Oakland Community College Institutional Dashboard Report

OAKLAND COMMUNITY COLLEGE

November 2005

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Oakland Community College
2005 Institutional Dashboard Report

Introduction

Dashboard reports are a useful tool for organizations to track institutional performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term decision-making needs. As in an airplane, the dashboard consists of a wide variety of indicator lights to provide the "pilot" information about the overall performance of the highly complex machine.

In Oakland Community College's institutional dashboard, defined measures within the framework of the College's six Purposes and seven Strategic Goals are displayed with colors to portray areas of excellence (green), satisfactory operation (black) and areas of concern (red).

This second annual institutional dashboard report is:

- A system for college-wide learning about who and what we are.
- A process to promote strategic thinking.
- A tool for establishing long and short-term planning and budgeting priorities at the College, Campus and Departmental level.
- A means of establishing annual priorities and emphasizes for college-wide and campus based councils and committees.
- A base of information for annual Initiatives and Fast Track proposals.
- An information resource that can be incorporated into departmental as well as individual Goals and Objectives.
- A foundation for formulating future strategic goals.
- An early warning system which highlights what is most alarming.

While the 2004 report was a working prototype the 2005 report reflects a more refined document. During 2004-05 the institutional dashboard underwent a detailed review by Chancellor's Cabinet. A series of recommendations were made to modify various measures along with their associated benchmarks. Several new measures were added, while other measures were eliminated. As a result of these changes, one should draw comparative conclusions from the two reports with caution.

Executive Summary

College Purposes Major Findings

- In 2005, the overall composite score for the College's six Purposes totaled 9.60. This represents an increase from the prior year when the composite score totaled 8.79.

- Both the Community Service and Workforce Development/Non-Traditional Purposes exceeded their targets.

- Meanwhile, the General Education Purpose fell below its established trouble score.

Strategic Goals Major Findings

- The composite score on the seven Strategic Goals totaled 9.11, up from 8.48 in 2004.

- The Plan Future Directions goal exceeded its target.

- However, the Promote a Global Perspective goal fell below its established trouble score.

Specific Areas of Excellence

Following are specific measures within each Goal and Purpose which exceeded their established target score.

Transfer Education
- Percent of Liberal Arts and General Studies graduates who transfer within one year after receiving their OCC degree

Occupational and Technical Education
- Percent of graduates who frequently use the skills they learned at OCC in their employment
- Percent of non-returning students who frequently use the skills they learned at OCC in their employment

Community Service
- Percent of county residents satisfied with OCC in comparison to state-wide ratings

Developmental Education
- Developmental math students who successfully complete subsequent non-developmental math

Workforce Development/Non-Traditional
- Number of organizations served by Workforce Development Services
- Percent of non-traditional sections
- Workforce Development Service clients that are new
- Percent of non-traditional sections that are completed

General Education
- Percent of General Education distribution courses that are revised
- General Education attributes assessed through Outcomes Assessment
- Percent of General Education Distribution courses approved for attribute #6 (Independent & Collaborative Learning)
- Percent of General Education Distribution sections approved for attribute #2 (Creative & Critical Thinking)
- Percent of General Education Distribution sections approved for attribute #6 (Independent & Collaborative Learning)

Quality and Accessibility
- Time to degree completion (years)

Plan Future Direction
- Level of designated fund subsidy
- Actual credit hours as a percent of projections
- Actual revenue in comparison to projected revenue

Assess Institutional Effectiveness
- Workforce Development/Non-Traditional Purpose
- Community Service Purpose

Expand Partnerships and Collaborations
- Number of Workforce Development training partnerships
- Collaboration with other colleges, universities and K-12

Appreciate and Understand Diversity
- Percent of minority students
- Percent of minority FTIAC students
- ACT College Outcome factor score on the Diversity attribute
- Percent of female students
- Percent of non-citizen students

Promote a Global Perspective
- Percent of non-citizen students

Facilitate the Appropriate Use of Technology
- Increase in the number of hits on the OCC home page
- Increase in the number of hits on the OCC Library web site
- Number of e-commerce transactions
- Annual number of students who register through Touch*Tone

Specific Areas of Concern

Each of the following measures fell below their established trouble scores.

Transfer Education
- Percent of articulation agreements with top transfer institutions

Occupational and Technical Education
- Occupational awards conferred as a percent of state-wide total

Community Service
- Percent of county residents satisfied with OCC's fiscal responsibility

Developmental Education
- Course completion rate in developmental verses non-developmental courses

General Education
- Percent of courses that have approved general education attributes
- Percent of General Education Distribution courses approved for attribute #3 (Problem Solving)
- Percent of General Education Distribution courses approved for attribute #5 (Interpersonal Skills)
- Percent of General Education Distribution courses approved for attribute #7 (Scientifically & Technically Literate)
- Percent of General Education Distribution courses approved for attribute #9 (Social Responsibility)
- Percent of General Education Distribution courses approved for attribute #10 (Global Perspective)
- Percent of General Education Distribution sections approved for attribute #4 (Aesthetic Awareness)
- Percent of General Education Distribution sections approved for attribute #5 (Interpersonal Skills)
- Percent of General Education Distribution sections approved for attribute #7 (Scientifically & Technically Literate)
- Percent of General Education Distribution sections approved for attribute #9 (Social Responsibility)
- Percent of General Education Distribution sections approved for attribute #10 (Global Perspective)

Quality and Accessibility
- Course withdrawal rate
- Number of degrees conferred in comparison to the total number of degrees awarded among Michigan Community Colleges

Plan Future Direction
- Annual OCC Foundation revenue
- Personnel expenditures as a percent of total General Fund expenditures

Assess Institutional Effectiveness
- General Education Purpose
- Percent of CRC reviews that are completed
- Percent of programs with established program outcome assessment plans

Expand Partnerships and Collaborations
- OCC Foundation donations from organizations

Appreciate and Understand Diversity
- Percent of courses that have the diversity and commonality attribute
- Percent of female faculty
- Percent of minority faculty

Promote a Global Perspective
- ESL credit hours as a percent of total credit hours
- Percent of courses with the global perspective attribute
- Percent of foreign students

Facilitate the Appropriate Use of Technology
- Percent of sections taught fully on-line
- Percent of on-line sections filled to capacity
- Annual number of students who register through Web Advisor
- Annual number of students who register through Walk-In

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College Purposes
Overall Score   9.60

College Purposes	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Dashboard Score	Weighted Score
Transfer Education	28%	9.5	8.0	8.85	93.2%	9.32	2.61
Occupational and Technical Education	22%	9.5	8.0	8.98	94.6%	9.46	2.08
Workforce Development/Non-Traditional	17%	9.5	8.0	10.84	114.1%	11.41	1.94
General Education	13%	9.5	8.0	7.46	78.5%	7.85	1.02
Developmental Education	12%	9.5	8.0	9.12	96.0%	9.60	1.15
Community Service	8%	9.5	8.0	9.51	100.1%	10.01	0.80

College Strategic Goals
Overall Score   9.11

College Strategic Goals	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Dashboard Score	Weighted Score
Plan Future Directions (1)	24%	9.5	8.0	9.71	102.2%	10.22	2.45
Quality and Accessibility of Education (2)	16%	9.5	8.0	8.37	88.1%	8.81	1.41
Appreciate and Understand Diversity (4)	14%	9.5	8.0	9.46	99.6%	9.96	1.39
Assess Institutional Effectiveness (7)	14%	9.5	8.0	8.58	90.3%	9.03	1.26
Promote a Global Perspective (5)	12%	9.5	8.0	6.33	66.6%	6.66	0.80
Expand Partnerships and Collaboration (3)	10%	9.5	8.0	8.48	89.3%	8.93	0.89
Facilitate the Appropriate Use of Technology (6)	10%	9.5	8.0	8.51	89.6%	8.96	0.90

Green - Exceeds or Equal to Target,   Black – Within Benchmark Range,
Red – Less Than or Equal to Trouble Score

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Radar chart with axes (clockwise from top):
- Community Service — 9.51
- Developmental Education — 9.12
- General Education — 7.46
- Occ/Tech. Education — 8.98
- Transfer Education — 8.85
- Workforce Development/Non-Traditional — 10.84
- Quality and Accessibility of Education (2) — 8.37
- Plan Future Directions (1) — 9.71
- Assess Institutional Effectiveness (7) — 8.58
- Expand Partnerships and Collaboration (3) — 8.48
- Appreciate and Understand Diversity (4) — 9.46
- Promote a Global Perspective (5) — 6.33
- Facilitate the Appropriate Use of Technology (6) — 8.51

—■—Current Score —▲—Trouble Score (8.0) ——Target Score (9.5)

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Purpose: Transfer Education

Educational experiences enabling students to transfer to other institutions of higher education.

