

Oakland Community College - MI

HLC ID 1888

OPEN PATHWAY: Reaffirmation Review

Visit Date: 3/18/2019

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Context and Nature of Review

Visit Date

3/18/2019

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

- Federal Compliance 2018
- Highland Lakes, Auburn Hills and Royal Oak

Institutional Context

Oakland Community College (OCC) is a large, multi-campus, two-year public institution of higher education located in Oakland County, Michigan. With five campuses OCC Serves a county population of 1.2 million residents, offering more than 800 courses and 85 certificate and associate degree programs in art, business, technology, health, science, humanities, public service and advanced manufacturing.

The college opened in 1965 with an initial enrollment of 3,860 students on two campuses - Highland Lakes and Auburn Hills. The Orchard Ridge Campus opened in Farmington Hills in September 1967, and was followed by a Southeast Campus System based in leased facilities in Oak Park. That system quickly expanded through the remodeling and purchase of buildings in Royal Oak Campus, and the Oak Park location was replaced by a new campus facility in Southfield Campus in 1980. A new campus complex was built in Royal Oak in 1982.

OCC applied for initial accreditation 3/27/1968 and was granted full accreditation on 06/25/1971. The most recent reaffirmation of accreditation was in 2008 - 2009. The college also has numerous programs that have individual accreditation, are members of, or approved by state agencies and/or national associations or organizations.

Interactions with Constituencies

The Team met with the following personnel (listed by position):

Adjunct Faculty-Humanities
Administrative Assistant
Administrative Specialist (4)
Admissions Coordinator (3)
Admissions Staff
Associate Dean – Nursing and Health Professions
Associate Dean of Student Services (2)
Associate Dean, Communication, Arts, Humanities
Associate Vice Chancellor for Academic Affairs (2)
Athletic Director
BI Analyst
Board Members (4)
Bookstore Manager
Business Manager
Buyer
Chancellor
Community Members (9)
Controller
Curriculum Analyst
Dean of College Readiness
Dean of Distance Education
Dean of Math and Science
Dean of Student Services
Dean Social Sciences and Human Services
Dean, Communication, Arts, Humanities
Director of Analytical Studies

Director of Budget and Financial Planning

Director of Curriculum and Student Learning
Events Coordinator
Executive Director of Marketing and Communications

Executive Director for Institutional Effectiveness
Executive Director, OCC Foundation
Facilities Manager – RO/SF & HL
Faculty (35 different faculty members)
Faculty – Accounting
Faculty – ASC
Faculty – Business/Accounting (2)
Faculty – CIS
Faculty – Counseling (5)
Faculty – Counselor, ROISF Dept. Chair
Faculty – CRC Chair
Faculty – English (2)

Faculty – English, Senate Chair
Faculty – HIS, Past Senate Chair
Faculty – Library (3)
Faculty – Math (3)
Faculty – MHA
Faculty – Psychology
Faculty – SOAC Chair
Faculty – SOAC, Assessment
Faculty – SPA/Humanities (2)
Faculty – TMC Chair
Financial Aid Officer
HR Administrative Assistant
HRC
Human Resources Coordinator
Institutional Effectiveness Administrative Assistant
Institutional Effectiveness Project Manager
Institutional Effectiveness Staff
International Student Services Specialist
Manger – OCC RO/SF Radiers Store
Paraprofessional – Ceramics
Paraprofessional (3)
Payroll Supervisor
Purchasing Assistant
Registrar
Research Associate
Secretary – Faculty (2)
Vice Chancellor for Academic Affairs

Vice Chancellor – Human Resources
Vice Chancellor – Legal Affairs
Vice Chancellor for Student Services
Vice Chancellor, IT / CIO
Vice Chancellor, Marketing and Communications

Additional Documents

There are no additional documents reviewed.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

1.A.1

The Assurance Argument describes the mission, vision, and values; however, there is very little written on the process of how the mission was adopted. On the other hand, interviews with all levels of employees confirmed the process was extremely inclusive, involving a consultant who conducted numerous focus groups with all constituents. The process included publication of the progress on the website and a process to solicit feedback as the process progressed. The Board of Trustees (BOT) adopted the mission in March of 2017.

1.A.2

Oakland Community College's (OCC) mission statement is concise, and the Strategic Plan values, vision statement, and Vital Few Objectives (VFOs) provide more context. Within that context, the Argument provides examples of academic programming, web page references to a full range of student services, and demographic statistics that demonstrate the enrollment profile aligns with the community OCC serves. Other alignment with the mission is found in OCC's low tuition rates (the lowest community college rate in the state), extensive scholarships for low-income students, and structured payment plans.

1.A.3

OCC aligns its budgeting process with the mission through a process of requiring budget increase requests to be justified through alignment with one of the five VFOs: Financial Vision, Students

Success, Community Needs, Process Improvements, or Investments in People. The budgeting process begins with input from department managers with input from the Chancellor and Vice Chancellors based on the current strategic initiatives, planned changes and annual resource allocations. Faculty and staff were familiar with this process and understood the steps necessary for using the Questica software budgeting process. The college administration has set aside funds to assist the Initiative Teams in funding their projects. This Strategic Value Initiatives fund has \$500,000 to support these projects.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

1.B.1

The college's mission is communicated via several mechanisms. The Strategic Plan document, which houses the mission statement, is available at all campus locations. The college's website includes a dedicated Strategic Plan page. The mission statement and other Strategic Plan elements are posted in public places on all college campuses, and the mission statement is included on publicly distributed reports. The team confirmed the mission statement was published through all these mechanisms.

1.B.2

The Argument states that OCC maintains a current and visible version of its Mission and Strategic Plan on the college website; however, the link in the Argument simply showed a text version of a page entitled "Strategic Plan" that did not have the referenced information. A review of the live website showed the Strategic Plan page contained the Mission statement and a brief description of the Strategic Plan, along with a link to an incomplete page entitled "Vital Few Objectives". The college provided the team with access to OCC's intranet, which does have extensive documentation on the Strategic Plan.

Since the time the team left campus, the Vital Few Objectives page has been updated, but if the college wants to fully implement the stated objective in the Argument ("The Strategic Plan documents are extensive and address all relevant elements of a public, two-year community college"), the website should be updated to include some of the information available to the internal community.

1.B.3

A review of the materials on the internal Strategic Plan page on OCC's intranet provided evidence

that the mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

1.C.1

The Global Literacy Endorsement (GLE) provides evidence of OCC's commitment to addressing diversity in a multi-cultural society. The GLE certifies students who have successfully completed a curriculum designed to emphasize global competence. This program also values study abroad and coursework with a global perspective. The GLE integrates interactions between international students into the college and community environments, honoring global perceptions and knowledge. Conversations with students confirmed their awareness and enthusiasm for this program.

A variety of other evidence documents the commitment to a multi-cultural society such as:

- The college veteran support student group earned "Gold Status" from the Michigan Veterans Association allowing OCC to use the title "Veteran Friendly" in recruiting efforts and services.
- OCC has developed initiatives and workshops which offer educational opportunities related to mental health issues and the LGBTQ+ population.
- The college created gender neutral bathrooms and lactation rooms, and created safe spaces for students under stress.
- The Academic Senate created the Empowering Students in Need initiative to support OCC students facing food, financial, and other emergency needs.

1.C.2

The Diversity and Inclusion Committee hosts a several activities each year that fulfill its mission. Examples include the annual Dr. Martin Luther King, Jr. Convocation which includes a regionally or nationally recognized speaker; annual college-wide Cultural Diversity Month with activities at all campuses such as a Diversity and Inclusion Fair; and hosting speakers and workshops on LGBTQ+ issues.

OCC also supports many student clubs and organizations that provide opportunities for exploring passions, identity, religion, and other interests. Examples include the Feminist Union, InterVarsity Christian Fellowship, the International Students' Club, Spectrum (LGBTQ+ students), and the Muslim Student Association.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

1.D.1

The Strategic Plan documents speak to the institution's commitment to the community. The college and OCC's Foundation provide scholarships and tuition support for students in need to meet its educational responsibilities. On a particularly innovative note, the Foundation Director described a program to fund faculty efforts to develop Open Educational Resources (OER). According to the Director, this idea is a novel way to leverage funds to help many students as opposed to just a few.

1.D.2

As a public institution, the college does not have investors or a parent organization. To reaffirm the commitment to advancing partnerships in the community, OCC provided ample evidence of sponsorships of local events and ads in event brochures.

1.D.3

OCC supports the local community by providing use of its facilities so long as that use does not interfere with instruction or other mission-related activities of the college. The institution maintains many relationships with businesses, community, state and local governments, secondary schools, and our peer institutions to meet the needs of students and the public. Examples include:

- Economic and Workforce Development training for regional businesses
- State of Michigan New Jobs Training Program
- Early College programs
- Articulation and reciprocal relationships with other colleges and universities
- Community outreach memberships and sponsorships
- Advisory Committees for professional programs

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Evidence

Oakland Community College's (OCC) mission statement is concise, but expanded through the Strategic Plan values, vision statement, and Vital Few Objectives (VFOs) provide more context. These documents guide its operations. The college's mission statement was developed through engagement with both internal and external constituencies to ensure relevancy to all stakeholders. All levels of employees confirmed the process was extremely inclusive, involving a consultant who conducted numerous focus groups with all constituents. OCC aligns its budgeting process with the mission through a process of requiring budget increase requests to be justified through alignment with one of the five VFOs. The college's mission is communicated via the website, numerous publications, and is available at all campus locations.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

The seven-member elected Oakland Community College (OCC) Board of Trustees has established policy 1.13: Ethics, Professional Conduct, Conflict of Interest. This policy sets expectations for Professional and Ethical Values, includes a Code of Conduct for Board Members, and clearly defines Conflict of Interest for Board Members and immediate family members of board members. Policy 1.13 also defines Trustee Obligations and describes a process to resolve any conflicts of interest.

