	93%
122	POL2610	Comparative World Politics	93%
123	PSY2510	Intro to Psychology	93%
124	SOC2510	Sociology	93%
125	HIS1520	World Civilization from Modern Era	86%
126	GEO1520	World Geography	79%
127	POL2530	International Relations	79%
128	PSY2910	Abnormal Psychology	79%
129	SOC2520	Analysis of Social Problems	79%
130	GEO1510	Physical Geography	71%
131	PSY2740	Human Dev. Across Lifespan	71%
132	SOC2530	Racial and Ethnic Group Relations	71%
133	PER2540	Medical First Responder	64%
134	ANT1520	Physical and Archeology Anthropology	57%
135	EDU1600	Intro to Education	57%
136	PSY2710	Child Development	57%
137	SOC2570	Marriage/Family in Modern Society	57%
138	PER1620	Basketball	50%
139	PER1740	Physical Fitness	50%
140	PER1890	Bowling	50%
141	PSY2630	Psychology of Organizational Behavior	50%
142	SOC2550	Sociology of the Aging	50%
143	SOC2560	Sociology of Sex Roles	50%
144	SOC2610	Introduction to Criminology	50%
145	SSC2610	Marriage/Family in Modern Society (equated SOC 2570)	50%

**Addendum to Monitoring Reports:**  
**Capacity Analysis, Division Planning,**  
**and Comparative Program Enrollment**

**Addendum Table of Contents**

<a href="#">Addendum Introduction</a> .....	33
<a href="#">Enrollment Capacity</a> .....	33
<a href="#">Seat Fill Rate Trends</a> .....	33
<a href="#">2017-18 Seat Fill Rates by Division</a> .....	34
<a href="#">2017-18 Seat Fill Rates by CTE/Transfer Split</a> .....	34
<a href="#">Seat Fill Rate by Course Type</a> .....	35
<a href="#">Seat Fill Benchmarks</a> .....	36
<a href="#">2017-18 Seat Fill Rates by Discipline</a> .....	37
<a href="#">Division Planning</a> .....	41
<a href="#">Process Summary</a> .....	41
<a href="#">Status by Division</a> .....	42
<a href="#">Action Strategy Implementation</a> .....	43
<a href="#">Program Enrollment Trends – Peer Comparison</a> .....	44

## Addendum Introduction

Both qualitative and quantitative components influence how planning occurs at OCC, at the level of programs, disciplines, divisions, and the College as a whole. [Division planning](#) is a comprehensive process that synthesizes data and information from multiple sources to gauge each program's community need, faculty staffing, student academic progress and goal attainment, and student employment outcomes. This process results in actions for improvement that are ranked according to priority. The in-depth review of programs helps to inform enrollment capacity and how courses are scheduled to meet the needs of students, employers, and the community.

## Enrollment Capacity

Various components impact the capacity of a course or program to enroll students. From an internal perspective, faculty staffing, availability of facilities and equipment, and course sequencing all play a role. Externally, enrollment is significantly influenced by community need and demand within the local economy, the unemployment rate, and competition from other institutions. In specific programs, particularly within the health professions, enrollment is limited by the availability of clinical placements and by faculty to student ratios required by external accreditation, to maintain high standards of professional preparation.

One way to consider enrollment capacity that takes into account several of these variables is the seat fill rate. Of the total possible seats in scheduled sections, how many are filled with students who not only register, but attend the course? Data can be viewed via overall trends, as well as analyzed at the level of the division or primary course function, whether career and technical education (CTE) or transfer. Extensive processes go into shaping the curriculum and course scheduling, including division planning, curriculum review, analysis of staffing, and other studies that lead to data-informed practices. For the purposes of setting benchmarks for action, disciplines and programs with a seat fill rate under 50% have High priority for improvement, those with 50%-80% Medium priority, and those over 80% Low priority since they already exceed the target.

### **Seat Fill Rate Trends**

The tables below depict the overall attainment of each seat fill rate level by discipline. For example, in 2017-18, out of 71 disciplines (ENG, MAT, etc.), 60 of them (84.5%) met or exceeded the 50% seat fill rate based on total course enrollment out of scheduled seats. This fill rate helps meet course section size requirements as informed by the State.