Overall Score   8.85

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Dashboard Score	Weighted Score
41	Percent of articulation agreements with top transfer institutions	21%	75.0	50.0	29.1	38.8%	3.88	0.81
53	Graduates satisfied with academic preparation for transfer	15%	3.60	3.20	3.43	95.3%	9.53	1.38
54	Non-returning students satisfied with academic preparation for transfer	12%	3.60	3.00	3.32	92.2%	9.22	1.07
55	Percent of FTIAC students who intended to transfer and who did within one year of leaving OCC	18%	25.0	15.0	17.6	70.4%	7.04	1.23
56	Graduates satisfied with transfer support services	11%	3.60	3.20	3.35	93.1%	9.31	1.04
57	Non-returning students satisfied with transfer support services	9%	3.60	3.00	3.21	89.2%	8.92	0.81
84	Percent of Liberal Arts and General Studies graduates who transfer within one year after receiving their OCC degree	15%	22.2	20.0	36.4	164.0%	16.40	2.51

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Purpose: Transfer Education

Measure	Percent of Target Achieved
Percent of articulation agreements with top transfer institutions	38.8%
Graduates satisfied with academic preparation for transfer	95.3%
Non-returning students satisfied with academic preparation for transfer	92.2%
Percent of FTIAC students who intended to transfer and who did within one year of leaving OCC	70.4%
Graduates satisfied with transfer support services	93.1%
Non-returning students satisfied with transfer support services	89.2%
Percent of Liberal Arts and General Studies graduates who transfer within one year after receiving their OCC degree	164.0%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% 110% 120% 130% 140% 150% 160% 170% 180%

Percent of Target Achieved

Green - Exceeds or Equal to Target,   Black – Within Benchmark Range,
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Purpose: Occupational and Technical Education
Occupational and technical learning opportunities to improve students' employability.

Overall Score   8.98

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Dashboard Score	Weighted Score
60	Graduate unemployment rate	13%	6.9	13.8	7.4	93.2%	9.32	1.17
61	Number of years to receive an Occupational/Technical degree	12%	6.00	7.00	6.04	99.3%	9.93	1.16
64	Percent of Associate Degree programs that have an experiential learning component	8%	90.0	50.0	64.2	71.3%	7.13	0.55
66	Percent of graduates who frequently use the skills they learned at OCC in their employment	16%	77.8	70.4	78.3	100.6%	10.06	1.63
67	Occupational awards conferred as a percent of state-wide total	13%	11.4	10.6	8.2	71.9%	7.19	0.90
68	Percent of non-returning students who frequently use the skills they learned at OCC in their employment	14%	57.3	46.9	62.6	109.2%	10.92	1.50
92	Percent of FTIAC students entering Occupational/Technical programs	17%	43.1	39.0	39.9	92.6%	9.26	1.61
121	Percent of Occupational/Technical programs that are revised	8%	20.0	5.0	11.3	56.5%	5.65	0.47

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Purpose: Occupational and Technical Education

Measure	Percent of Target Achieved
Graduate unemployment rate	93.2%
Number of years to receive an Occupational/Technical degree	99.3%
Percent of Associate Degree programs that have an experiential learning component	71.3%
Percent of graduates who frequently use the skills they learned at OCC in their employment	100.6%
Occupational awards conferred as a percent of state-wide total	71.9%
Percent of non-returning students who frequently use the skills they learned at OCC in their employment	109.2%
Percent of FTIAC students entering Occupational/Technical programs	92.6%
Percent of Occupational/Technical programs that are revised	56.5%

Green - Exceeds or Equal to Target,   Black – Within Benchmark Range,
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Purpose: Workforce Development/Non-Traditional

Workforce development training and learning opportunities to meet the needs of business and industry.

Overall Score   10.84

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Dashboard Score	Weighted Score
87	Number of organizations served by Workforce Development Services	32%	74	60	92	124.3%	12.43	3.94
98	Percent of non-traditional sections	20%	15	10	16	103.3%	10.33	2.07
147	Workforce Development Service clients that are new	21%	32	25	32	100.0%	10.00	2.08
148	Percent of non-traditional sections that are completed	28%	95.0	90.0	95.2	100.2%	10.02	2.76

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Purpose: Workforce Development/Non-Traditional

Measure	Percent of Target Achieved
Number of organizations served by Workforce Development Services	124.3%
Percent of non-traditional sections	103.3%
Workforce Development Service clients that are new	100.0%
Percent of non-traditional sections that are completed	100.2%

Percent of Target Achieved

Green - Exceeds or Equal to Target,   Black – Within Benchmark Range,
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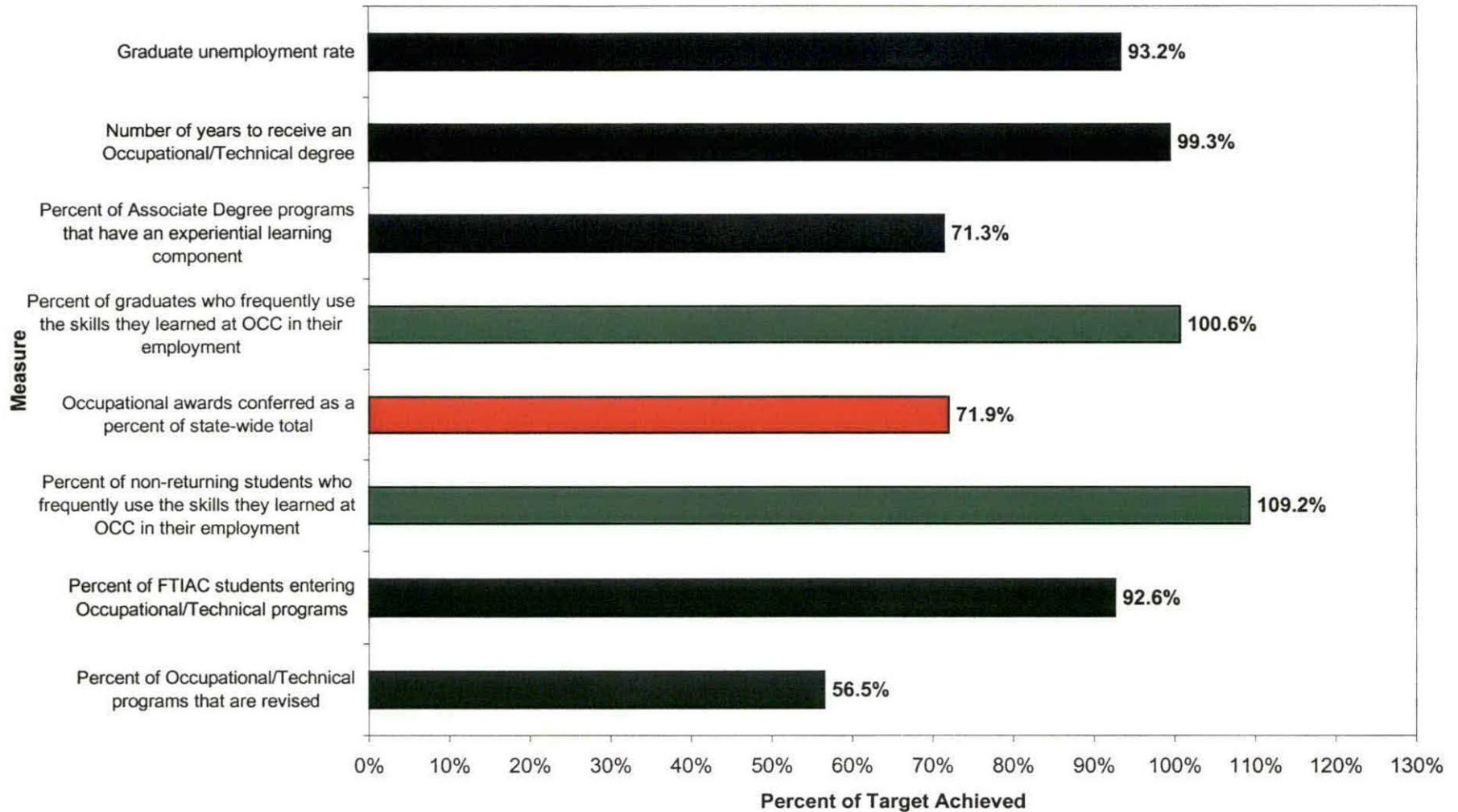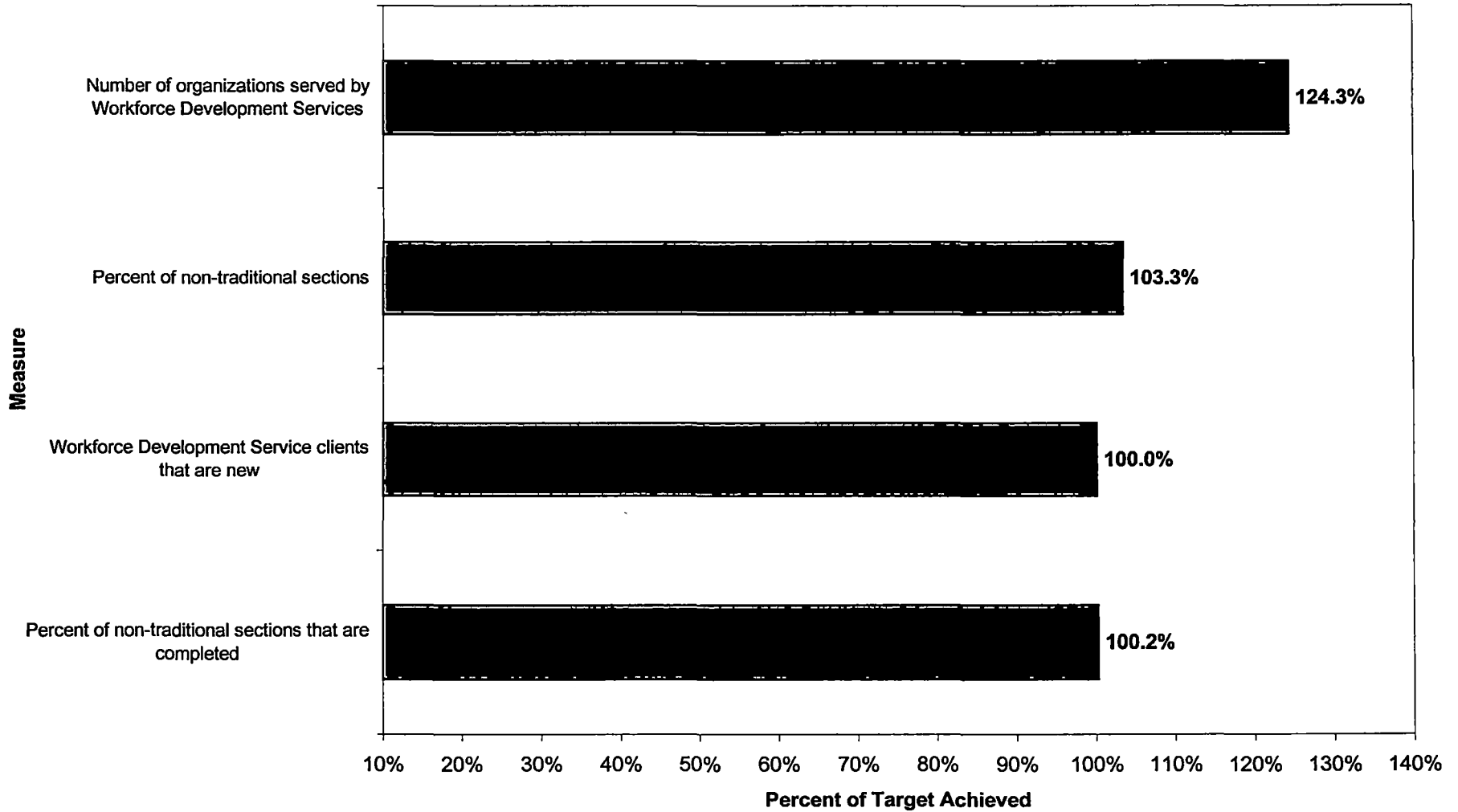## Institutional Dashboard Report
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Purpose: General Education
General Educational opportunities enabling students to learn independently and develop skills for personal and career success.
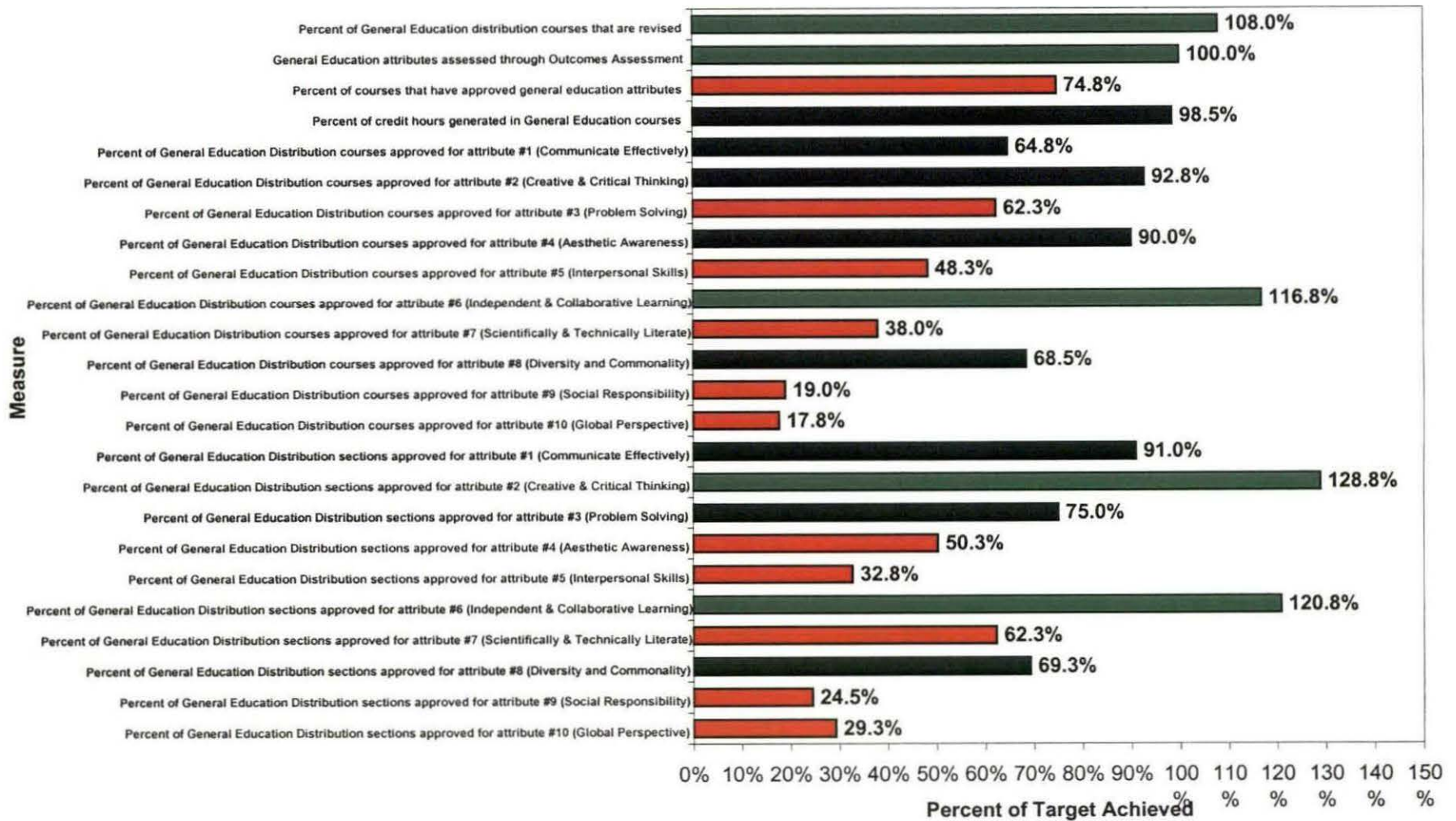
Overall Score 7.46