OCC has developed a comprehensive set of College Administrative Financial Procedures that provides guidance for multiple topics, including adjunct pay, stipends for various positions, mileage reimbursement procedures, and several other finance-related processes.

OCC's Board of Trustees adopts the OCC budget each year and reviews the annual audit report. The most recent audit, conducted in October 2018 by Plante Moran, was a "clean" audit.

The college has established procedures on several personnel process such as ADA compliance, student evaluations of faculty, grade appeals, FERPA, EEOC, and similar policies outlining clear expectations for the ethical behavior of staff and students. The OCC Website includes a link to a student complaint process (<https://www.oaklandcc.edu/feedback/default.aspx>) and the Website includes information about Title IX procedures and a separate "Whistleblower" process.

OCC faculty are unionized. The current agreement expires on August 25, 2020. Other staff member groups have also organized in unions; those contracts expire in June 2019 or August 2020. The respective union contracts clearly outline working conditions and wages.

On-site discussions with faculty, staff, and administrators confirmed that OCC follows established policies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

Oakland Community College (OCC) presents itself clearly to its students and the public. Tuition costs are clearly communicated on the OCC Website and through a variety of publications, flyers, and similar documents. Students confirmed they clearly understood OCC's program requirements, accreditation relationships, and tuition costs.

OCC's website includes a listing of program accreditations with links to program accrediting agencies. Program entrance requirements and degree completion requirements are clearly explained on the website, which also includes links to the student handbook, scholarship information, disability services, and a variety of other pertinent information for students.

As part of OCC's Guided Pathways initiative, faculty have developed program plans for all OCC programs. Program plans provide a recommended sequences of courses for students to efficiently complete their chosen program. OCC might consider creating a more clearly defined pathway for some of the programs. For example, in the second year of the Accounting program, students are asked to select two courses from a list of six courses; the courses include Business Law, Management, and Accounting. There is some evidence in recent research (Guided Pathways) that limiting students' choices might improve student success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

2.C.1

The responsibilities of the Oakland Community College (OCC) governing board are codified in the Michigan Community College Act of 1966. Board members are elected to six-year terms, and are granted authority "to make plans for, to promote, or to acquire, construct, own, develop, maintain, and operate a community college and an area vocational-technical education program."

2.C.2

OCC Board Policy 1.3, Board Responsibility, states "As a collective body, the Board fulfills its governance commitment by overseeing the operations of the college and assuring its conformance with applicable laws by using established governing principles. The Board represents the voice of the community owners (i.e., the citizens and business interests located in the Oakland Community College service area) and acts in the public's best interest. The Board recognizes that its role is uniquely distinguishable from the responsibilities of the CEO, which is to administer college operations." Board policy 2.4, Monitoring CEO and Board Effectiveness, delineates the expectations for the board to monitor the OCC CEO and to conduct a board self-evaluation.

2.C.3

As a public institution governed by the Michigan Community College Act of 1966, OCC is empowered to represent its constituencies and has a fiduciary obligation to do so. As elected officials, individual board members are held accountable to that standard by the public whom they serve, and who elected them to office. Actions of the Board as reflected in the meeting minutes appear to document the Board is upholding this standard.

2.C.4

The OCC board adopted the Carver Policy Governance model in April, 2018. In alignment with this model, the OCC Board of Trustees establishes Ends Policies and executive limitations and holds the college leadership to those standards. Conversations with four board members and the OCC administration during the on-site visit confirmed the board clearly understands its role in governance. Board members affirmed that the Board's job is to hire and regularly evaluate a Chancellor, and that the Chancellor is responsible for OCC operations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

The Oakland Community College (OCC) faculty have adopted the principles included in the AAUP Statement of Ethics. Item II of the statement includes specific language about the “free pursuit of learning” and specifies that faculty are expected to “avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.”

OCC established a “whistleblower” process in 2014. The process is initiated through a website link to a complaint form to be filed.

Discussions with OCC faculty and staff confirmed that OCC fully supports freedom of expression and the pursuit of truth in teaching and learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

2.E.1

Oakland Community College's (OCC) Institutional Effectiveness office oversees research activities at the college. The guidelines adopted include requirements that published results do not include personally identifiable information, that the study will not disrupt classroom activity, that participating individuals may withdraw from the study at any time, and other relevant guidelines. As a community college, OCC does not have an extensive emphasis on research, but OCC maintains a Research Review Board (RRB) that reviews and approves research requests.

2.E.2

OCC provides guidance to students and faculty regarding ethical use of information in several ways. One of OCC's common course outcomes (CCOs) addresses proper citations using MLA or APA, and the CCOs are taught and reinforced in each course. Research and information resources are available to all students and all transfer students are required to take ENG 1510 in which students are introduced to information literacy. The library faculty offer training and support in research methods for students and faculty. OCC has partnered with other colleges to offer a 24/7 "Ask a Librarian" service to students and staff.

2.E.3

OCC's Academic Dishonesty Policies are published in the Student Handbook and address plagiarism, cheating, and other aspects of academic ethics on the part of students. A form is used by faculty to report violations of this policy. The form records the type of dishonesty, logs the consequence, and students sign the document. The form is then sent to the Academic Dean for review and recording in students' files. Discussions with administrators, faculty, library staff, and students confirmed this is an effective process for enforcing the Academic Dishonesty Policies, and that OCC supports the responsible acquisition, discovery, and application of knowledge.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

OCC is an institution that operates with integrity. Board meeting minutes are posted on the OCC website, and a portal system provides OCC employees with access to a variety of documents related to assessment, student success, and the OCC budget and financial statements.

A few employees expressed a desire to have access to additional data such as enrollment headcounts by program, student grade summaries by course, and an updated Organizational Chart. OCC is encouraged to consider whether or not routinely providing this information would improve the campus climate and satisfy some employees' desire for additional data.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

3.A.1

Oakland Community College (OCC) provides current programs for students seeking transfer, technical, and certificate degrees appropriate to higher education. A number of career and technical programs are accredited by external agencies, and students in specific occupational programs must demonstrate they meet the accreditation requirements of those agencies through external assessment/certification exams. Results of these exams are submitted to the State of Michigan for Perkins funding.

3.A.2

Faculty collaboratively develop program and course outcomes to ensure requisite levels of academic performance. The college's Curriculum Instruction Committee (CIC) assures that any changes or additions to curriculum are reviewed to ensure learning outcomes. Additionally, faculty and staff utilize the Assessment Results Tracking Information System (ARTIS) to track student performance on established benchmarks. Both the CIC and ARTIS work to ensure consistent quality programming at the college.

3.A.3

Two college-wide meetings are held each year to ensure learning goals are consistently articulated across all modes of delivery. Faculty and staff verified the importance and usefulness of these

meetings along with the college's participation in the Michigan Transfer Agreement to ensure standards and quality.

To meet the updated HLC guideline for distance education, the college redesigned its online courses which were originally developed in the late 1990's. Although the college had offered online courses for 17 years, the college recognized the importance of establishing standards to become authorized to offer online programs. The college created a Distance Learning Implementation Team to create these standards and implement a similar structure for all online courses that aligns with other modes of delivery.

The recent comprehensive redesign of on-line learning is commendable and has established online faculty training which requires faculty to complete a course roadmap and undergo a review from the Academic Technology Group (ATG). Additionally, the Distance Learning Implementation Team created and implemented a mandatory on-line learning readiness course for students who wish to enroll in an on-line class.

HLC approved the college's online offering process for expansion in 2016 and again in 2018. OCC is approved to offer online course work in two programs: Criminal Justice and Computer Informations Systems - Business Systems Analysis Option. After obtaining certification by the Michigan Colleges Online Program, the college's trainers incorporated Quality Matters as well as methodology and information from the Michigan Colleges Online Program to train OCC online faculty.

Faculty expressed concerns that the college overreacted to HLC feedback to implement a comprehensive redesign of online learning. The College reduced its online offerings to ten courses to avoid offering an unauthorized online program in January of 2015. The faculty felt the redesign could be implemented without suspending the entire online program. They were also concerned that the new online standards were excessive; stating that the 7 to 8-week online training is laborious and there is little to no ADA support for online training. There was also a concern that this training had to be completed every three years. The administration acknowledged awareness of these concerns and were working on improving the process in response to those concerns.

It is worth noting that the college has made significant progress in assuring quality and consistency in its online courses and programs. OCC is encouraged to continue to improve online learning and streamline online faculty training.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

3.B.1

OCC provides ample evidence that it provides students with the broad knowledge every college-educated person should possess through its general education program, designed and implemented by faculty in the Student Outcomes Assessment Committee (SOAC) and the Academic Senate. Additionally, five further activities verified the outcomes: Mapping, peer institution review, stakeholder community review, focus groups, and a faculty survey.

3.B.2

OCC's nine general education requirements include 10 associated rubrics to indicate student performance: communication has two rubrics, one for oral and another for written communication. The college catalog articulates general education requirements. All degrees require students to take classes from the approved general education distribution list that includes: communicate effectively, global or social responsibility, information literacy, aesthetic awareness, critical thinking and personal development. Every course must have two common course outcomes per credit. Additionally, each course has a common course outcome that maps to a general education outcome. The College has also participated in a state-wide project that has created transfer pathways for business, psychology, criminal justice, and biology. The evidence presented demonstrates the college meets HLC general education requirements.

3.B.3

To ensure its programs engage students in the development of their own knowledge and skills, the college has created curriculum pathways for all programs that include the general education requirements. The college has also participated in a state-wide project that has created transfer pathways for business, psychology, criminal justice, and biology.

Additionally, OCC has established a requirement that every course must include at least one general education outcome. OCC is mapping the general education outcomes throughout the curriculum to ensure students receive the overall education they need to survive in an ever-changing environment.

3.B.4

Students at OCC are required to meet its global or social responsibility general education outcome, demonstrating the college's commitment to human and cultural diversity. Additionally, The Global Literacy Endorsement (GLE) provides evidence of OCC's commitment to addressing diversity in a multi-cultural society. The GLE certifies students who have successfully completed a curriculum designed to emphasize global competence. This program also values study abroad and coursework with a global perspective. Conversations with students confirmed their awareness and enthusiasm for this program.