<b>Year</b>	<b>50-100% Seat Fill</b>
2017-18	84.5% (60/71 disciplines)
2016-17	89.2% (66/74 disciplines)
2015-16	95.9% (71/74 disciplines)
2014-15	94.4% (68/72 disciplines)

For the purposes of analysis in this report, it is helpful to see seat fill rates as a continuum, where efforts are continually made to push disciplines up into the next range.

Year	0-50% Seat Fill	50-80% Seat Fill	80-100% Seat Fill
2017-18	15.5% (11/71 disciplines)	32.4% (23/71 disciplines)	52.1% (37/71 disciplines)
2016-17	10.8% (8/74 disciplines)	40.5% (30/74 disciplines)	48.6% (36/74 disciplines)
2015-16	4.1% (3/74 disciplines)	54.1% (40/74 disciplines)	41.9% (31/74 disciplines)
2014-15	5.6% (4/72 disciplines)	50.0% (36/72 disciplines)	44.4% (32/72 disciplines)

### **2017-18 Seat Fill Rates by Division**

Division	Number of Disciplines	CTE Disc.	Transfer Disc.	0-50% Seat Fill	50-80% Seat Fill	80-100% Seat Fill
Math, Natural & Life Sci.	6	0	6	0 (0.0%)	0 (0.0%)	6 (100.0%)
Comm., Arts & Hum.	18	5	13	0 (0.0%)	4 (22.2%)	14 (77.8%)
Social Sciences	10	2	8	0 (0.0%)	3 (30.0%)	7 (70.0%)
College Readiness	2	0	2	0 (0.0%)	1 (50.0%)	1 (50.0%)
Business & IT	5	2	3	1 (20.0%)	2 (40.0%)	2 (40.0%)
EMIT	16	15	1	4 (25.0%)	7 (43.8%)	5 (31.3%)
Public Services	4	4	0	1 (25%)	2 (50.0%)	1 (25.0%)
Health Professions	9	9	0	4 (44.4%)	4 (44.4%)	1 (11.1%)
Learning Resources	1	1	0	1 (100%)	0 (0.0%)	0 (0.0%)
Total	71	38	33	11 (15.5%)	23 (32.4%)	37 (52.1%)

### **2017-18 Seat Fill Rates by CTE/Transfer Split**

	Seat Count	Course Sections	Average Section Size	Average Seat Fill Rate
<b>CTE</b>	17,268 (17.9%)	941	18.4	71.7%
<b>Transfer</b>	78,983 (82.1%)	3,302	23.9	87.4%
<b>Total</b>	96,251	4,243	22.7	<b>84.1%</b>

In reviewing the data on seat fill rates, it is useful to consider those courses that are primarily career and technical education (CTE) and those that are primarily transfer. While students can use certain courses for either credit transfer or job preparation, courses and programs are designed with a primary function in mind. In looking at student enrollment this way, the transfer courses, as a whole, have a higher seat fill rate. For one, many of these courses meet general education requirements and/or are part of the [Michigan Transfer Agreement \(MTA\)](#), which encourages a higher level of consistent enrollment. These general requirements form the basis of both OCC's general and technical degrees, so the demand for them is naturally greater and the seat fill rates tend to be higher. In other words, CTE students take transfer courses as part of their program requirements, but the reverse is not true. All students need courses in Communication/English, Fine Arts/Humanities, Mathematics/Science, and Social

Science in order to earn an Associate’s degree, while CTE course enrollment is more focused on students completing the specialized technical requirements designed specifically for those degrees and industries.

Further, schedule optimization efforts in recent years have resulted in better alignment between student demand and course section scheduling, leading to fewer course cancellations and greater consistency for students. The curriculum life cycle and ongoing curriculum review process helps programs and disciplines take a critical look at their courses, course sequences, student enrollment, and student outcomes, with an effort toward improving student success.

In the career and technical education programs, there can be smaller enrollment overall in more specialized degrees and fields. As the economy of Oakland County has improved, potential students for these programs may have successfully found work, reducing their immediate need for further education or a career change. However, as a community college it is a central part of OCC’s mission to continue to offer degrees that produce a skilled workforce and meet community need. When enrollment in certain technical programs fluctuates, the College maintains a strong curriculum to continue meeting community demand. Oakland County relies on OCC to provide well-trained and professionally certified welders, surgical technologists, and machinists even as community supply and demand for such workers fluctuates with the economy, student awareness, student interest, and local business needs.