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Dashboard Score	Weighted Score
75	Percent of General Education distribution courses that are revised	6%	10.0	5.0	10.8	108.0%	10.80	0.69
78	General Education attributes assessed through Outcomes Assessment	10%	2	0	2	100.0%	10.00	1.04
101	Percent of courses that have approved general education attributes	10%	33.3	26.2	24.9	74.8%	7.48	0.76
120	Percent of credit hours generated in General Education courses	6%	61.2	50.4	60.3	98.5%	9.85	0.60
134	Percent of General Education Distribution courses approved for attribute #1 (Communicate Effectively)	3%	40.0	25.0	25.9	64.8%	6.48	0.21
135	Percent of General Education Distribution courses approved for attribute #2 (Creative & Critical Thinking)	3%	40.0	25.0	37.1	92.8%	9.28	0.30
136	Percent of General Education Distribution courses approved for attribute #3 (Problem Solving)	3%	40.0	25.0	24.9	62.3%	6.23	0.20
137	Percent of General Education Distribution courses approved for attribute #4 (Aesthetic Awareness)	3%	40.0	25.0	36.0	90.0%	9.00	0.29
138	Percent of General Education Distribution courses approved for attribute #5 (Interpersonal Skills)	3%	40.0	25.0	19.3	48.3%	4.83	0.15
139	Percent of General Education Distribution courses approved for attribute #6 (Independent & Collaborative Learning)	3%	40.0	25.0	46.7	116.8%	11.68	0.37
140	Percent of General Education Distribution courses approved for attribute #7 (Scientifically & Technically Literate)	3%	40.0	25.0	15.2	38.0%	3.80	0.12
141	Percent of General Education Distribution courses approved for attribute #8 (Diversity and Commonality)	3%	40.0	25.0	27.4	68.5%	6.85	0.22
142	Percent of General Education Distribution courses approved for attribute #9 (Social Responsibility)	3%	40.0	25.0	7.6	19.0%	1.90	0.06
143	Percent of General Education Distribution courses approved for attribute #10 (Global Perspective)	3%	40.0	25.0	7.1	17.8%	1.78	0.06
177	Percent of General Education Distribution sections approved for attribute #1 (Communicate Effectively)	4%	40.0	25.0	36.4	91.0%	9.10	0.32
178	Percent of General Education Distribution sections approved for attribute #2 (Creative & Critical Thinking)	4%	40.0	25.0	51.5	128.8%	12.88	0.45
179	Percent of General Education Distribution sections approved for attribute #3 (Problem Solving)	4%	40.0	25.0	30.0	75.0%	7.50	0.26
180	Percent of General Education Distribution sections approved for attribute #4 (Aesthetic Awareness)	4%	40.0	25.0	20.1	50.3%	5.03	0.18
181	Percent of General Education Distribution sections approved for attribute #5 (Interpersonal Skills)	4%	40.0	25.0	13.1	32.8%	3.28	0.11
182	Percent of General Education Distribution sections approved for attribute #6 (Independent & Collaborative Learning)	4%	40.0	25.0	48.3	120.8%	12.08	0.42
183	Percent of General Education Distribution sections approved for attribute #7 (Scientifically & Technically Literate)	4%	40.0	25.0	24.9	62.3%	6.23	0.22
184	Percent of General Education Distribution sections approved for attribute #8 (Diversity and Commonality)	4%	40.0	25.0	27.7	69.3%	6.93	0.24
185	Percent of General Education Distribution sections approved for attribute #9 (Social Responsibility)	4%	40.0	25.0	9.8	24.5%	2.45	0.09
186	Percent of General Education Distribution sections approved for attribute #10 (Global Perspective)	4%	40.0	25.0	11.7	29.3%	2.93	0.10