3.B.5

OCC faculty and students contribute to scholarship, creative work, and the discovery of knowledge appropriate for community colleges through publications, and its forensics, theater, culinary, and internship programs. Funds are allocated for faculty development, conference attendance, and degree attainment, all of which contribute to scholarship, creative work, and the discovery of knowledge.

OCC is intentional about addressing ADA compliance. Most courses contain electronic components through use of the LMS whether or not the course is offered as an online course. Faculty who develop online courses are expected to adhere to accessibility standards such as closed captioning videos when creating courses in the D2L LMS.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

3.C.1

OCC has sufficient faculty and staff to implement the college's mission. The ratio of faculty to students is 1:17, and full-time faculty teach 58% of all courses. Staffing models are used by Institution Effectiveness (IE) to review credit hours taught by full-time versus part-time faculty.

3.C.2

The college has processes in place to ensure instructors are properly credentialed and appropriately qualified. The Faculty Master Agreement (FMA) delineates minimum qualifications for both full-time and adjunct faculty. However, a few faculty have expressed concerns that the college is interpreting the HLC guidelines as more rigorous, particularly in the Accounting discipline. A review of faculty credentials indicates that there are only two areas of concern:

1) The college states the appropriate credentials in the transfer discipline of accounting can be achieved in any of the three following ways: master's degree or higher in accounting, master's degree or higher in a business related field and 18 graduate hours in accounting, or master's degree or higher in a business related field and an active CPA license. The interpretation of the HLC guidelines by the college is that an accounting instructor who has earned a CPA license must keep that license current to maintain his or her qualifications to teach. However, the accounting faculty maintain that

the CPA license, once earned, does not need to be current to teach accounting. Although HLC guidelines and the FMA both require that all faculty maintain currency in their discipline to teach, the college should clarify its policies with respect to keeping current in the discipline. For example, is the only option to maintain currency in the Accounting discipline an active CPA license, or are there other educational or professional development activities that demonstrate currency. OCC is aware of this and is taking steps to resolve the interpretation.

2) A long-term faculty member in the physics discipline and four faculty in the business discipline do not meet the HLC's requirements to teach physics and marketing, respectively; remediation plans are on file.

Overall, the team's judgment is that the college has appropriate processes in place for ensuring that instructors are properly credentialed and appropriately qualified.

3.C.3, 3.C.4, and 3.C.5

The FMA delineates that faculty have primary responsibility of the curriculum, and it delineates how and when faculty are evaluated. Conversations with faculty confirmed faculty oversight in this area. Faculty and staff professional development are in place to ensure currency in fields. The FMA delineates requirements for office hours, and a review of syllabi confirmed that instructors have published office hours. Interviews with faculty confirmed they are available during published office hours.

3.C.6

Staff qualifications are listed on the OCC employee portal and several are accredited by NASFAA. Staff members are appropriately qualified and receive support for needed certification; however, interviews with staff revealed a desire to receive more professional development. The college is developing a plan to provide improved professional development for staff.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

3.D.1

OCC provides student support through enrollment services, counseling, financial aid, libraries, academic support centers, an accessibility compliance center, and education support services at all five campuses. Tours of the campuses and interviews with support staff and students confirmed these services were available and suitable to the needs of the student population.

3.D.2 and 3.D.3

Placement testing, developmental education, supplemental instruction, librarians, courses in college success, and the counseling department provide learning support. It is noteworthy that FTIAC students are required to see a counselor for academic advisement prior to enrolling. Students reported they received a high level of support from counselors and clearly understood the pathway needed to complete their degree or the courses needed to transfer. As part of the Guided Pathways initiative, the college is considering the need for more counselors.

3.D.4

The technological infrastructure includes wireless access and desktop computers on all campuses. OCC has appropriate technology, IT support services, online faculty resources, faculty support for the D2L system, academic technology multimedia studio, and technology centers on all OCC locations. Additionally, scientific laboratories, physical education facilities, health science, culinary arts, and fine/performing arts facilities are available for students and faculty. Tours of these campus facilities and student interviews revealed they are modern, staffed appropriately, and used by students.

3.D.5

Research and information resources are available to all students and all transfer students are required to take ENG 1510 in which students are introduced to information literacy. The library faculty offer training and support in research methods for students and faculty. OCC has partnered with other colleges to offer a 24/7 “Ask a Librarian” service to students and staff.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

3.E.1

OCC provided evidence that co-curricular programs are suited to its mission and community. OCC notes co-curricular activities include theater, Dental Hygienists Association, the SIGN club, the Nursing Student Association, Phi Theta Kappa, Athletics, and several others. Membership in a number of other student organizations are offered, and OCC states that these activities are "consistently scheduled across campuses." Conversations with faculty, staff, students, and community members confirmed OCC is an integral part of the community. The college has defined areas of co-curricular experience for assessment including academic support seminars, mandatory online orientation, library instruction, and student life.

3.E.2

Interviews with staff and administration confirmed the required online orientation program has been assessed, resulting in planned improvements. Counseling and co-curricular endeavors will begin assessment of student learning in 2019, along with assessment of mandated counseling for new students and academic intervention.

All student support services are offered at no additional costs to students; i.e., counseling, tutoring, seminars, career and academic advising. The evidence demonstrates that OCC has created an appropriately enriched educational environment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

A review of the assurance argument, the college's website, associated documentation, surveys, data, credentials, and meetings with faculty, staff, administrators, Board of Trustees, community members, and students clearly shows OCC provides high quality education wherever and however its offerings are delivered. Students and community members speak admirably of the quality of faculty, courses, programs, and co-curricular offerings. Students who transfer to senior institutions perform as well as, and often better than, students who began at 4-year institutions.

The college has redesigned its online offerings, and to its credit, requires students to take a readiness exam and faculty to complete training to teach online courses. The college is encouraged to continue its efforts with ensuring quality online learning and training of online faculty.

The faculty and staff have developed and implemented a strong assessment program and system to ensure quality. The college is aware that more needs to be done with its co-curricular assessment. The college requires orientation for new students and mandatory counseling for all FTIAC (first-time in any college) students.

While faculty and staff at the college are well-qualified and have access to appropriate professional development it is important that the college clarify its requirements for accounting faculty and that the college consider improving opportunities for staff development.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

4.A.1

The college has developed a six-stage process called the Curriculum Life Cycle Review, which guides the process for initial program development and general program life cycle, including possible discontinuation of programs. Program review occurs on a five-year cycle. The Program Review Process includes information on enrollment, job placement, wages, job outlook, and other factors. Meetings with the Curriculum Committee, faculty, and administrators confirmed these reviews contribute to the quality of education at OCC.

4.A.2

Policies and procedures are in place to evaluate credits granted by the institution. The registrar's office evaluates transcribed credits according to the standards set by the faculty. Experiential credits are granted based upon faculty assessment of learning consistent with college and State policy. Third party vendors are used to evaluate international credit.

4.A.3

Policies and procedures are in place to ensure the integrity of the credit the college accepts in transfer. Advance Placement credit follows the Program of the College Board. CLEP exams are accepted. CTE credits are granted through articulation agreements as are transfer credits. Military credits are granted following standards established by the American Council on Education. Transfer credits are evaluated for equivalencies and must be from an accredited institution, have earned a "C" or better and be noted on an official transcript. Processes for receiving credit are described in the College Catalog. These policies and procedures affirm proper evaluation of transcripts and credits.

4.A.4

The College Curriculum Instruction Committee process determines course prerequisites and course rigor. Curriculum is driven by faculty as confirmed by faculty and administration. The processes for curriculum development are well defined and thorough. General education outcomes have been identified and are measured. Programs are on a five-year review cycle. Support services are in place and staffed by qualified individuals. The college has ensured all faculty credentials policies for minimum qualifications are in place and part of the faculty contract as is acceptable equivalency documentation. One physics faculty is on a remediation plan to teach physics and four business faculty are on a remediation plan to teach marketing courses.

4.A.5

The Office of Institutional Effectiveness maintains records of which programs have external accreditation and the status of those accreditations. Accredited programs and the accrediting bodies are listed on the website.

4.A.6

The college conducts a graduate follow up study and tracks pass rates. A review of those pass rates reveal they are quite good, providing further evidence of the quality of education students are receiving at OCC.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Evidence

4.B.1

General Education goals are in place and regularly measured. Program outcomes have been identified and course outcomes must mention at least one general education outcome and two program outcomes.

4.B.2

The college has developed a comprehensive system of assessment. The Assessment Results Tracking Information System (ARTIS) is used to review curricular programs. Measures include rubrics, completion rates, license pass rates, grades, and other formative and summative measures. Co-curricular measures have been developed for the orientation, counseling, and some academic support services, and more are being developed.

4.B.3

Based on data from assessment, the college has identified the need to improve persistence and retention, so OCC is participating in the HLC Persistence Academy. Other examples of assessment leading to improvement include the Curriculum Life Cycle action steps to improve student learning. The college reports 464 action steps for academic year 2016-17. Examples of improvements tied to data analysis include improvements in the graphic design program, information literacy, automotive technician and psychology.

4.B.4

Student learning assessment is monitored through several methods. Committee structures and processes include broad representation including the Student Outcomes Assessment

Committee, Academic Standards Committee, and the Curriculum and Instruction Committee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

4.C.1

OCC has identified Goals for student retention, persistence, and completion based upon a data analysis. The goals are ambitious but attainable. These goals were based on the Voluntary Framework for Accountability (VFA) data and cohorts, an appropriate measure for community colleges' including data on both full-time and part-time students. The program review process and ARTIS system monitor progress towards these goals.