Further, in CTE disciplines, students may only need to take a course or two in order to gain the skills needed for employment. Certain CTE fields do not require a degree and it can be challenging to schedule such programs and courses when students in one course may not choose to enroll in the next course in the sequence. Enrollment activity and student behaviors in such cases are difficult to predict and project for planning purposes. Overall, in both CTE and transfer courses, student retention poses a challenge to effective scheduling and optimal seat fill by section.

In fact, when analyzing seat fill rates at the course level for disciplines falling below 50%, there is a difference in comparing introductory-level courses to the higher-level courses in the curriculum. The introductory-level courses in these combined fields show a seat fill rate of 43.3%, while the higher-level courses have a seat fill rate of 37.0%. A larger number of students start at the introductory level of these disciplines than persist to advanced coursework, so their retention would positively impact the overall seat fill rates of these fields.

**Seat Fill Rate by Course Type**

Course Type	Number of Disciplines 2017-18	50-100% Seat Fill
CTE	38	27 (71.1%)
Transfer	33	33 (100.0%)
Total	71	60 (84.5%)

Course Type	Number of Disciplines 2017-18	0-50% Seat Fill	50-80% Seat Fill	80-100% Seat Fill
CTE	38	11 (28.9%)	17 (44.7%)	10 (23.6%)
Transfer	33	0 (0.0%)	6 (18.2%)	27 (81.8%)
Total	71	11 (15.5%)	23 (32.4%)	37 (52.1%)

**Seat Fill Benchmarks**

In terms of setting a benchmark, it is useful to see where disciplines fall within the range of fill rates in 2017-18. Based on these ranges, the following goals are proposed.

**Transfer Seat Fill Benchmark**

Below Target 0-50%	Within Target 50-80%	Exceeding Target 80-100%
0 (0.0%)	6/33 (18.2%)	27/33 (81.8%)

➔ In 2017-18, 81.8% of transfer disciplines exceed the 80% target. Within two years, that figure will be **84%**.

**CTE Seat Fill Benchmark**

Below Target 0-50%	Within Target 50-80%	Exceeding Target 80-100%
11/38 (28.9%)	17/38 (44.7%)	10/38 (26.3%)

➔ In 2017-18, 71.1% of CTE disciplines meet or exceed the 50% target (combining both the yellow and green categories). Within two years, that figure will be **74%**.

Benchmarks will be attained via improved scheduling, marketing, student recruitment and financial support via scholarships and financial aid, student retention analysis, and initiatives at the discipline and division levels. The Board Monitoring report process allows OCC to analyze and fine tune an approach to the specific needs of each discipline.

Key:

** High Priority for Improvement
* Medium Priority for Improvement
Low Priority for Improvement (Target Exceeded)

## **2017-18 Seat Fill Rates by Discipline**

Note: Course section capacity (seats available) is set to a standard number of students (most often 30) depending on the course. However, disciplines may adjust this section size according to their specific needs.

### **Business and Information Technology**

<b>Discipline</b>	<b>Course Type</b>	<b>Number of Sections</b>	<b>Seats Filled</b>	<b>Capacity</b>	<b>Seat Fill Rate</b>
ECO (Economics)	Transfer	108	2983	3225	92.5%
ACC (Accounting)	Transfer	117	2843	3423	83.1%
CIS (Computer Information Systems)	CTE	226	4637	6042	76.7%*
BUS + MKT (Business + Marketing)	Transfer	180	4041	5363	75.3%*
PLG (Paralegal)	CTE	24	297	680	43.7%**

### **College Readiness**

<b>Discipline</b>	<b>Course Type</b>	<b>Number of Sections</b>	<b>Seats Filled</b>	<b>Capacity</b>	<b>Seat Fill Rate</b>
ASC (Academic Support Center)	Transfer	38	680	760	89.5%
CNS (Counseling)	Transfer	21	435	565	77.0%*