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Purpose: General Education

Measure	Percent of Target Achieved
Percent of General Education distribution courses that are revised	108.0%
General Education attributes assessed through Outcomes Assessment	100.0%
Percent of courses that have approved general education attributes	74.8%
Percent of credit hours generated in General Education courses	98.5%
Percent of General Education Distribution courses approved for attribute #1 (Communicate Effectively)	64.8%
Percent of General Education Distribution courses approved for attribute #2 (Creative & Critical Thinking)	92.8%
Percent of General Education Distribution courses approved for attribute #3 (Problem Solving)	62.3%
Percent of General Education Distribution courses approved for attribute #4 (Aesthetic Awareness)	90.0%
Percent of General Education Distribution courses approved for attribute #5 (Interpersonal Skills)	48.3%
Percent of General Education Distribution courses approved for attribute #6 (Independent & Collaborative Learning)	116.8%
Percent of General Education Distribution courses approved for attribute #7 (Scientifically & Technically Literate)	38.0%
Percent of General Education Distribution courses approved for attribute #8 (Diversity and Commonality)	68.5%
Percent of General Education Distribution courses approved for attribute #9 (Social Responsibility)	19.0%
Percent of General Education Distribution courses approved for attribute #10 (Global Perspective)	17.8%
Percent of General Education Distribution sections approved for attribute #1 (Communicate Effectively)	91.0%
Percent of General Education Distribution sections approved for attribute #2 (Creative & Critical Thinking)	128.8%
Percent of General Education Distribution sections approved for attribute #3 (Problem Solving)	75.0%
Percent of General Education Distribution sections approved for attribute #4 (Aesthetic Awareness)	50.3%
Percent of General Education Distribution sections approved for attribute #5 (Interpersonal Skills)	32.8%
Percent of General Education Distribution sections approved for attribute #6 (Independent & Collaborative Learning)	120.8%
Percent of General Education Distribution sections approved for attribute #7 (Scientifically & Technically Literate)	62.3%
Percent of General Education Distribution sections approved for attribute #8 (Diversity and Commonality)	69.3%
Percent of General Education Distribution sections approved for attribute #9 (Social Responsibility)	24.5%
Percent of General Education Distribution sections approved for attribute #10 (Global Perspective)	29.3%

Percent of Target Achieved — 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% 110% 120% 130% 140% 150%

Green - Exceeds or Equal to Target, Black – Within Benchmark Range,
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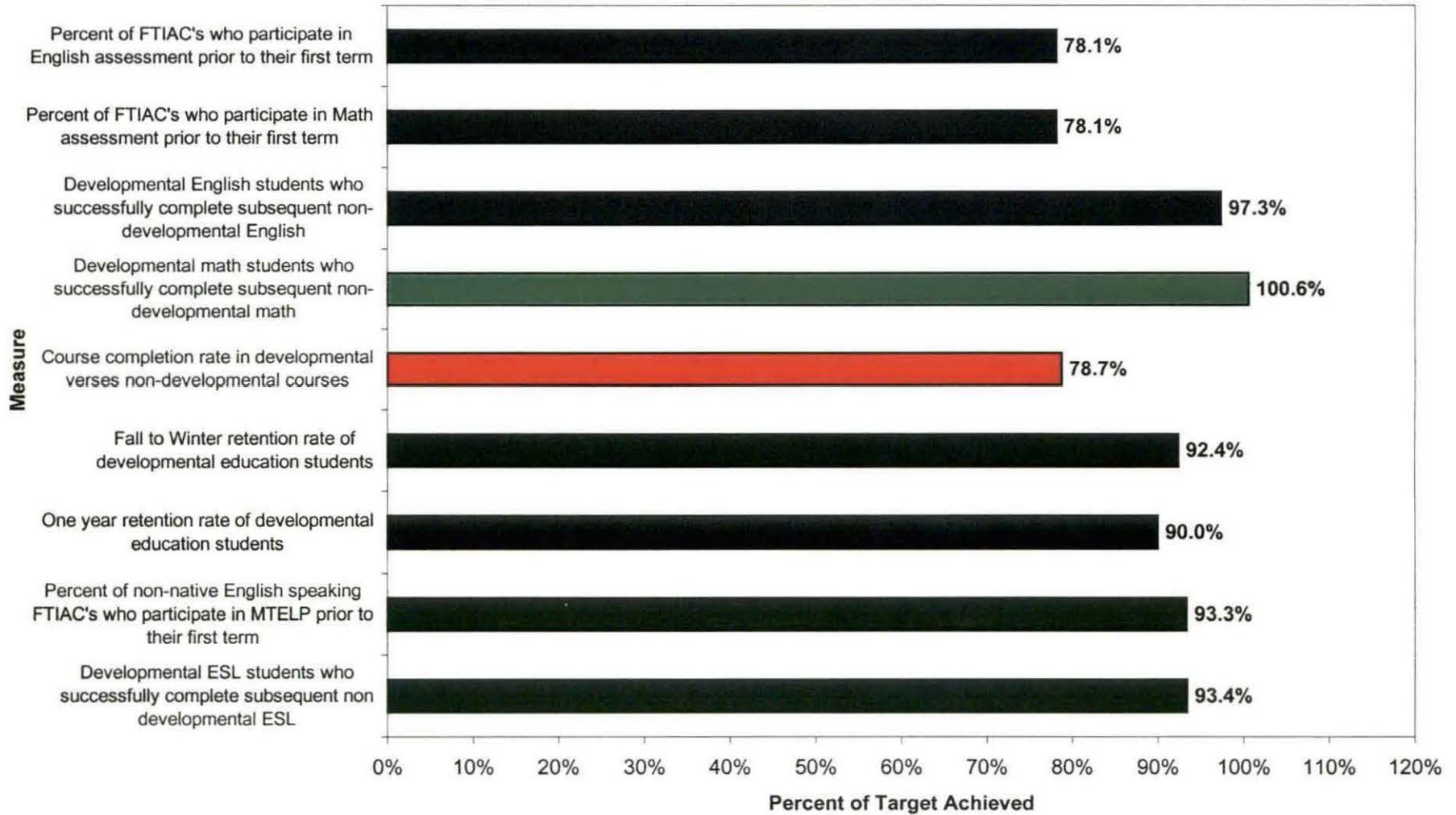## Purpose: Developmental Education
Opportunities in developmental education to prepare students for college-level studies.

Overall Score   9.12

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Dashboard Score	Weighted Score
70	Percent of FTIAC's who participate in English assessment prior to their first term	8%	80.0	57.1	62.5	78.1%	7.81	0.63
71	Percent of FTIAC's who participate in Math assessment prior to their first term	8%	80.0	59.5	62.5	78.1%	7.81	0.63
73	Developmental English students who successfully complete subsequent non-developmental English	18%	75.0	67.3	73.0	97.3%	9.73	1.75
74	Developmental math students who successfully complete subsequent non-developmental math	18%	54.0	48.6	54.3	100.6%	10.06	1.81
81	Course completion rate in developmental verses non-developmental courses	9%	66.8	60.1	52.6	78.7%	7.87	0.72
95	Fall to Winter retention rate of developmental education students	11%	80.0	66.7	73.9	92.4%	9.24	1.00
132	One year retention rate of developmental education students	10%	66.7	56.0	60.0	90.0%	9.00	0.85
192	Percent of non-native English speaking FTIAC's who participate in MTELP prior to their first term	6%	75.0	66.7	70.0	93.3%	9.33	0.59
193	Developmental ESL students who successfully complete subsequent non developmental ESL	12%	85.0	57.9	79.4	93.4%	9.34	1.14

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Purpose: Developmental Education

Measure	Percent of Target Achieved
Percent of FTIAC's who participate in English assessment prior to their first term	78.1%
Percent of FTIAC's who participate in Math assessment prior to their first term	78.1%
Developmental English students who successfully complete subsequent non-developmental English	97.3%
Developmental math students who successfully complete subsequent non-developmental math	100.6%
Course completion rate in developmental verses non-developmental courses	78.7%
Fall to Winter retention rate of developmental education students	92.4%
One year retention rate of developmental education students	90.0%
Percent of non-native English speaking FTIAC's who participate in MTELP prior to their first term	93.3%
Developmental ESL students who successfully complete subsequent non developmental ESL	93.4%