4.C.2

The Institution collects a variety of data including local, regional, and national data. Sources of this data include the College Board, Integrated Postsecondary Education Data System (IPEDS), Center for Educational Performance and Information (CEPI), and the Voluntary Framework of Accountability (VFA). Based on a prior lack of systematic processes for improvement in the areas of retention, persistence, and completion, data on retention, persistence, and completion are a primary focus of data collection. The college is participating in the HLC Persistence Academy to help improve its systematic processes.

4.C.3

Several activities are underway to improve retention, persistence, and completion including the P & C Academy participation, Project Win-Win, an increase in advising hours, the P & C Subcommittee

for Engagement, mandatory orientation, and early alert system. Improvements were implemented in several programs based upon data analysis. Examples examined include Graphic Design, Information Literacy, Automotive Technology, and Psychology.

4.C.4

The institution uses a variety of data sources to measure student success, reflecting good practice. Working with the HLC Persistence and Completion Academy to improve data collection reflects good practice as evidenced by the development of their Strategic Plan, which includes objectives for persistence and completion. Additional examples include the use of the Curriculum Review Committee working with administration and Institutional Effectiveness to determine the metrics that are shown during the review process. These metrics, which include course completion rates, program persistence and program graduate counts, are intended to help programs improve their individual completion rates and consider actions designed to improve student success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

Oakland Community College has been very active over the past decade in a variety of activities designed to improve student retention, persistence, and completion including the establishment of a strategic plan, a comprehensive curriculum review process, establishment of general education outcomes, the collection and analysis of data related to retention, persistence, and completion. Faculty report that they drive the curriculum and there has been significant participation by faculty in these processes.

For several years, under the previous administration, conflict existed between the faculty and administration that resulted in a vote of no confidence. A new chancellor was appointed approximately 1 1/2 years ago. The new administration streamlined the strategic planning process focusing on a concept called the Vital Few Objectives. Faculty report that they see encouraging signs of a more inclusive process but there is still some evidence of a lack of trust. Nonetheless, the college has developed a strategic plan that it is following, a robust curriculum review process and is participating in the HLC Persistence Academy. These are all positive signs of a commitment to student success. The college has also embarked upon the Guided Pathways initiative to improve student success.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

5.A.1

The primary revenue sources of the college are 27% from tuition, 46% from property taxes, 14% from State appropriations, and 13% from grants, investment earnings and auxiliary revenue. The college has had a 13% decline in expenditures from FY2009 to FY2018 through a reallocation of resources and judicious spending.

The college has sufficient resources to support its operations. The Board of Trustees and administration continue to strive to meet the physical and technological needs. Currently, facilities are in need of repair; however, the college has recognized this need and therefore has created an annual five-year rolling capital plan. Near future plans include a building project on the Auburn Hills campus designed to address the aging infrastructure, update spaces, and purchase equipment for the science and technology programs. This project will also include student meeting areas and active learning spaces to enhance the learning environment. When speaking with the Board of Trustees, administration, faculty, and staff, each recognized the need for facility improvements. The Board

members and administration have made a concerted effort to meet these needs, and the resources to implement the improvements appear to be in place.

A Budget and Financial Forecast for the future five years was established to maintain resources. An initiative team was created to analyze the development of people, processes, and technology. The college has also created department staffing plans which are submitted by each Vice Chancellor and evaluated by the Chancellor's Cabinet. This is part of the annual budgeting process. During discussion with faculty and staff, comments confirmed that they had an opportunity to identify budget requests. This was confirmed by the budget representatives who demonstrated the Questica software designed to capture the additional budget requests.

The college is continuously reviewing staffing and has developed a Position Request Review to determine if vacant staff positions should be filled. When speaking with faculty, they were very concerned that when a faculty member is hired, the hiring committee is comprised of one faculty member from the program discipline and this individual is not allowed to vote on the new employee. The faculty were also concerned that an algorithm was used to determine how many faculty are needed within each of the academic programs. One particular faculty member mentioned that this process indicated that three new faculty were necessary for his/her program which were not necessary.

As hiring continues in the future, there is a need to keep in mind diversity. Faculty recognized that many new administrators had been hired but these administrative positions were not diverse.

As discussions on human resources continued to unfold, the evaluation team discovered that the college's Human Resources does not conduct background checks on students who are placed at Internship sites. This may cause a problem for the college in the future if something should occur at the site which the college could be held liable.

A Technology Management Committee reviews the resources and tools to ensure purchases are made in an equitable manner. The college has doubled the bandwidth, established a replacement program for all computers, and moved from Unidata to SQL to increase accessibility by students. The college also decided to implement a cloud-based Learning Management System to provide easy upgrades every two months. An Information Technology Resources Administrative Policy has been established to ensure the proper use of technology. A Quarterly IT Projects Report provided to the Board of Trustees, helps to guide the college's future technology needs.

5.A.2

Over the past ten years, the college has consistently committed more funding for instructional needs than the other community colleges in the State. As part of the process of allocating funds, the college requires that all budget requests are linked to the Vital Few Objectives to reflect the importance of the planning process. Although, the budget process takes place annually, the college has developed a five-year forecast to ensure its sustainability. During the demonstration of Questica, the budgets for each area were identified in detail and addressed the next five years. The Vice Chancellor for Administrative Services and the Director of Budget and Financial Planning work with the college Chancellor to establish the budget prior to submittal to the Board of Trustees.

5.A.3.

The college's mission (reviewed in 2018) and accompanying documents are integral to the

development of the institution's organization, resources, and opportunities. The college's mission has always been a direct reflection of the Michigan Community College Act of 1966. The Vital Few Objectives play an integral role in student learning, persistence, completion and employment.

5.A.4.

Human Resources tracks all staff qualifications and credentials. Faculty qualifications are reviewed to ensure they meet the HLC requirements. See the discussion in 3.A.3 for more detail on faculty qualifications.

New full-time faculty members participate in a year-long orientation program while new adjunct faculty members participate in an orientation workshop. The new Faculty Academy meets regularly to discuss pedagogy, curricular design, assessment practices, classroom management, and emerging practices. All faculty must complete training if they want to teach online courses. When speaking with the online training person, the training process was thorough to ensure faculty members created an online course which had the appropriate components.

Other professional development activities are available for full-time faculty and academic staff which are approved through the Deans' Cabinet. Although faculty and staff were concerned about the current budget for professional development activities, administration has indicated that these funds will increase in the near future.

Federal and State-required compliance training is expected of all faculty and staff. Staff have professional development opportunities on campus, through conferences, tuition reimbursement and free OCC tuition for them and their families. One of the Vital Few Objectives initiative team is currently working on the effort of "Becoming an Employer of Choice" designed to formally review professional development activities.

5.A.5.

The college has a budget process in place, which includes a five-year forecast. The college administrators use Questica to view their budgets and create their budget for the upcoming years. During the Questica demonstration, the team observed how faculty and staff requests for new budget funds are reviewed by the various lead departments on campus such as the Information Technology Department to review software, the Facilities area to determine if there are additional needs for the equipment such as ventilation, and the electricians to ensure there is sufficient electrical access. Each of these reports are reviewed by the Dean before being forwarded to the Vice Chancellors. Once all of the information has been gathered for new budget requests, the Vice Chancellors and Deans meet to establish priorities in the budget for the following year. Oftentimes, the group will agree to spread the purchases over several years, such as new hospital beds for the Nursing program being purchased five beds per year over several years. Once the budget is approved by the Board of Trustees, this information is moved into Colleague where budgets cannot be changed but internal adjustments can be addressed.

Training is available for those who are responsible for their department's budget. Within this system, if any additional resource requests are made, they must be tied to one of the five Vital Few Objectives.

The Board of Trustees has the ultimate responsibility for the budget. Therefore, each year they select the auditor to audit the college's budget. The audit results have been unqualified.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met With Concerns

Evidence

5.B.1.

The Board of Trustees recently adopted the Carver Policy Governance Model which identifies Board Ends and Monitoring Reports to evaluate those ends. Board members agreed that this new model has provided them with a better understanding of their role in the college and have deferred to the Chancellor to address the day-to-day college activities. The documentation mentions the Ends, Means, and Monitoring Reports. To date, five of the seven monitoring reports have been presented to the Board of Trustees. The Vital Few Objectives also had a detailed outline of the areas to be addressed but when the targets were identified, the actual number was absent, for example, "Increase Academic Success - % of Credits Earned." When visiting the college, it became clear that the process for evaluating the ENDS were in its infant stages. As the college continues to progress with the Carver model and with the associated Vital Focus Objectives, these targets will begin to take shape.

There are three Board committees: 1. Policy; 2. Audit; and 3. CEO and Board Self-evaluations. During the discussion with the Board of Trustee members, the team discovered that this is the first time they have initiated the CEO and Board Self-evaluations. The Board was clear that they evaluate themselves as a whole, not individually, however, they were careful to point out that if one of the Board members does not follow their policies, they correct the issue. Additionally, the Board members noted that the Vice Chancellors have not been evaluated, so the Board has requested the Chancellor to establish these reviews. Several Vice Chancellors also mentioned that they had not been evaluated.

Policies are reviewed every five years. The Board also attends various meetings and workshops to enhance their understanding of their responsibilities and policies. Fiscal responsibility is also part and parcel of the Board which meets to discuss every aspect of the budget. The Academic Senate also updates the Board on various academic activities including suggestions for change.

5.B.2.

The committee structure at the college is quite comprehensive in nature. The Academic Senate includes faculty but also senior academic administration and a student representative. The Senate makes recommendations on all matters regarding the academic programs. The Academic Senate also has several standing committees including Academic Planning, Academic Standards Committee, Curriculum and Instruction Committee, Curriculum Review Committee, Student Outcomes Assessment Committee, and the Technology Management Committee.

The Administrative Leadership Team meets monthly with the Chancellor to discuss various topics such as the budget, enrollment, program planning and strategic plan updates. During discussions with faculty and staff, many mentioned that they have not received up-to-date information from administration. Faculty members were particularly concerned about not routinely receiving information on grade distribution which is available to managers on MyOCC. However, other detailed data is not available until a program is scheduled for a five-year curriculum review. With all curriculum reviews on a rotated schedule this information is not readily available annually to the faculty.