### **Communications, Arts & Humanities**

<b>Discipline</b>	<b>Course Type</b>	<b>Number of Sections</b>	<b>Seats Filled</b>	<b>Capacity</b>	<b>Seat Fill Rate</b>
ARB (Arabic)	Transfer	3	88	90	97.8%
PHI (Philosophy)	Transfer	78	2261	2340	96.6%
JPN (Japanese)	Transfer	3	86	90	95.6%
ENG (English)	Transfer	522	12033	12760	94.3%
HUM + FSH (Humanities)	Transfer	104	2937	3120	94.1%
COM (Communications)	Transfer	83	2087	2244	93.0%
SPA (Spanish)	Transfer	47	1268	1410	89.9%
THE (Theatre)	Transfer	18	307	346	88.7%
SLS (Sign Language Studies)	CTE	70	966	1105	87.4%
ESL (English as a Second Language)	Transfer	148	2541	2960	85.8%
GRD (Graphic Design)	CTE	26	513	603	85.1%
MUS (Music)	Transfer	43	744	912	81.6%
PHO (Photography)	CTE	44	771	961	80.2%
ART (Art)	Transfer	135	2869	3582	80.1%
GER (German)	Transfer	5	116	150	77.3%*
INT (Interior Design)	CTE	14	266	352	75.6%*

Discipline	Course Type	Number of Sections	Seats Filled	Capacity	Seat Fill Rate
FRE (French)	Transfer	14	316	420	75.2%*
CUL (Culinary Arts)	CTE	22	322	540	59.6%*

### Engineering, Manufacturing & Industrial Technology

Discipline	Course Type	Number of Sections	Seats Filled	Capacity	Seat Fill Rate
TED (Apprentice Engin. / Drafting)	CTE	4	103	120	85.8%
CAD + DDT (Comp. Aided Design and Engin. + Drafting and Design Tech.)	CTE	57	1304	1558	83.7%
MSE (Material Science)	CTE	3	74	90	82.2%
ROB (Robotics)	CTE	15	271	335	80.9%
APP (Applied Technology)	CTE	4	63	78	80.8%
MTT (Machine Tool Technology)	CTE	23	305	412	74.0%*
APT (Apprentice Tinsmith)	CTE	1	22	30	73.3%*
MCT (Mechatronics)	CTE	11	161	232	69.4%*
EEC + ETT (Electric./Electronics Tech.)	CTE	9	139	203	68.5%*
APM (Apprentice Mathematics)	CTE	2	29	45	64.4%*
EGR (Pre-Engineering)	Transfer	4	69	120	57.5%*
AUT (Automotive Technology)	CTE	26	286	520	55.0%*
CMN (Construction Management)	CTE	11	147	298	49.3%**
CAR (Collision Auto Repair)	CTE	13	118	260	45.4%**
WEL (Welding)	CTE	20	107	258	41.5%**
HVA (Heating Vent. Air Condition.)	CTE	24	258	627	41.1%**

#### Actions:

- Update EMIT facilities to improve educational experience and attract students (some projects completed, some pending). Communicate widely about programs and career opportunities to counselors, high schools, and adult learners. Build partnerships, apprenticeships, and other innovative programs to recruit and grow a skilled workforce in high-demand, high-paying jobs.

## Learning Resources

Discipline	Course Type	Number of Sections	Seats Filled	Capacity	Seat Fill Rate
LIB (Library Technical Services)	CTE	9	125	260	48.1%**

### Actions:

- Align LIB curriculum with national standards and add online option for this program. Both actions are currently in process. Point of Strength: OCC has the only library technician program in Michigan and Indiana.

## Mathematics, Natural & Life Sciences

Discipline	Course Type	Number of Sections	Seats Filled	Capacity	Seat Fill Rate
GSC (General Science)	Transfer	41	1068	1104	96.7%
PHY (Physics)	Transfer	44	1089	1155	94.3%
BIO (Biology)	Transfer	250	6454	6850	94.2%
FSN (Natural and Life Sciences)	Transfer	7	192	210	91.4%
CHE (Chemistry)	Transfer	86	2073	2303	90.0%
MAT (Mathematics)	Transfer	528	12670	15285	82.9%

## Nursing & Health Professions

Discipline	Course Type	Number of Sections	Seats Filled	Capacity	Seat Fill Rate
MDA (Medical Assisting)	CTE	48	1172	1395	84.0%
NUR (Nursing)	CTE	9	208	270	77.0%*
HEA (Health)	CTE	29	624	870	71.7%*
HCA (Health Care Administration)	CTE	14	297	420	70.7%*
DHY (Dental Hygiene)	CTE	17	338	510	66.3%*
DMS (Diagnostic Med. Sonography)	CTE	16	171	480	35.6%**
RSP (Respiratory Therapy)	CTE	7	71	210	33.8%**
SUR (Surgical Technology)	CTE	7	68	210	32.4%**
RAD (Radiologic Technology)	CTE	9	84	270	31.1%**

### Actions:

- Seek additional clinical sites/spots for students in the Health professions. Note: The enrollment in these courses is limited by the clinical spots available. The College does not offer more student enrollment in courses than can be accommodated in clinical placements, an essential component of the degree and professional training for licensure.