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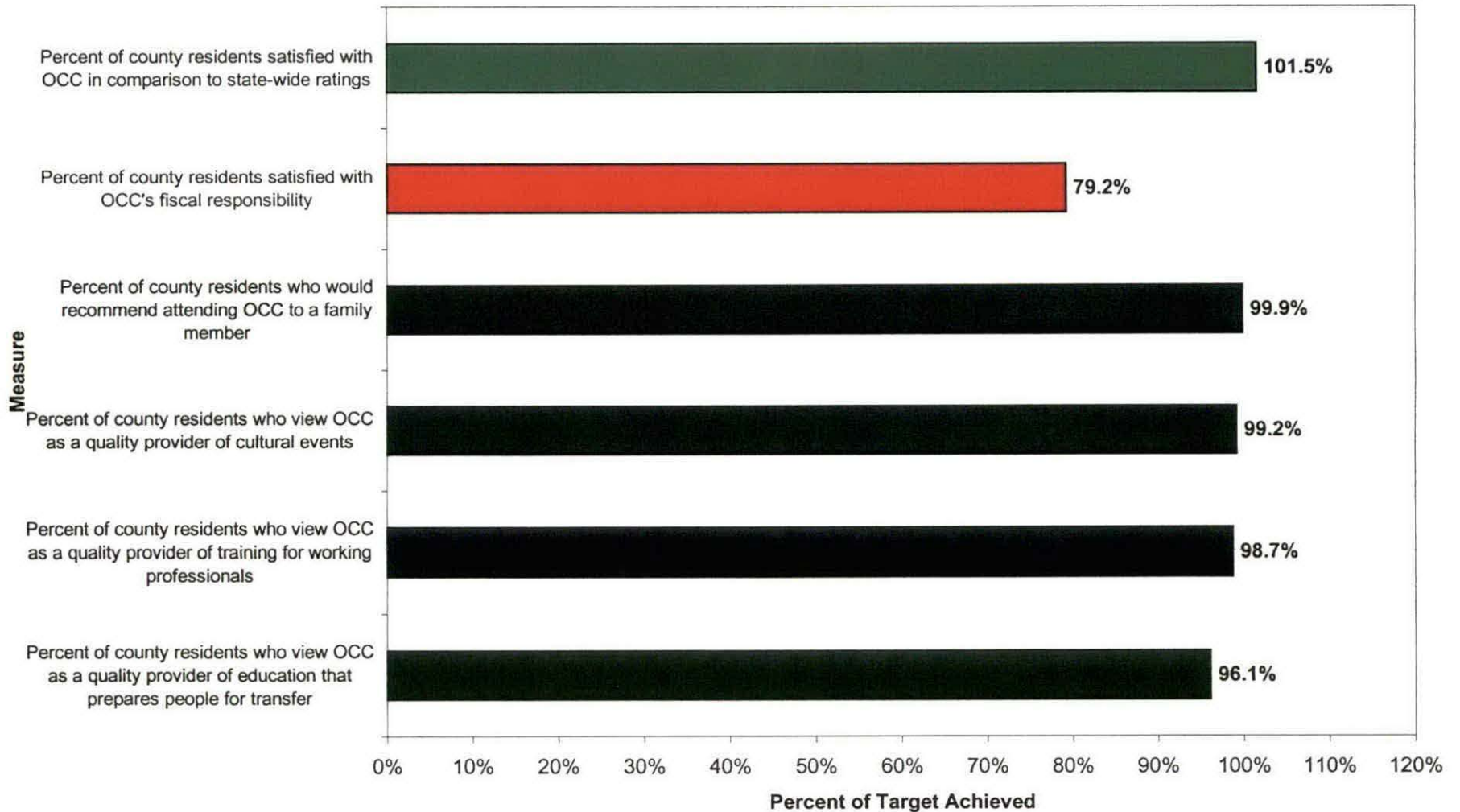## Purpose: Community Service
Community services, including cultural, social, and enrichment opportunities for lifelong learning.

Overall Score   9.51

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Dashboard Score	Weighted Score
69	Percent of county residents satisfied with OCC in comparison to state-wide ratings	14%	79.0	75.1	80.2	101.5%	10.15	1.44
104	Percent of county residents satisfied with OCC's fiscal responsibility	19%	65.0	55.0	51.5	79.2%	7.92	1.53
106	Percent of county residents who would recommend attending OCC to a family member	19%	82.5	80.0	82.4	99.9%	9.99	1.93
107	Percent of county residents who view OCC as a quality provider of cultural events	10%	47.5	40.0	47.1	99.2%	9.92	1.01
108	Percent of county residents who view OCC as a quality provider of training for working professionals	19%	75.9	68.7	74.9	98.7%	9.87	1.83
131	Percent of county residents who view OCC as a quality provider of education that prepares people for transfer	19%	89.0	79.4	85.5	96.1%	9.61	1.78

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Purpose: Community Service

Percent of county residents satisfied with OCC in comparison to state-wide ratings — **101.5%**

Percent of county residents satisfied with OCC's fiscal responsibility — **79.2%**

Percent of county residents who would recommend attending OCC to a family member — **99.9%**

Percent of county residents who view OCC as a quality provider of cultural events — **99.2%**

Percent of county residents who view OCC as a quality provider of training for working professionals — **98.7%**

Percent of county residents who view OCC as a quality provider of education that prepares people for transfer — **96.1%**

Measure (y-axis)

Percent of Target Achieved (x-axis): 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% 110% 120%

Green - Exceeds or Equal to Target,   Black – Within Benchmark Range,
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### Goal: Plan Future Directions (1)
OCC will engage in continuous systematic planning to guide our future directions in all areas of College operations.

Overall Score   9.71

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Dashboard Score	Weighted Score
10	Actual headcount as a percent of projections	15%	78,330	70,870	76,775	98.0%	9.80	1.47
13	Annual OCC Foundation revenue	7%	$375,682	$331,484	$204,923	54.5%	5.45	0.38
23	Level of designated fund subsidy	8%	$3,224,625	$3,869,550	$2,610,231	123.5%	12.35	0.99
27	Actual credit hours as a percent of projections	14%	440,360	431,640	453,849	103.1%	10.31	1.46
123	Personnel expenditures as a percent of total General Fund expenditures	18%	80.0	80.0	82.9	96.5%	9.65	1.77
124	Actual revenue in comparison to projected revenue	21%	$130,274,850	$127,695,150	$132,808,034	101.9%	10.19	2.12
149	Average number of students per section	17%	23.0	17.5	20.9	90.9%	9.09	1.52

Green - Exceeds or Equal to Target,   Black – Within Benchmark Range,
Red – Less Than or Equal to Trouble Score

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Goal: Plan Future Directions (1)
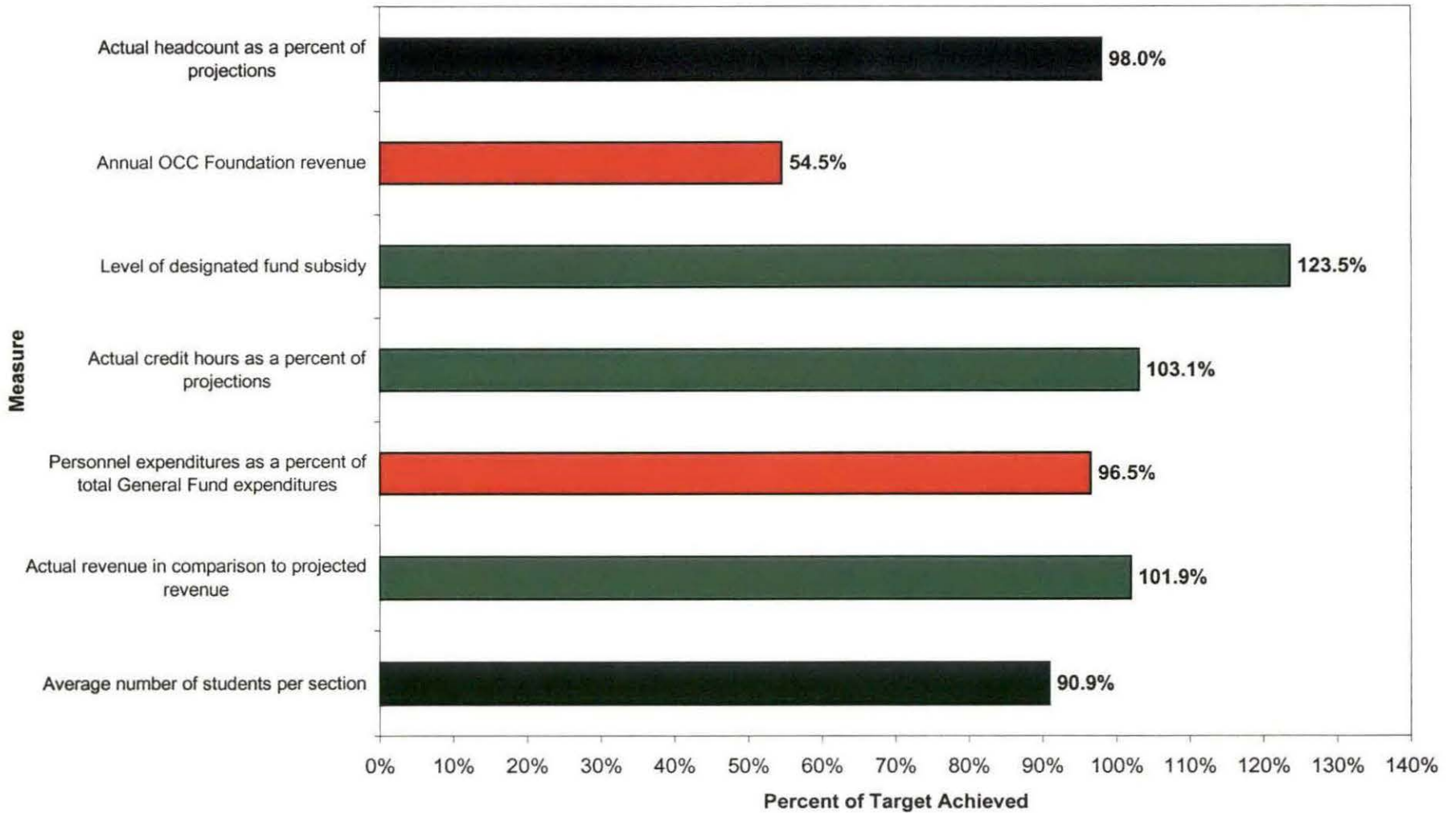
Source: OCC, Office of Assessment and Effectiveness,
Office of Institutional Research
(Updated On: 11/29/2005)

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Goal: Quality and Accessibility of Education (2)