The perception of some employees is that they do not trust administration. Several examples were provided to accentuate this concern: 1) Hiring of Vice Chancellors were completed without a search. 2) Faculty agreed that they distrusted the administration but upon further questioning, they agreed that part of this was due to the previous administration. 3) Faculty members mentioned that they no longer have major input into the Board of Trustees meeting and are relegated to a few minutes to comment during the community comment section. 4) Some faculty members and staff expressed concern over a perceived lack of involvement in institutional governance. 5) Employee cuts were made due to the decline in enrollment. 6) Professional development funds were severely limited. 7) The faculty and staff do not have access to an organizational chart and have been told that this is confidential. 8) Faculty mentioned that they do not have access to data including enrollment, persistence, and completion by academic program.

The evaluation team had a difficult time interpreting the Assurance Argument prior to the visit because: 1) There have been major changes in the past five years with a faculty vote of no confidence on the chancellor in February 2014, and the Board replacing the chancellor with an interim chancellor in April of 2017. 2) Many of the links pointed to brief paragraphs without data. 3) The Presidents at each of the college campuses were removed from these positions and not replaced.

Administration recognizes the issues and is taking steps to address the college employees' overall distrust. They understand that they are not quite there yet and employees stated that change is beginning to take place. Although faculty and staff voiced their concern about trust and the need for better understanding by administration, all employees agreed that the college is a "great place to work", and expressed a view that "the new Chancellor will fix the college's problems." That sentiment was consistently expressed across all campuses and across all employee groups.

Students are involved with events on campus lead by the Associate Dean of Student Services. They are also involved with many student clubs. Assessment of these co-curricular activities is planned for the near future.

The Initiative Teams report quarterly on their activities but the Assurance argument did not provide any of these reports. Access was granted to the Intranet where some of these reports were found.

5.B.3.

Academic Advisory Boards consisting of local employers are key in providing feedback regarding the academic programs. Chambers of Commerce are on the college's radar to obtain a broader perspective from the area's employers.

Faculty are critically involved with academic program changes through their representation on the Academic Senate. Each campus has faculty members on this Senate. Division Days in the Fall and Spring include best classroom practices, public safety training, ADA accommodations, academic freedom, and freedom of speech in the classroom.

Staff have the option to use the employee suggestion box for suggestions but the Assurance Argument did not include any other options. Faculty and staff mentioned that this suggestion process is in the process of being implemented online. There was also an Employee Feedback Survey conducted in FY2018 with a response rate of 18%. The results were very positive with the top five ratings of: 1) my ability to live up to our organizational values; 2) OCC's adherence to government and industry laws and regulations; 3) cooperation and teamwork of the people I work with; 4) technical support provided for my equipment and technology; and 5) availability of reliable equipment and technology I need to do my job. There was only one below 2.80 on a five-point scale which was the willingness to remove obstacles that get in the way of achievement of institutional priorities.

Interim Monitoring (if applicable)

Due to the lack of trust that appears to be attributable to the prior leadership but still persists today, there is a need to monitor how the new administration builds trust with all employees. Although the new administration has demonstrated a positive beginning to rebuilding that trust, the process will take time. The team recommends that the college submit an embedded Monitoring Report at the time of the Four-Year Assurance Review. That report will be due 9/1/2022 and will provide objective evidence that the institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. This type of evidence may include (but not be limited to) longitudinal employee surveys that measure employee confidence in the institution, evidence of employee participation in achieving strategic plan objectives, evidence of data sharing with employees appropriate for their input to collaborative processes, and/or other data that demonstrate employee involvement.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

5.C.1.

The budgeting process begins with input from department managers with input from the Chancellor and Vice Chancellors based on the current strategic initiatives, planned changes and annual resource allocations. The Budget & Financial Forecast states that the additional budget requests for the following year must be aligned with at least one of the Vital Focus Objectives. Faculty and staff were very familiar with this process and understood the steps necessary for using the Questica software budgeting process. The college administration has set aside funds to assist the Initiative Teams in funding their projects. This Strategic Value Initiatives fund has \$500,000 to support these projects.

5.C.2.

The college has one-year change initiatives called "Work the Plan" which in some areas address student success. The Action Strategy Summary for FY2017 included 464 actions suggesting how the programs could be improved. Of the 242 actions that were suggested as a result of the FY2017 assessment analysis, there were benchmark changes, adjustments to the competency level, monitoring of assessment findings, and changing student-learning outcomes.

5.C.3.

The Educational Master Plan was developed for the FY2012 through FY2016 to identify key academic program improvement areas to address. Two of the fifteen recommendations were completed, one was suspended, one was put on hold, five were revised and three were added.

The strategic planning process was coordinated by a consulting group, Six Disciplines, Inc. The

college used a six-step framework which included: 1) Decide What's Important, 2) Set Goals that Lead, 3) Align Systems, 4) Work the Plan, 5) Innovate Purposefully, and 6) Step Back. With these in mind, the college solicited feedback from the Board of Trustees, student, faculty, staff, community, and business stakeholders. Faculty and staff confirmed that focused meetings took place on campus to discuss the strategic plan. Once the input was received, the college developed the Vital Few Objectives with one-year change initiatives. Although all of the Vital Few Objectives have initiatives, at this time the process is relatively new so all goals have not yet been identified. As a result of this planning process, Initiative Teams were developed. Results are tracked through the Six Disciplines: A Management System for Purpose Driven Leaders software. Faculty and staff had a clear understanding of the Vital Few Objectives and their role in the implementation of the initiatives; although in the meeting with the Executive Council, the Council did not appear fluent about the process, and apologized that the Six Disciplines, Inc. consultant was not present for the HLC visit. The college did not provide easy access to the Strategic Plan metrics on the college website. The evaluation team was provided a password to access more information on the college's intranet.

5.C.4.

The college has a detailed report based on the budgeting process and forecast. This document includes every component and process of implementing a budget from salaries and stipends to purchase of business cards and making copies. An enrollment trend analysis developed by the Institutional Effectiveness Office is used as part of the budgeting process. OCC has the lowest tuition in the State primarily due to local property taxes. As part of this budget analysis including a review of potential changes to State appropriations, the college continues to conduct SWOT analysis. The results are used to determine if changes are needed to the plan.

5.C.5.

The Institutional Effectiveness Office takes an active role in providing data needed to determine future changes for the college. They analyze both socio-economic and demographic trends which are further reviewed by the advisory team as to how the information will impact upon enrollment, tuition revenue, and staffing levels. Ultimately, this information is used within the strategic planning process. In discussion with the Institutional Effectiveness Office staff, it was clear that they provide the information requested, however, faculty members indicated they needed further information to analyze their courses. Upon discussion with the various Campus leads, none of them knew the enrollment numbers for their campus.

The Information Technology Roadmap – 2017-2020 identifies six guiding principles and five solution themes. The themes are designed to address technology for students and employees. Discussion with the Information Technology staff indicated that changes are continuing to drive the college. They have established a Technology Management Committee to address technology on campus. The Committee has been queried when necessary changes are necessary as with the recent three-day shutdown of Colleague. Members were asked what time of year would be the best time to implement this new change.

The college uses a legislative consulting firm to monitor state, federal, and accrediting agency regulatory activities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

5.D.1.

The Quarterly Finance Report provides updates on property taxes received, tuition and fees, and auxiliary activities. The strategic planning process is in its infant stages as a consequence the Strategic Plan Quarterly Report shows a dashboard with the majority of the targets yet to be determined. The college develops Monitoring Reports which address accreditation with regional accrediting bodies and academic program accreditations, college readiness, workforce training & continuing education, career and technical education, transfer education, diversity, and student services.

5.D.2

OCC uses the Strategic Plan's six steps to evaluate the college's performance. When an activity is evaluated and is deemed to not meet the college's expectations, a change initiative is identified to address this shortcoming. Because this process was in its initial stages, there was not very much detail in the Assurance Argument but as the evaluation team spoke with the faculty and staff, it was clear that they understood the process and their role in the process.

An external auditor conducts an audit each year at the college. The audits have been deemed "clean" and accurately present OCC's financial position.

Scheduling courses is a critical component at OCC. Institutional Effectiveness creates a report outlining the optimal schedule for program pathways. The Academic Deans review this information as well as fill rates, waits lists, program plans, and curriculum changes to determine the final schedule. Faculty were concerned that the new schedule does not involve their input and therefore there are concerns that are not being addressed. One of these areas that possibly needs to be addressed is how the course schedule aligns with the bus schedule.

Another possible problem with the scheduling as identified by faculty is that the application process is terminated before the beginning of the courses. Faculty indicated that this has a negative impact on students who wish to enroll in courses that start one month after the beginning of the first day of course offerings.

The actions identified within the Student Learning Assessment & Curriculum Review for FY2017 included 464 items. These items have encompassed areas such as eyewash stations, course adjustments, teaching styles, updated lighting, and additional faculty. All projects needing funding will be based on available budget dollars.

ARTIS is used as a software product for faculty to input their assessment activities. This system assists faculty in tracking their student learning results and opportunities for potential changes.

The Academic Division Planning process is a comprehensive review of each program which includes components such as students meeting requirements, degrees conferred, graduate survey results, number of program credits and if they are within range, and number of full-time faculty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

The college has recently reviewed its Strategic Planning process with the assistance of an outside agency. Faculty and staff were involved with the process and familiar with their role in implementing the initiatives designed to address the Vital Few Objectives.

The college has taken a major step forward in recognizing that they needed to address the improvement of their infrastructure. Plans are in place to renew and revitalize the areas in need.

The main concern of this evaluation team is the current employee lack of trust of administration. Although employees agree that the Chancellor has begun to address these concerns, they agree that there is some distance to go before trust and full engagement are restored. Due to this challenge, the evaluation team has recommended the college consider conducting some type of employee survey within the next six months to create a baseline for the administration to better understand employee concerns. Within two to three years the same survey should be administered to determine if changes have occurred. Other activities may include focus groups of faculty and staff to pinpoint specific issues and determine how they would address them. Although the evaluation team agreed that there are some employee concerns, the Chancellor has been in place for 18 months and needs some time to implement changes to address employee distrust. Due to the need for time, the evaluation team chose not to require a monitoring report but rather have the college report its progress in the Assurance Argument due in four years.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met With Concerns
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Interim Report(s) Required

Due Date

11/1/2022

Report Focus

The team recommends that the college submit an embedded Monitoring Report at the time of the Four-Year Assurance Review. That report will be due 9/1/2022 and will provide objective evidence that the institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. This type of evidence may include (but not be limited to) longitudinal employee surveys that measure employee confidence in the institution, evidence of employee participation in achieving strategic plan objectives, evidence of data sharing with employees appropriate for their input to collaborative processes, and/or other data that demonstrate employee involvement.

Conclusion

Oakland Community College (OCC) has demonstrated a commitment to fulfilling the Criteria for Accreditation and has excelled in several aspects such as assessment of student learning and alignment of budgeting with the institutional mission.

Due to the lack of trust that appears to be attributable to the prior leadership but still persists today, there is a need to monitor how the new administration builds trust with all employees. Although the new administration has demonstrated a positive beginning to rebuilding that trust, the process will take time. Although faculty and staff voiced their concern about trust and the need for better understanding by administration, all employees agreed that the college is a “great place to work”, and expressed a view that “the new Chancellor will fix the college’s problems.” That sentiment was consistently expressed across all campuses and across all employee groups.

As the college prepares the Assurance Argument for the upcoming 4-Year evaluation, it would be helpful to look back on some of the comments the team made in this report with respect to the quality of the current argument. Specifically, 1) ensure the links function and reference current material, 2) copies of static web pages are viewable, 3) the evidence provided supports the statements made, and 4) relevant information that has emerged since the current team visit is disclosed in the argument. Perhaps a review of the finished argument by a person who was not involved in the writing of the argument could test the links and generally opine on whether or not the evidence actually support the statements in the argument. As this will be an online review, there will not be an opportunity to discover evidence on-site.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

This worksheet is to be completed by a Federal Compliance reviewer or by the peer review team that conduct the on-site visit. If a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials in advance of the visit and refer any issues to the team for further exploration and confirmation. The team chair will confirm that the team has reviewed the Federal Compliance reviewer's findings, make any necessary adjustments to the worksheet following the on-site visit, and submit the worksheet as part of the team's final report.

The Federal Compliance reviewer or the team should review each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the [Federal Compliance Overview](#) for information about applicable HLC policies and explanations of each requirement.

Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the team report.

Submission Instructions

Federal Compliance reviewer: Email this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* in an editable format to the team chair. The team chair's email address is provided in the Assurance System.

Team chair: Send the draft of this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* to the HLC staff liaison for review and then to the institution for corrections of errors of fact. Submit the final worksheets to HLC at finalreports@hlcommission.org.

Institution under review: Oakland Community College

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

To be completed by the evaluation team chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Jim Simpson

I confirm that the evaluation team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
 - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
 - Note that 1 quarter hour = 0.67 semester hour.
 - Any exceptions to this requirement must be explained and justified.
 - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Oakland Community College (OCC) offers programs that comport with the minimum required hours and operate within acceptable practices of higher education

Additional monitoring, if any:

None

Institutional Records of Student Complaints (See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
 - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
 - Determine whether the institution has a process to review and resolve complaints in a timely manner.
 - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
 - Advise the institution of any improvements that might be appropriate.
 - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

None

Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
 - Review the institution’s transfer policies.
 - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
 - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
 - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
 - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Transfer information is also posted on the College's website. The Michigan Transfer Agreement (MTA) contains information about the transferability of courses within Michigan public colleges and universities. Students are guaranteed transfer of applicable credits and equitable treatment in the application of credits for admissions and degree requirements. Course transferability is not guaranteed for courses listed in MTA as "No Comparable Course." Additionally, courses with a "D" frequently do not transfer and institutional policies may vary. Information about the institutions with which OCC has articulation agreements is listed on the College's website.

Additional monitoring, if any:

NONE

Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
 - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The College has several ways that faculty can use to verify the identity of students in online courses. In addition to verifying course rosters, faculty members are encouraged to utilize available technology options to ensure students' identity. OCC requires a unique login and password for online students and appropriately discloses fees for online courses. The student handbook includes the College policies on academic honesty and the computer acceptable use policy to alert students to sanctions for inappropriate behaviors. The College does not offer correspondence courses. Further, OCC does not charge any fees to students related to identify verification practices.

Additional monitoring, if any:

NONE

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
 - The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
 - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.

- **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
 - **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
 - **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
 - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
 - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.

- If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

OCC completes the A-133 audit each year. OCC has not received any findings from the Department of Education concerning its financial ratios or financial audits. OCC is eligible and fully certified to participate in Title IV programs with no limitations, suspensions, or termination actions. No fines, letters of credit, or requirements for heightened monitoring have resulted from Department of Education Reviews. There is one disclosed material weakness associated with updates to students records at the National Student Clearinghouse. The College has implemented corrective actions.

The three-year cohort default rate reported 2015 is 20.9%, 20.9% for 2014, and 17.0%. PCC is working to better control defaults. At this point in time OCC rates are stable. Financial aid information is included in the College Catalog and on the website.

The Clery Act is followed with annual publication of the crime report in the Student Handbook and emailed students, faculty, and staff. This information is located on the College website at <https://oaklandcc.edu/publicsafety/annual-reports.aspx>.

There are resolved issues with U. S. Department of Education over Clery Act reporting during 2010.

The College's Catalog describes the policies for academic progress and a statement regarding attendance. These policies are available and accessible to students. In compliance with the Right to Know, a link to the College website <https://www.oaklandcc.edu/compliance/> provides consumer information. The Student Right to Know policies and practices were reviewed by the team in the Student Handbook and found to be adequate.

OCC has no consortia or contractual relationships.

Additional monitoring, if any:

NONE

Required Information for Students and the Public (See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The calendar or academic schedule is published on the website as are the various program requirements, admission procedures, and current tuition and fees <https://www.oaklandcc.edu/compliance/>. The College Catalog contains grading policies, admission policies, procedure for tuition refund (Student Consumer Information), academic appeals process and descriptions of general requirements and all academic degrees and certificate programs. The College’s website contains specific links for students and consumer information.

Additional monitoring, if any:

None

Advertising and Recruitment Materials and Other Public Information (See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
 - Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
 - Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
 - Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
 - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution’s website contains the appropriate link with accurate information to the Higher Learning Commission with the Mark of Affiliation. The College Catalog and website indicates affiliation with specialized accreditation agencies that is accurate and complete. Recruitment materials provide accurate information to prospective students regarding program requirements.

Additional monitoring, if any:

None

Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
 - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
 - Review the institution’s explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

None

Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
 - Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.

- Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Student outcome data can be found as noted a <https://www.oaklandcc.edu/compliance/studentoutcomes.aspx>. Graduation, retention rates and gainful employment information is also provided at this Web site location. The College does participate in the College Scorecard program.

Additional monitoring, if any:

NONE

Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
 - Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
 - Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

OCC is in good standing with its specialized accreditors at the time of this review.

Additional monitoring, if any:

NONE

Public Notification of Opportunity to Comment

(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

Note: If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the appropriate section of its report in the Assurance System.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

- Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

OCC provided opportunities for public comment to its constituencies through its website, emails to its board members, program advisory members, all students, and appropriate news outlets. No comments were provided for review by the federal compliance review panel.

Additional monitoring, if any:

NONE

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
- Review the list of direct assessment or competency-based programs offered by the institution.

- Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
 - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

OCC has no competency-based programs.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

OCC Federal Compliance Submission
 OCC Website
 OCC Course Descriptions
 College Catalog
 A-133 Audits
 Clery Information
 Credit Assignment
 Student Consumer Information
 Student Complaint Process and Log
 Marketing Materials
 Public Comment Notification
 Transfer and Articulation
 Curricula of Record

Syllabi
Specialized Accreditation



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: Oakland Community College

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses

A. Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

OCC follows a semester calendar with term lengths of 15 weeks primarily. A few non-standard terms/ courses are identified. The institution's calendar and terms lengths are within the range of good practice in higher education allowing for a rigorous and thorough education.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team’s review should be reflected in its responses below.

- 1. Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
- 2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).**
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public

institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

- [F CHE1510H150119WI.pdf](#)
- [F CNS1150A120019WI.pdf](#)
- [F CRJ1010H150419WI.pdf](#)
- [F COM12900150419WI.pdf](#)
- [F DHY1281H150419WI.pdf](#)
- [F EMS1400A150119WI.pdf](#)
- [F ENG1510R150219WI.pdf](#)
- [F MAT1730A150319WI.pdf](#)
- [F MTT2100A150219WI.pdf](#)
- [F phi1510a150319wi.pdf](#)

- [F PSY2510H150519WI.pdf](#)
- [F RSP2260S150219WI.pdf](#)
- [F SPA1510R151519WI.pdf](#)
- [F WEL1200A150519WI.pdf](#)
- [D CIS1200A151419WI.pdf](#)
- [D ENG15100821019WI.pdf](#)
- [D ENG27500150118FA.pdf](#)
- [D HIS1520A158819WI.pdf](#)
- [D LIB2100A150119WI.pdf](#)
- [D MAT1540R120119WI.pdf](#)
- [D PSY2510H150619WI.pdf](#)
- [F ACC18030153119WI.pdf](#)
- [F ANT1540R150119WI.pdf](#)
- [F ASC1070S122019WI.pdf](#)
- [F BUS2040H152119WI.pdf](#)
- [H CIS1050A151918FA.pdf](#)
- [H MAT1560O150319WI.pdf](#)
- [H PSY2510H150619WI.pdf](#)
- [D CRJ2220A120218FA.pdf](#)

Programs:

Accounting
 Business Administration
 Criminal Justice
 Culinary Arts
 Nursing

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments:

The institution's credit hour policy establishes a uniform College-wide practice expectation on the assignment of credit hours to the institution's courses.