## Public Services

Discipline	Course Type	Number of Sections	Seats Filled	Capacity	Seat Fill Rate
CRJ (Criminal Justice)	CTE	65	1803	1989	90.6%
FFT (Fire Fighter Technology)	CTE	5	132	180	73.3%*
EMS (Emergency Medical Services)	CTE	22	371	630	58.9%*
HLS (Homeland Security)	CTE	15	200	450	44.4%**

### Actions:

- Move HLS course into CRJ so that they are more easily found by students. This is where these course typically occur at other institutions. The steps to accomplish this action have occurred and will take effect in the 2019-2020 academic year.

## Social Sciences

Discipline	Course Type	Number of Sections	Seats Filled	Capacity	Seat Fill Rate
EDU (Education)	Transfer	2	56	60	93.3%
ANT (Anthropology)	Transfer	34	938	1020	92.0%
HIS (History)	Transfer	101	2750	3030	90.8%
PSY (Psychology)	Transfer	205	5416	6134	88.3%
SOC (Sociology)	Transfer	109	2762	3270	84.5%
GEO (Geography)	Transfer	15	378	450	84.0%
POL (Political Science)	Transfer	72	1743	2130	81.8%
PER (Physical Ed. and Recreation)	Transfer	137	2690	3460	77.7%*
ECE (Early Childhood Education)	CTE	18	406	540	75.2%*
MHA (Mental Health / Social Work)	CTE	2	39	60	65.0%*

## Division Planning

Improved understanding of enrollment capacity is just one outcome accomplished by division planning. The process analyzes programs from a college-wide perspective to assess learning, completeability, employment needs and outcomes, faculty and facility needs, etc. These are interrelated components that inform how students move into, through, and out from OCC's degree programs into opportunities after graduation.

### Process Summary

Annually, Institutional Effectiveness engages the Associate Vice Chancellor(s) and Academic Deans in a review of data by division. These meetings result in several beneficial outcomes including increased awareness of strengths, weaknesses, opportunities and challenges in each division, and resulting action strategies and plans for improvement efforts for planning over the next 12 months.

Data reviewed during these meetings include:

- **Degree audit information** identifying percent of students >75%, 50-74%, 25-49% and 1-24% through each program.
- **Completion rates** by program over the last four academic years.
- **Graduate Follow-Up Survey data including** number of employed students, number of students looking for work, number of students employed with same/new employer, number employed in a field related/unrelated to degree or credential, wages and internal transfer.
- **Unemployment Insurance Wage Data** including percent of students employed a quarter before OCC attendance, two quarters after OCC attendance, percent employed at 4 years, median quarterly wage after OCC, median quarterly wage change after OCC.
- **Opportunity score-** gap analysis comparing recent graduates to job opportunities in the region.
- **Program planning** information that includes program credit information and advisory committee status and recommendations.
- **Student learning** updating including compliance with student learning assessment plans.
- **Facility information** indicating if facilities are adequate or need improvement for program requirements/offerings.
- **Faculty staffing** information including total number of ICHs for each program and total number of full time faculty- this can be used to identify if a hiring or layoff is recommended.
- **Cohort assessment** by program that examines target for enrollment compared to actual enrollment.
- **Action strategy review** to identify if actions from previous years have been completed.

## **Status by Division**

An examination of status by division on the areas included in division planning are noted below:

- **Art, Design & Humanities-** the Sign language and Interior Design programs are performing very well in all measures and continuously engage in efforts to be relevant in the industry and improve student success. Some consideration is being given to the benefit of incorporating the cinematic arts and theatre into the larger Associate of Arts degree. Finally, areas for improvement in this division include the development of advisory boards and refined student learning assessment practices in some programs.
- **Business & Information Technology-** the Paralegal, Business and our Accounting programs are performing very well in most measures. Additionally, changes to programming in CIS were identified and implemented since this division planning occurred. Some programs in this division have identified the need to develop websites and others are in a stage of monitoring progress on several areas including student learning assessment, updating course descriptions, and refining course sequencing.
- **Engineering, Manufacturing & Industrial Technology-** OCC's CAD programs are performing well in all aspects examined during division planning. These programs are lauded for high wage earnings post-graduation and benefit from a neutral opportunity score (high community need). It was identified through the division planning meetings that automotive servicing areas are in need of renovation, which has been completed since this time. Improvements in student learning assessment implementation were noted for a few programs in this division as well as the need to monitor ever-growing facilities and equipment needs and monitoring certain programs with low completion rates. Hiring a permanent Dean in this area since the previous division planning meetings has expedited improvement efforts in many programs within the division and expanded community awareness and partnerships in the region as well.
- **Learning Resources-** the Library Technician program is in the process of submitting applications for external accreditation and redeveloping its student learning assessment plan. Recent hires and revisions in this program are aimed at improving student outcomes and taking this program online, potentially in 2020.
- **Nursing & Health Professions-** Dental Hygiene, Nursing, Radiological Technology and Respiratory Therapy continue to be programmatic strengths in this division. Additionally, division planning identified institutional support needs for diagnostic medical sonography and surgical technology due to the limitations of not having a clinical coordinator. Additionally, improvement efforts are underway for medical assisting to increase transferability.
- **Public Services-** OCC's criminal justice degrees, in addition to the Police and Fire Academies continue to be strengths of this division. The police and fire academies in particular have seen increased enrollment in a time of enrollment declines for many credit programs. Improvements have been identified for the emergency medical services programs in the implementation of student learning assessment and much progress has been made since the last division planning meeting. Additionally, examination of the homeland security certificate and incorporation into criminal justice has recently been completed, which was an identified need resulting from planning

meetings. Areas for continued improvement include monitoring of police evidence technology program and its appropriateness for community need. Similar to EMIT, hiring a permanent Dean in this area has expedited improvement efforts in many programs and expanded community awareness and partnerships in the region as well.

- **Social Sciences-** the Mental Health Social Work program curriculum and faculty expertise is a strength in this area, although enrollment has recently declined. One area for identified improvement is to obtain external accreditation for the early childhood education program.

### **Action Strategy Implementation**

Action strategies resulting from division planning are combined with actions from student learning assessment and curriculum review processes. These actions help inform strategic planning and budget, ensure students are learning what is intended, help to guide and improve the content and delivery of the curriculum, and identify facility needs, among others. The following is a review of current action strategy implementation.

- **Instructional actions** were implemented, including adjusting course sequencing and course materials.
- **Curricular actions** were implemented, including changes to courses and the college catalog. *It must be noted that curricular changes, particularly program changes, are a lengthy process involving several stakeholders and considerations to impact on students, faculty and the institution are always considered.*
- **Assessment actions** were implemented, illustrating the successful use of the ARTIS tool for tracking actions through completion.
- Actions related to **institutional support** were completed, including obtaining furniture and equipment and program marketing. *Actions in this category have budget considerations and often take several years for full implementation.*
- **Student success** actions were completed, including addressing persistence and completion, scheduling optimization and increasing course transferability. *Similar to curricular actions mentioned above, these actions take considerable time and implementation involved many facets of the institution.*
- **Human resource** actions were completed, including the hire of a full time faculty member in a needed area. *Similar to student success and curricular actions, the hiring of additional faculty takes time, although additional efforts could be aimed at increasing professional development among current faculty representing 50% (2) of the actions in this category.*

The college does identify that connecting action strategies to the budgeting process could be improved and that the development of a common SQL table to house actions from student learning assessment, division planning and other meetings in one place would be ideal for more accurate tracking purposes. For example, many actions noted above have been completed but are not adequately tracked or documented with current processes. Further, as informed by Board monitoring report policy, additional data will be linked to division planning and action strategy formation, to integrate these processes into college decision-making and initiatives.

## Program Enrollment Trends – Peer Comparison

The following enrollment data from the [Michigan Community College Network](#) provides a comparison of discipline-level enrollment for OCC with three local peer colleges, over a three-year period. A direct comparison among institutions is challenging since all four colleges structure programs differently, call them by different names, and revise or change them from year to year. The information below is a careful approximation of discipline-level enrollment, but additional validation at the program level would be beneficial in instances that require it. Yet, the table still provides a useful overview of comparative enrollment trends. The list is not exhaustive, but provides highlights of key programs at OCC.