OCC will provide quality education for students by means of traditional and nontraditional approaches. To meet a diverse student population's needs, OCC will expand its educational opportunities and services to be continuously available without compromising quality and integrity.
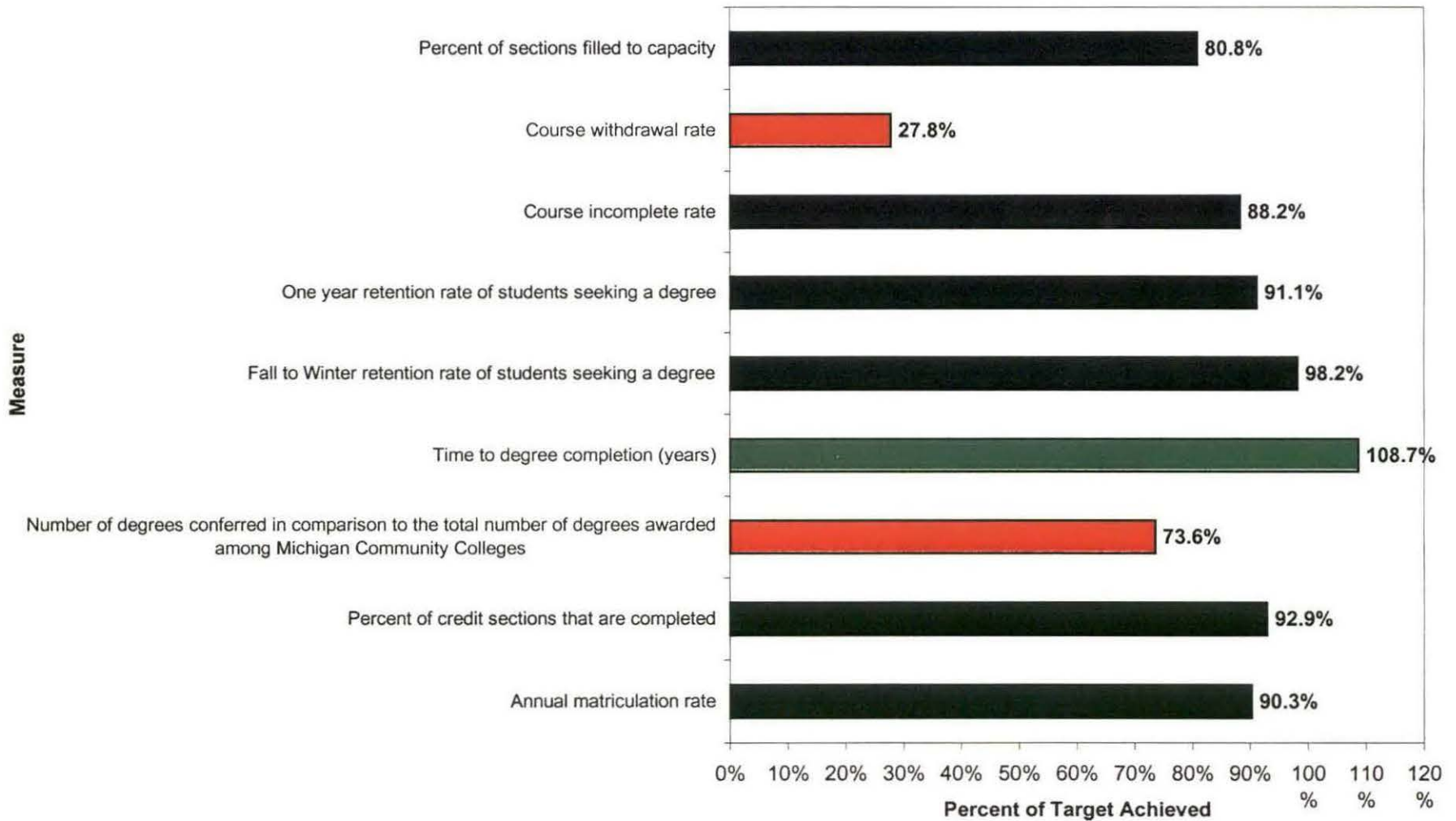
Overall Score   8.37

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Dashboard Score	Weighted Score
4	Percent of sections filled to capacity	12%	66.7	50.0	53.9	80.8%	8.08	0.98
5	Course withdrawal rate	11%	5.0	15.0	18.0	27.8%	2.78	0.30
6	Course incomplete rate	8%	1.5	3.0	1.7	88.2%	8.82	0.71
11	One year retention rate of students seeking a degree	11%	62.0	50.8	56.5	91.1%	9.11	0.99
12	Fall to Winter retention rate of students seeking a degree	13%	77.4	70.0	76.0	98.2%	9.82	1.26
14	Time to degree completion (years)	13%	6.15	6.79	5.66	108.7%	10.87	1.45
16	Number of degrees conferred in comparison to the total number of degrees awarded among Michigan Community Colleges	15%	12.1	9.8	8.9	73.6%	7.36	1.07
22	Percent of credit sections that are completed	11%	95.0	80.0	88.3	92.9%	9.29	0.98
86	Annual matriculation rate	7%	66.7	56.3	60.2	90.3%	9.03	0.64

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Goal: Quality and Accessibility of Education (2)

Measure	Percent of Target Achieved
Percent of sections filled to capacity	80.8%
Course withdrawal rate	27.8%
Course incomplete rate	88.2%
One year retention rate of students seeking a degree	91.1%
Fall to Winter retention rate of students seeking a degree	98.2%
Time to degree completion (years)	108.7%
Number of degrees conferred in comparison to the total number of degrees awarded among Michigan Community Colleges	73.6%
Percent of credit sections that are completed	92.9%
Annual matriculation rate	90.3%

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Goal: Expand Partnerships and Collaboration (3)

Chart — horizontal bar chart, Y-axis labeled "Measure", X-axis labeled "Percent of Target Achieved" (0% to 120%):

- Students placed in an external experiential learning opportunity: 87.3%
- Number of Workforce Development training partnerships: 102.8%
- Collaboration with other colleges, universities and K-12: 100.0%
- OCC Foundation donations from organizations: 38.4%

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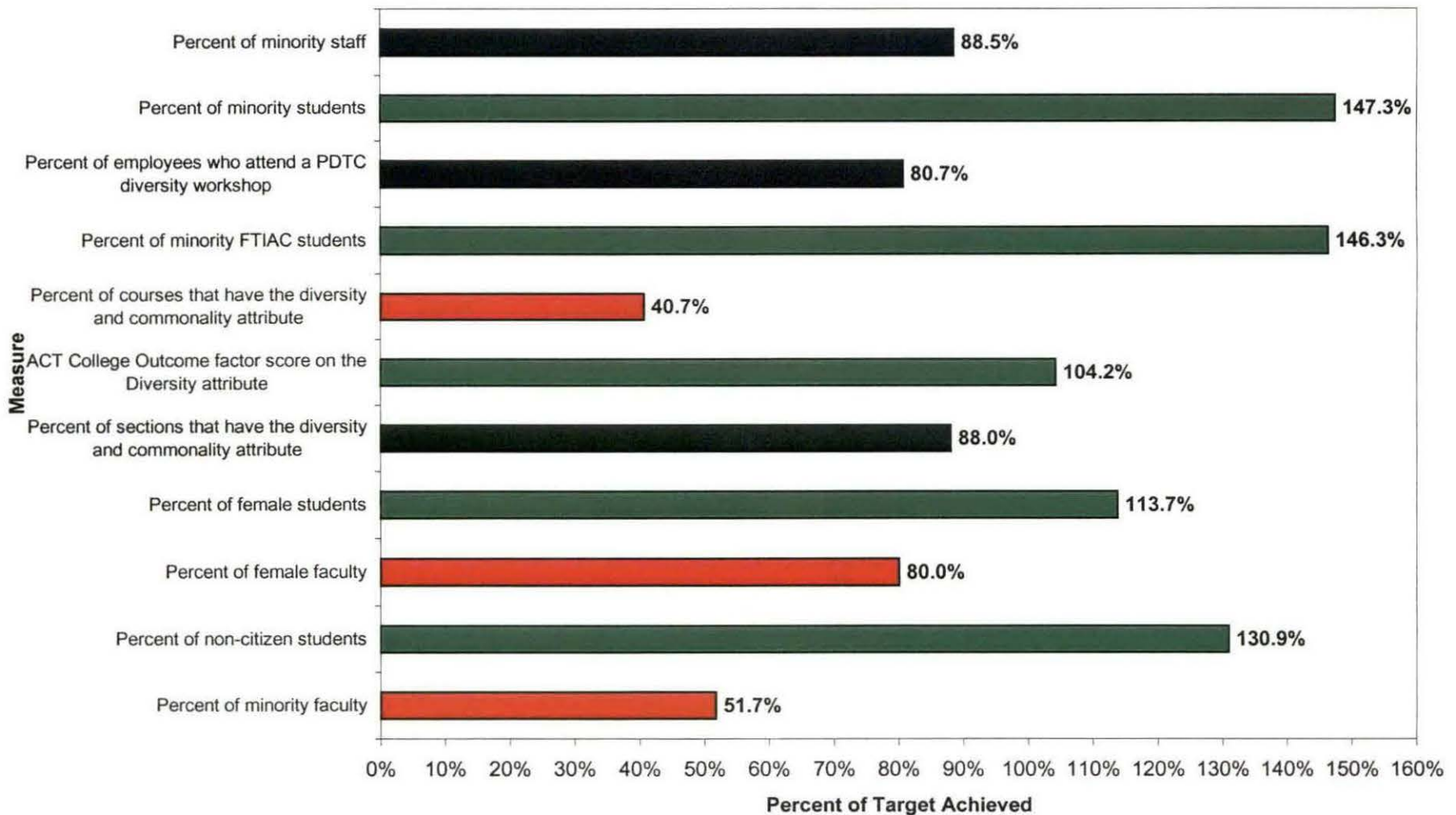
Goal: Appreciate and Understand Diversity (4)
OCC will foster inclusiveness through its educational programs and services, its employment practices, its cultural and artistic events, and its partnerships.

Overall Score   9.46

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Dashboard Score	Weighted Score
44	Percent of minority staff	11%	17.4	14.8	15.4	88.5%	8.85	0.98
46	Percent of minority students	11%	18.8	16.9	27.7	147.3%	14.73	1.58
49	Percent of employees who attend a PDTC diversity workshop	5%	75.0	50.0	60.5	80.7%	8.07	0.40
102	Percent of minority FTIAC students	8%	18.8	16.9	27.5	146.3%	14.63	1.23
127	Percent of courses that have the diversity and commonality attribute	10%	15.0	10.0	6.1	40.7%	4.07	0.39
170	ACT College Outcome factor score on the Diversity attribute	6%	3.57	3.39	3.72	104.2%	10.42	0.64
175	Percent of sections that have the diversity and commonality attribute	10%	15.0	10.0	13.2	88.0%	8.80	0.87
200	Percent of female students	8%	51.0	43.4	58.0	113.7%	11.37	0.96
201	Percent of female faculty	12%	58.1	49.4	46.5	80.0%	8.00	0.99
202	Percent of non-citizen students	6%	6.8	6.1	8.9	130.9%	13.09	0.79
216	Percent of minority faculty	12%	17.4	14.8	9.0	51.7%	5.17	0.64

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Goal: Appreciate and Understand Diversity (4)

Percent of minority staff — 88.5%

Percent of minority students — 147.3%

Percent of employees who attend a PDTC diversity workshop — 80.7%

Percent of minority FTIAC students — 146.3%

Percent of courses that have the diversity and commonality attribute — 40.7%

ACT College Outcome factor score on the Diversity attribute — 104.2%

Percent of sections that have the diversity and commonality attribute — 88.0%

Percent of female students — 113.7%

Percent of female faculty — 80.0%

Percent of non-citizen students — 130.9%

Percent of minority faculty — 51.7%

Percent of Target Achieved

(x-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% 110% 120% 130% 140% 150% 160%)

(y-axis label: Measure)

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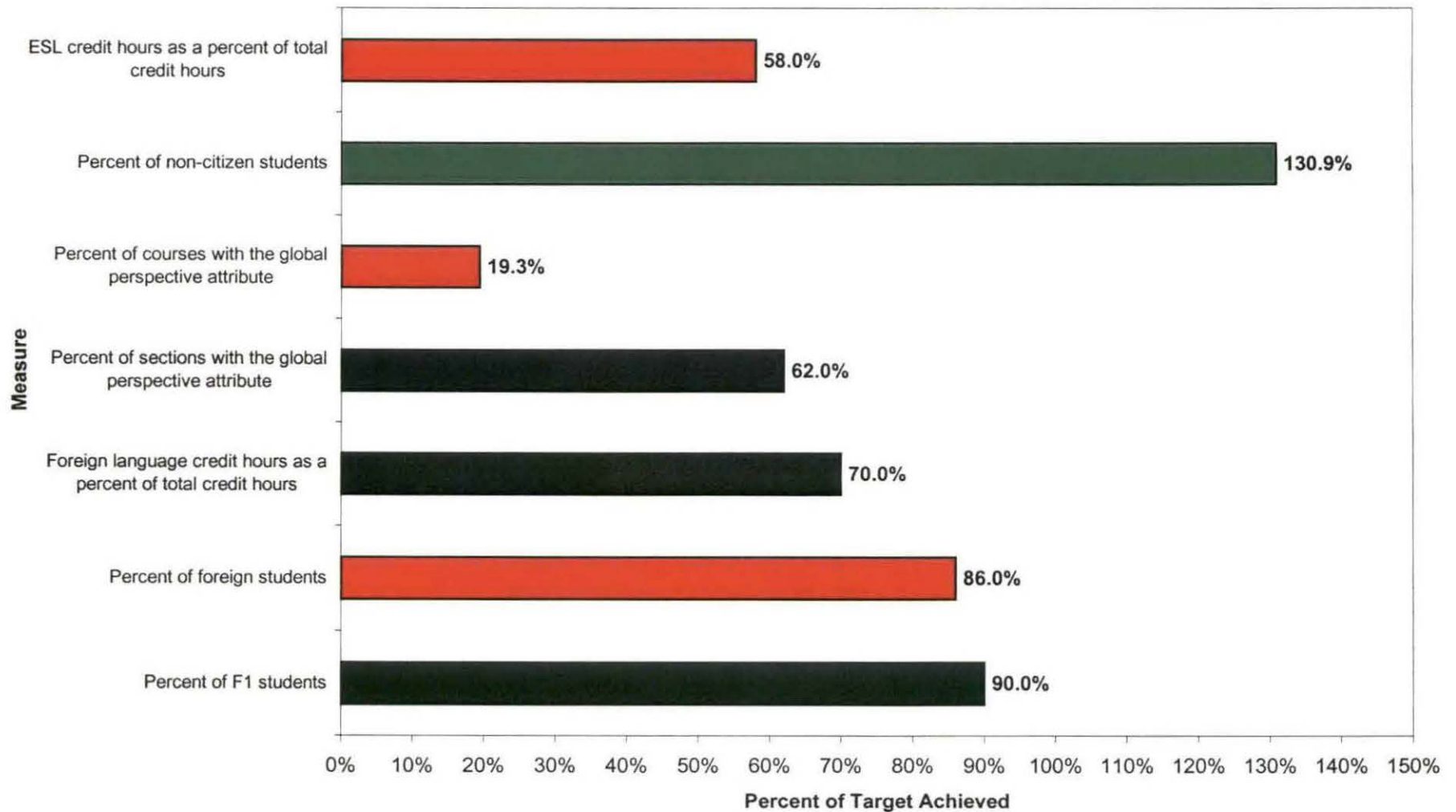### Goal: Promote a Global Perspective (5)
To ensure that students understand global dynamics, OCC will provide relevant educational experiences that address the relationships of people, cultures, and nations in an interconnected world.

Overall Score   6.33

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Dashboard Score	Weighted Score
99	ESL credit hours as a percent of total credit hours	9%	5.0	3.0	2.9	58.0%	5.80	0.55
125	Percent of non-citizen students	9%	6.8	6.1	8.9	130.9%	13.09	1.23
144	Percent of courses with the global perspective attribute	25%	15.0	10.0	2.9	19.3%	1.93	0.49
176	Percent of sections with the global perspective attribute	25%	10.0	5.0	6.2	62.0%	6.20	1.57
187	Foreign language credit hours as a percent of total credit hours	11%	5.0	2.5	3.5	70.0%	7.00	0.74
204	Percent of foreign students	10%	10.0	9.0	8.6	86.0%	8.60	0.85
205	Percent of F1 students	10%	3.0	2.0	2.7	90.0%	9.00	0.89

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Goal: Promote a Global Perspective (5)

ESL credit hours as a percent of total credit hours: 58.0%

Percent of non-citizen students: 130.9%

Percent of courses with the global perspective attribute: 19.3%

Percent of sections with the global perspective attribute: 62.0%

Foreign language credit hours as a percent of total credit hours: 70.0%

Percent of foreign students: 86.0%

Percent of F1 students: 90.0%

Measure (y-axis)

Percent of Target Achieved (x-axis): 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% 110% 120% 130% 140% 150%

Green - Exceeds or Equal to Target,   Black – Within Benchmark Range,
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Goal: Facilitate the Appropriate Use of Technology (6)
*OCC will employ technology responsibly and appropriately in order to promote learning, enhance teaching, and support the College mission.*

Overall Score   8.51

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Dashboard Score	Weighted Score
20	Percent of sections taught fully on-line	14%	10.0	5.0	1.7	17.0%	1.70	0.23
51	Percent of employees who attend a PDTC technology workshop	5%	75.0	50.0	59.3	79.1%	7.91	0.41
113	Percent of on-line sections that are offered through the MCCVLC	5%	33.3	20.0	30.6	91.9%	9.19	0.46
114	Increase in the number of hits on the OCC home page	7%	1,700,000	1,500,000	1,993,405	117.3%	11.73	0.86
116	Increase in the number of Web Advisor users	12%	700,000	500,000	518,728	74.1%	7.41	0.87
117	Increase in the number of hits on the OCC Library web site	8%	230,000	200,000	402,136	174.8%	17.48	1.47
172	Percent of augmented sections	8%	15.0	10.0	11.7	78.0%	7.80	0.59
173	Percent of on-line sections filled to capacity	9%	85.0	75.0	38.0	44.7%	4.47	0.38
174	Number of e-commerce transactions	11%	15,000	9,000	19,946	133.0%	13.30	1.42
188	Annual number of students who register through Web Advisor	10%	60.0	50.0	31.7	52.8%	5.28	0.54
189	Annual number of students who register through Touch*Tone	7%	20.0	25.0	12.2	163.9%	16.39	1.11
190	Annual number of students who register through Walk-In	5%	20.0	25.0	56.1	35.7%	3.57	0.17

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Goal: Facilitate the Appropriate Use of Technology (6)

Measure	Percent of Target Achieved
Percent of sections taught fully on-line	17.0%
Percent of employees who attend a PDTC technology workshop	79.1%
Percent of on-line sections that are offered through the MCCVLC	91.9%
Increase in the number of hits on the OCC home page	117.3%
Increase in the number of Web Advisor users	74.1%
Increase in the number of hits on the OCC Library web site	174.8%
Percent of augmented sections	78.0%
Percent of on-line sections filled to capacity	44.7%
Number of e-commerce transactions	133.0%
Annual number of students who register through Web Advisor	52.8%
Annual number of students who register through Touch*Tone	163.9%
Annual number of students who register through Walk-In	35.7%
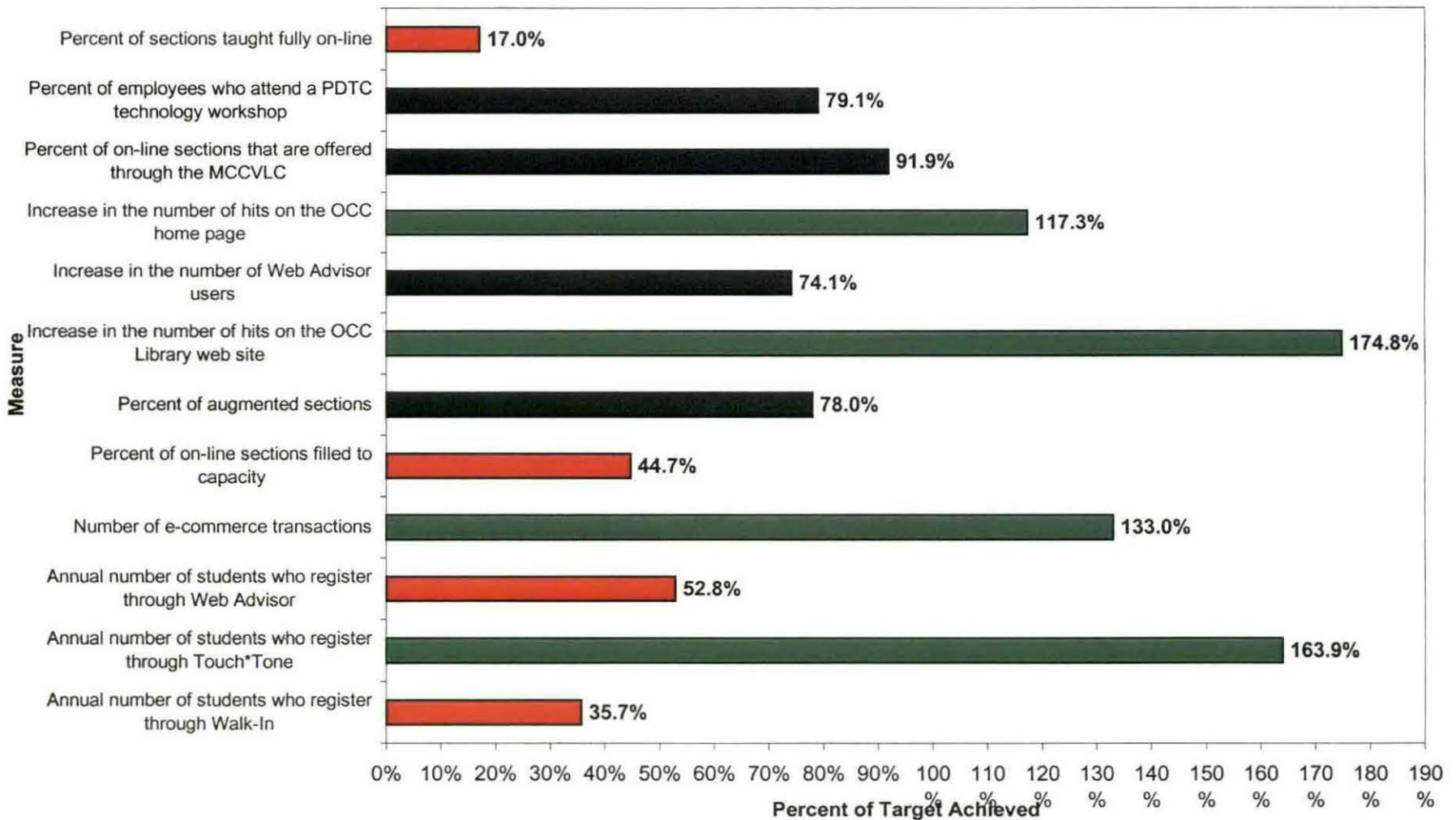
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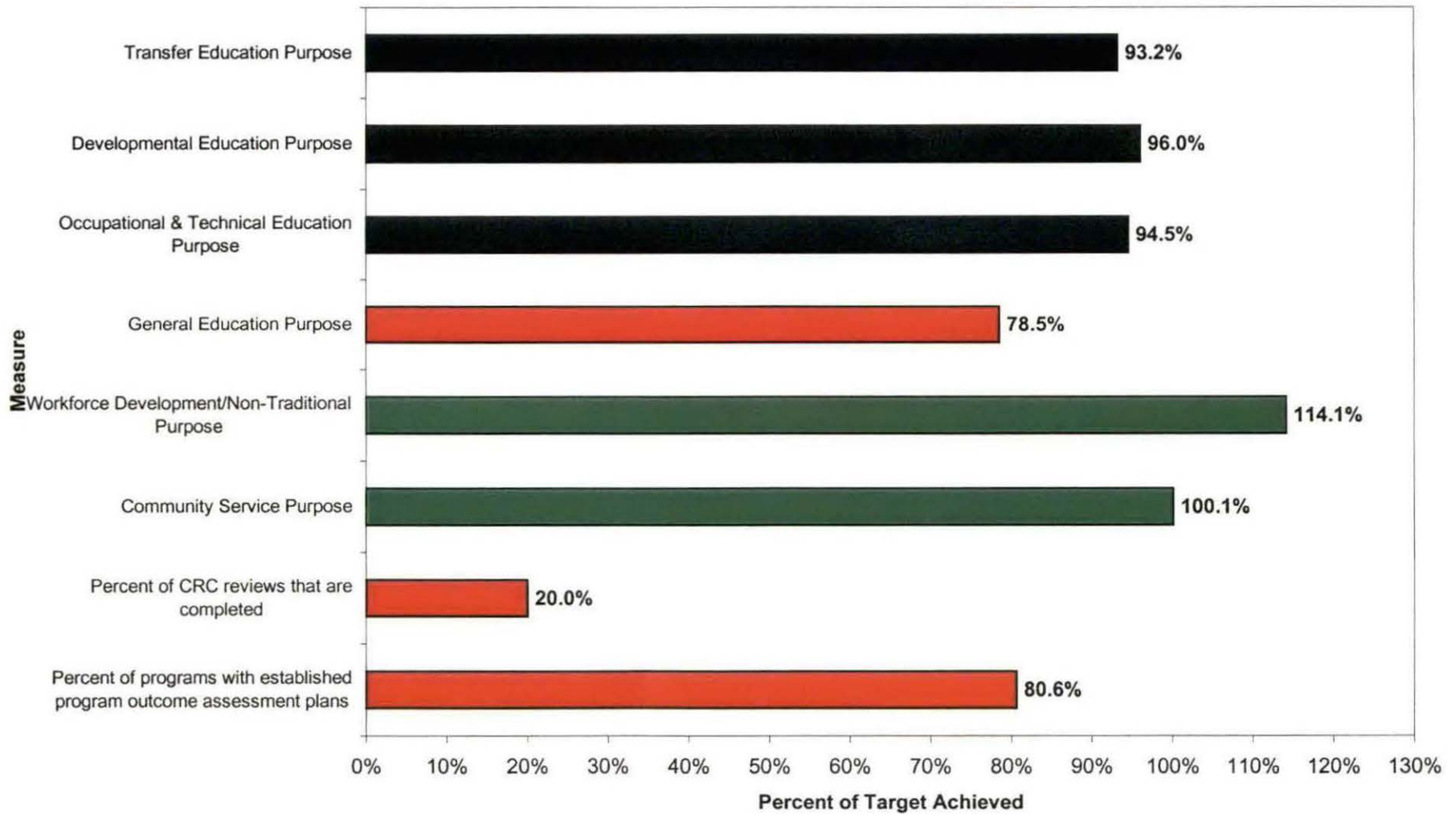## Goal: Assess Institutional Effectiveness (7)
To ensure that quality and integrity are continuously associated with OCC and its educational programs, services, and operations, OCC will engage in continuous assessment in all of its functions and among all its employees to assure it meets the needs of the communities it serves.

Overall Score   8.58

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Dashboard Score	Weighted Score
32	Transfer Education Purpose	14%	9.50	8.00	8.85	93.2%	9.32	1.32
33	Developmental Education Purpose	13%	9.50	8.00	9.12	96.0%	9.60	1.28
34	Occupational & Technical Education Purpose	15%	9.50	8.00	8.98	94.5%	9.45	1.42
35	General Education Purpose	13%	9.50	8.00	7.46	78.5%	7.85	0.98
36	Workforce Development/Non-Traditional Purpose	11%	9.50	8.00	10.84	114.1%	11.41	1.23
37	Community Service Purpose	8%	9.50	8.00	9.51	100.1%	10.01	0.75
128	Percent of CRC reviews that are completed	9%	100.0	80.0	20.0	20.0%	2.00	0.18
130	Percent of programs with established program outcome assessment plans	18%	100.0	90.0	80.6	80.6%	8.06	1.41

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Goal: Assess Institutional Effectiveness (7)

Measure	Percent of Target Achieved
Transfer Education Purpose	93.2%
Developmental Education Purpose	96.0%
Occupational & Technical Education Purpose	94.5%
General Education Purpose	78.5%
Workforce Development/Non-Traditional Purpose	114.1%
Community Service Purpose	100.1%
Percent of CRC reviews that are completed	20.0%
Percent of programs with established program outcome assessment plans	80.6%

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