- b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

OCC follows standard practices found in higher education for the establishment of credit hours awarded to each of classes, as well as define the number of minutes required for instructions, labs, and etc.

- c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

Yes No

Comments:

OCC offers selected alternative formats and they comport with credit assignment practices equivalent to traditional class instruction.

- d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

The institution's policy follows guidelines found throughout Michigan, the Higher Learning Commission (HLC), and the U.S. Department of Education (USDE).

2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

Sample course descriptions and syllabi reviewed are reflective of the institutions policy concerning the award of credit.

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

Learning outcomes in the samples reviewed were found to be appropriate to the courses and programs reviewed and consistent with the institution's policy on the award of credit.

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

Alternative course samples reviewed demonstrate course descriptions and syllabi appropriate and reflective of the institution's policy concerning the award of academic credit.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

Yes No

Comments:

Learning outcomes for the alternative length courses reviewed are in keeping with the institution's credit hour award policy, parallel to those of companion 15 week courses and demonstrate learning outcomes that can be achieved in the allotted time.

- e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

Review of sample courses and programs indicate that the institution's assignment of credit to courses and programs across the institution is reflective of its policy on the award of credit and is reasonable and appropriate.

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded "no" to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution's credit hour policies and practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes No

Identify the findings:

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution's credit-to-clock-hour formula match the federal formula?

Yes No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?

Yes No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution's clock hour policies and practices?

Yes No

Rationale:

Identify the type of HLC monitoring required and the due date:



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should email a copy of all Multi-campus Reviewer Forms to HLC at finalreports@hlcommission.org. The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Oakland Community College

Name and Address of Branch Campus: Auburn Hills Campus, 2900 Featherstone Rd., Auburn Hills, MI 48326-2845

Date and Duration of Visit: March 18 - 19, 2019

Reviewer: Jim Simpson

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Oakland Community College (OCC) is a comprehensive two-year institution offering a wide variety of courses, programs and student support services at five locations throughout the county. While each campus is permanent in nature and geographically separate, there is no “main” campus, nor do the campuses operate independently. Certain courses and programs are offered at all sites, while other curricular offerings are only available at a specific campus. Additionally, full-time faculty and a majority of support staff are assigned to a specific campus, yet other staff have college-wide responsibilities and may be housed on a campus or at the District Office. Although campus personnel are directly involved in budget planning and hiring, the campuses do not have their own budgetary and hiring authority. The Commission has determined that a Multi-Campus report is the best way to ensure quality and consistency among OCC’s campuses.

The Auburn Hills campus opened in September, 1965 and was one of the original two campuses of OCC. Auburn Hills is a former Army Nike missile site in Auburn Heights, MI. Auburn Hills is the largest and most technologically focused of OCC’s campuses. Two technology-based centers are located on the campus—the Advanced Technology Center and the Michigan Technical Education Center, offering apprenticeship programs in a variety of high-demand fields to provide local industry with skilled workers. The Combined Regional Emergency Services Training Center, a nationally recognized state-of-the-art training facility, provides a scenario-based learning environment for career preparation and continuing education in law enforcement, firefighting and emergency medical services as well as civilian emergency preparedness. Auburn Hills also offers English as a Second Language (ESL) courses. OCC reports that 11,380 students attend the Auburn Hills campus.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

The evidence indicates that the institution fulfills the expectations of the category.

- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Over the last couple of years, OCC has moved to a centralized process of planning and governance. The Executive Council and CFO stated that the previous model of presidents and full administrative staff at each campus was “prohibitively expensive”. A dean and associate dean of student services provide oversight at the campus, and the campus offers the full range of student services. Interviews with faculty and staff affirmed this model is working and the general sentiment was that this model had “eliminated some administrative bloat” as articulated by more than one individual.

OCC’s budgeting model appears to be extremely effective. This model provides 5-year rolling forecasts that align with the strategic plan by requiring budget requests to meet strategic objectives. Faculty and staff at Auburn Hills agreed that the budgeting process genuinely included employee input.

Decreasing enrollment is a challenge throughout the institution; however, OCC has positive strategies to target adults, increase workforce development offerings, and participate in the Commission’s Persistence and Completion Academy to combat enrollment declines.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

A tour of the facilities confirmed modern teaching classrooms, lab facilities, computer labs, faculty offices, adequate parking, ADA compliance, a library, a bookstore, and limited food services.

The team observed students using these facilities, and students expressed satisfaction with these services, as well as the public transportation available.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the

campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The process to review faculty credentials is centralized at the District Office. Human Resources (HR) has the initial responsibility to review faculty credentials, with secondary responsibility residing with the Academic Deans. The Vice-President of Academic Affairs has the ultimate responsibility as evidenced by plans in place to remedy two faculty members' qualifications and align them with college policy.

Staff qualifications are listed on the OCC employee portal and several are accredited by NASFAA. Staff members are appropriately qualified and receive support for needed certification; however, interviews with staff revealed a desire to receive more professional development. The college is developing a plan to provide improved professional development for staff.

The faculty and staff contracts provide processes for evaluating faculty and staff, and these groups acknowledged the appropriate evaluation is occurring. On the other hand, a few expressed a concern that evaluation of administrators was not occurring; however, the Board of Trustees said there are plans in place to implement this level of review.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

All of the colleges provide a full range of student services including enrollment services, counseling, financial aid, academic support, and disability services. During a tour of the Auburn Hills campus, the team witnessed these offices in operation, and interviews with students confirmed satisfaction with these services. In fact, some students expressed a high degree of confidence in the academic advising they were receiving. As part of the Guided Pathways initiative, the college is considering the need for even more counselors.

The technological infrastructure includes wireless access and desktop computers on all campuses. OCC has appropriate technology, IT support services, online faculty resources, faculty support for the D2L system, academic technology multimedia studio, and technology centers at all OCC locations. Additionally, scientific laboratories, physical education facilities, health science, culinary arts, and fine/performing arts facilities are available for students and faculty. Tours of these campus facilities and student interviews revealed they are modern, staffed appropriately, and used by students.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Oakland Community College (OCC) presents itself clearly to its students and the public. Tuition costs are clearly communicated on the OCC Website and through a variety of publications, flyers, and similar documents. Students confirmed they clearly understood OCC's program requirements, accreditation relationships, and tuition costs.

Faculty collaboratively develop program and course outcomes to ensure requisite levels of academic performance. The college's Curriculum Instruction Committee (CIC) assures that any changes or additions to curriculum are reviewed to ensure learning outcomes. Additionally, faculty and staff utilize the Assessment Results Tracking Information System (ARTIS) to track student performance on established benchmarks. Both the CIC and ARTIS work to ensure consistent quality programming at the college.

OCC has sufficient faculty and staff to implement the college's mission. The ratio of faculty to students is 1:17, and full-time faculty teach 58% of all courses. Staffing models are used by Institution Effectiveness (IE) to review credit hours taught by full-time versus part-time faculty.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The college has developed a six-stage process called the Curriculum Life Cycle Review, which guides the process for initial program development and general program life cycle, including possible discontinuation of programs. Program review occurs on a five-year cycle. The Program Review Process includes information on enrollment, job placement, wages, job outlook, and other factors. Meetings with the Curriculum Committee, faculty, and administrators at Auburn Hills confirmed these reviews contribute to the quality of education at OCC.

The college has developed a comprehensive system of assessment. The Assessment Results Tracking Information System (ARTIS) is used to review curricular programs. Measures include rubrics, completion rates, license pass rates, grades, and other formative and summative measures. Co-curricular measures have been developed for the orientation, counseling, and some academic support services, and more are being developed.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

OCC uses the Strategic Plan’s six steps to evaluate the college’s performance. When an activity is evaluated and is deemed to not meet the college’s expectations, a change initiative is identified to address this shortcoming.

The Academic Division Planning process is a comprehensive review of each program which includes components such as students meeting requirements, degrees conferred, graduate survey results, number of program credits and if they are within range, and number of full-time faculty.

Based on data from assessment, the college has identified the need to improve persistence and retention, so OCC is participating in the HLC Persistence Academy. Other examples of assessment leading to improvement include the Curriculum Life Cycle action steps to improve student learning. The college reports 464 action steps for academic year 2016-17. Examples of improvements tied to data

analysis include improvements in the graphic design program, information literacy, automotive technician and psychology.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should email a copy of all Multi-campus Reviewer Forms to HLC at finalreports@hlcommission.org. The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Oakland Community College

Name and Address of Branch Campus: Royal Oak Campus, 739 S. Washington Ave., Royal Oak, MI 48067-38988

Date and Duration of Visit: March 18 - 19, 2019

Reviewer: Jim Simpson

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Oakland Community College (OCC) is a comprehensive two-year institution offering a wide variety of courses, programs and student support services at five locations throughout the county. While each campus is permanent in nature and geographically separate, there is no “main” campus, nor do the campuses operate independently. Certain courses and programs are offered at all sites, while other curricular offerings are only available at a specific campus. Additionally, full-time faculty and a majority of support staff are assigned to a specific campus, yet other staff have college-wide responsibilities and may be housed on a campus or at the District Office. Although campus personnel are directly involved in budget planning and hiring, the campuses do not have their own budgetary and hiring authority. The Commission has determined that a Multi-Campus report is the best way to ensure quality and consistency among OCC’s campuses.

The Royal Oak campus was built in 1982 and has four buildings grouped around a full-service library, all under one roof with a two-story center mall. The campus is readily accessible from several public transportation routes. This OCC campus is home to programs in photography and an array of general studies programs, including English as a Second Language (ESL) courses. The campus is surrounded by a thriving environment of galleries, boutiques and unique restaurants. The Lila R. Jones-Johnson Theatre hosts musical, dance, and theatre performances jointly planned with the community. OCC reports that 8,307 students attend the Royal Oak campus.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Over the last couple of years, OCC has moved to a centralized process of planning and governance. The Executive Council and CFO stated that the previous model of presidents and full administrative staff at each campus was “prohibitively expensive”. A dean and associate dean of student services provide oversight at the campus, and the campus offers the full range of student services. Interviews with faculty and staff affirmed this model is working and the general sentiment was that this model had “eliminated some administrative bloat” as articulated by more than one individual.

OCC’s budgeting model appears to be extremely effective. This model provides 5-year rolling forecasts that align with the strategic plan by requiring budget requests to meet strategic objectives. Faculty and staff at Royal Oak generally agreed that the budgeting process included employee input; however, some expressed dissatisfaction with the allocation of resources for para-professionals and suggested administrative salaries were too high. On the other hand, when queried further, most said the new chancellor has not had sufficient time to address their concerns.

Decreasing enrollment is a challenge throughout the institution; however, OCC has positive strategies to target adults, increase workforce development offerings, and participate in the Commission’s Persistence and Completion Academy to combat enrollment declines.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

A tour of the facilities confirmed modern teaching classrooms, lab facilities, computer labs, faculty offices, adequate parking, ADA compliance, a library, a bookstore, and limited food services.

The team observed students using these facilities, and students expressed satisfaction with these services, as well as the public transportation available.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The process to review faculty credentials is centralized at the District Office. Human Resources (HR) has the initial responsibility to review faculty credentials, with secondary responsibility residing with the Academic Deans. The Vice-President of Academic Affairs has the ultimate responsibility as evidenced by plans in place to remedy two faculty members' qualifications and align them with college policy.

Staff qualifications are listed on the OCC employee portal and several are accredited by NASFAA. Staff members are appropriately qualified and receive support for needed certification; however, interviews with staff revealed a desire to receive more professional development. The college is developing a plan to provide improved professional development for staff.

The faculty and staff contracts provide processes for evaluating faculty and staff, and these groups acknowledged the appropriate evaluation is occurring. On the other hand, a few expressed a concern that evaluation of administrators was not occurring; however, the Board of Trustees said there are plans in place to implement this level of review.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

All of the colleges provide a full range of student services including enrollment services, counseling, financial aid, academic support, and disability services. During a tour of the Royal Oak campus, the team witnessed these offices in operation, and interviews with students confirmed satisfaction with these services. In fact, some students expressed a high degree of confidence in the academic advising they were receiving. As part of the Guided Pathways initiative, the college is considering the need for even more counselors.

The technological infrastructure includes wireless access and desktop computers on all campuses. OCC has appropriate technology, IT support services, online faculty resources, faculty support for the D2L

system, academic technology multimedia studio, and technology centers at all OCC locations. Additionally, scientific laboratories, physical education facilities, health science, culinary arts, and fine/performing arts facilities are available for students and faculty. Tours of these campus facilities and student interviews revealed they are modern, staffed appropriately, and used by students.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Oakland Community College (OCC) presents itself clearly to its students and the public. Tuition costs are clearly communicated on the OCC Website and through a variety of publications, flyers, and similar documents. Students confirmed they clearly understood OCC's program requirements, accreditation relationships, and tuition costs.

Faculty collaboratively develop program and course outcomes to ensure requisite levels of academic performance. The college's Curriculum Instruction Committee (CIC) assures that any changes or additions to curriculum are reviewed to ensure learning outcomes. Additionally, faculty and staff utilize the Assessment Results Tracking Information System (ARTIS) to track student performance on established benchmarks. Both the CIC and ARTIS work to ensure consistent quality programming at the college.

OCC has sufficient faculty and staff to implement the college's mission. The ratio of faculty to students is 1:17, and full-time faculty teach 58% of all courses. Staffing models are used by Institution Effectiveness (IE) to review credit hours taught by full-time versus part-time faculty.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The college has developed a six-stage process called the Curriculum Life Cycle Review, which guides the process for initial program development and general program life cycle, including possible discontinuation of programs. Program review occurs on a five-year cycle. The Program Review Process includes information on enrollment, job placement, wages, job outlook, and other factors. Meetings with the Curriculum Committee, faculty, and administrators at Royal Oak confirmed these reviews contribute to the quality of education at OCC.

The college has developed a comprehensive system of assessment. The Assessment Results Tracking Information System (ARTIS) is used to review curricular programs. Measures include rubrics, completion rates, license pass rates, grades, and other formative and summative measures. Co-curricular measures have been developed for the orientation, counseling, and some academic support services, and more are being developed.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

OCC uses the Strategic Plan’s six steps to evaluate the college’s performance. When an activity is evaluated and is deemed to not meet the college’s expectations, a change initiative is identified to address this shortcoming.

The Academic Division Planning process is a comprehensive review of each program which includes components such as students meeting requirements, degrees conferred, graduate survey results, number of program credits and if they are within range, and number of full-time faculty.

Based on data from assessment, the college has identified the need to improve persistence and retention, so OCC is participating in the HLC Persistence Academy. Other examples of assessment leading to improvement include the Curriculum Life Cycle action steps to improve student learning. The college reports 464 action steps for academic year 2016-17. Examples of improvements tied to data analysis include improvements in the graphic design program, information literacy, automotive technician and psychology.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should email a copy of all Multi-campus Reviewer Forms to HLC at finalreports@hlcommission.org. The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Oakland Community College

Name and Address of Branch Campus: Highland Lakes Campus, 7350 Cooley Lake Rd. Waterford, MI 48327-4187

Date and Duration of Visit: March 18 - 19, 2019

Reviewer: Jim Simpson

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Oakland Community College (OCC) is a comprehensive two-year institution offering a wide variety of courses, programs and student support services at five locations throughout the county. While each campus is permanent in nature and geographically separate, there is no “main” campus, nor do the campuses operate independently. Certain courses and programs are offered at all sites, while other curricular offerings are only available at a specific campus. Additionally, full-time faculty and a majority of support staff are assigned to a specific campus, yet other staff have college-wide responsibilities and may be housed on a campus or at the District Office. Although campus personnel are directly involved in budget planning and hiring, the campuses do not have their own budgetary and hiring authority. The Commission has determined that a Multi-Campus report is the best way to ensure quality and consistency among OCC’s campuses.

The Highland Lakes campus opened in September, 1965 and was one of the original two campuses of OCC. The campus offers all of OCC’s general education courses and many of the associate of art and associate of science programs. In addition, the campus houses OCC’s nursing, dental hygiene, medical assisting, and sign language programs. OCC reports that 6,640 students are served at the Highland Lakes campus.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Over the last couple of years, OCC has moved to a centralized process of planning and governance. The Executive Council and CFO stated that the previous model of presidents and full administrative staff at each campus was “prohibitively expensive”. A dean and associate dean of student services provide oversight at the campus, and the campus offers the full range of student services. Interviews with faculty and staff affirmed this model is working and the general sentiment was that this model had “eliminated some administrative bloat” as articulated by more than one individual.

OCC’s budgeting model appears to be extremely effective. This model provides 5-year rolling forecasts that align with the strategic plan by requiring budget requests to meet strategic objectives. Faculty and staff expressed a sentiment (with a couple of exceptions) that the budgeting process genuinely included employee input.

Decreasing enrollment is a challenge throughout the institution; however, OCC has positive strategies to target adults, increase workforce development offerings, and participate in the Commission’s Persistence and Completion Academy to combat enrollment declines.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

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Evidentiary Statements:

A tour of the facilities confirmed modern teaching classrooms, lab facilities, computer labs, faculty offices, adequate parking, ADA compliance, a library, a bookstore, and limited food services.

The team observed students using these facilities, and students expressed satisfaction with these services, as well as the public transportation available. A few staff members expressed a need for improved food services.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

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Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Oakland Community College, MI
TYPE OF REVIEW:	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	A multi-campus visit will occur in conjunction with the comprehensive evaluation to Royal Oak, 739 S. Washington, Royal Oak, MI 48067-3898; Highland Lakes, 7350 Cooley Lake Road, Waterford, MI 48327-4187; and Auburn Hills, 2900 Featherstone Road, Auburn Hills, MI 48326-2845. Visit to include a Federal Compliance reviewer: Dr. James Smith.
DATES OF REVIEW:	3/18/2019 - 3/19/2019
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No Change

Degrees Awarded: Associates

Recommended Change: No Change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2008 - 2009

Year of Next Reaffirmation of Accreditation: 2018 - 2019

Recommended Change: 2028-2029

Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

Recommended Change: No Change

Institutional Status and Requirements Worksheet

Additional Location:

Prior HLC approval required.

Recommended Change: No Change

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No Change

Accreditation Events

Accreditation Pathway

Open Pathway

Recommended Change: No Change

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: Embedded monitoring report (due 11/1/2022) in the institution’s Year 4 Assurance Report on 5B, the improvement of the institution’s governance and administrative structures to promote effective leadership and institutional collaboration.

Institutional Data

Educational Programs		Recommended Change: No Change
Undergraduate		
Certificate	42	_____
Associate Degrees	54	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations



Institutional Status and Requirements Worksheet

Branch Campuses

Auburn Hills, 2900 Featherstone Road, Auburn Hills, MI, 48326-2845

Highland Lakes, 7350 Cooley Lake Road, Waterford, MI, 48327-4187

Orchard Ridge, 27055 Orchard Lake Road, Farmington Hills, MI, 48334-4579

Royal Oak, 739 S. Washington, Royal Oak, MI, 48067-3898

Southfield, 22322 Rutland Drive, Southfield, MI, 48075-4793

Recommended Change: No Change

Additional Locations

None

Recommended Change: No Change

Correspondence Education

None

Recommended Change: No Change

Distance Delivery

43.0103 - Criminal Justice/Law Enforcement Administration, Associate, Associate in Applied Science degree in Criminal Justice - Generalist

Contractual Arrangements

None

Recommended Change: No Change

Consortial Arrangements

None

Recommended Change: No Change