**Comparative Program Enrollment (Number of Reported Programs)**

Discipline	Year	OCC	Macomb	Henry Ford	Schoolcraft
Culinary	2017-18	314 (4)	301 (9)	349 (6)	216 (4)
	2016-17	352 (5)	353 (7)	361 (8)	227 (3)
	2015-16	434 (4)	464 (6)	445 (6)	229 (4)
Early Childhood	2017-18	410 (1)	325 (6)	699 (6)	447 (8)
	2016-17	482 (3)	530 (7)	753 (7)	538 (8)
	2015-16	525 (3)	822 (7)	875 (7)	580 (8)
Paralegal	2017-18	136 (2)	121 (1)	83 (2)	0 (0)
	2016-17	94 (3)	171 (1)	104 (1)	0 (0)
	2015-16	117 (3)	177 (1)	123 (1)	0 (0)
Criminal Justice	2017-18	737 (5)	458 (4)	541 (4)	616 (1)
	2016-17	736 (7)	580 (4)	639 (4)	686 (1)
	2015-16	839 (6)	646 (4)	760 (4)	748 (1)
Car/Auto	2017-18	159 (5)	249 (3)	233 (7)	0 (0)
	2016-17	195 (5)	298 (3)	262 (7)	0 (0)
	2015-16	232 (5)	338 (3)	271 (7)	0 (0)
Welding	2017-18	62 (1)	108 (1)	54 (3)	158 (4)
	2016-17	84 (2)	104 (1)	57 (5)	150 (4)
	2015-16	95 (2)	127 (1)	39 (5)	172 (4)
Business/ Marketing	2017-18	2,821 (3)	2,208 (14)	1,614 (5)	1,825 (7)
	2016-17	2,568 (7)	3,100 (10)	1,557 (5)	1,875 (7)
	2015-16	2,845 (6)	3,462 (10)	1,602 (5)	1,855 (7)
Accounting	2017-18	811 (2)	326 (3)	363 (2)	301 (3)
	2016-17	712 (5)	514 (2)	377 (3)	312 (3)
	2015-16	752 (4)	515 (2)	386 (2)	346 (3)
Respiratory Therapy	2017-18	32 (1)	66 (1)	49 (1)	0 (0)
	2016-17	19 (1)	75 (1)	28 (1)	0 (0)
	2015-16	15 (1)	70 (1)	26 (1)	0 (0)
Surgical Technology	2017-18	12 (1)	35 (2)	15 (1)	0 (0)
	2016-17	7 (1)	42 (1)	19 (1)	0 (0)
	2015-16	12 (1)	46 (2)	19 (1)	0 (0)

## Endnotes

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<sup>i</sup> Source: <https://www.mischooldata.org/>

The **College Transfer** report reflects students who attended a college/university in one academic session and a different college/university in the subsequent academic session. Courses taken outside of a school's standard Fall/Winter or Fall/Spring sessions (like summer classes) do not make a student eligible to be counted as a transfer, since it is common for students to take such a class at a different school without actually transferring there.

This report is based on data collected from the Student Transcript and Academic Record Repository (STARR) and National Student Clearinghouse (NSC) StudentTracker. All Michigan public colleges participate in the STARR collection, but currently only a few independent colleges participate. NSC StudentTracker is used to locate transfer students who attend colleges that do not submit data in the STARR, which includes any out-of-state colleges and several Michigan independent (nonpublic) colleges. Not every college in the U.S. submits data to NSC, so not every student can be located.

This report includes all students that a college or university reported as a transfer in STARR as well as transfers identified by CEPI.

Details about how CEPI identifies transfers:

- Students who renewed enrollment in a college/university they have previously attended are not classified as a transfer.
- Students must have stopped enrollment at their previous college/university to be counted as a transfer.
- Students must be enrolled at the same level at each college/university for a transfer to be counted. If a student was an undergraduate at College A, and began graduate school at College B, this would not count as a transfer from College A to College B.
- For more information on the rules on what constitutes a transfer, see these [transfer examples](#)

<sup>ii</sup> VFA Main Cohort Definition: All students who are new to the reporting institution in the first, fall term of the tracking period, regardless of prior postsecondary education experiences, including fall enrollments with varying start dates. Students included must have completed high school or equivalent, and attempted credit and/or developmental education classes for the first time in the fall term of the cohort year. Source: pp. 9, 38: <https://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf>