Oakland Community College
2006 Institutional Dashboard Report

**OAKLAND
COMMUNITY
COLLEGE**

November 2006

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DASHBOARD DEBRIEF
November 15, 2006

What went right:

- Less stressful; smoother, more timely.
- Finished IDB measures very close to deadline.
- Eileen's efforts for the DB are appreciated.
- Sense of teamwork is appreciated.

Challenges:

- Common variables provide challenges since some changes occur throughout the year (e.g., Colleague change re: transcripted grade).
- Need to assure that needed variables are consistently created prior to "Dashboard work" starting.
    - ACTION ITEM: Team will meet in May/June and review variable names for commonly used data files (e.g., CourseSummary, Course Registration, Demo).
- Used Marty's final # for Gen Ed courses/sections. Had to redo several measures. Final numbers for Gen Ed courses did not match Marty's number.
    - o ACTION ITEM: EB, GA, & TT will resolve this issue through Colleague and communicate results to Marty. Deadline: 12/15/06.
- Are due dates realistic in terms of when data is available?
    - o ACTION ITEM: All parties review due dates. NS will print measures by due date and distribute.

Other Comments/Notes:

- Create reference folder on "I" drive to house common reference materials.
- Create "I" drive folder with commonly used data files for consistency and data validity (*Student Course Registration, Section Count, Course Summary, Yearly Enrollment Unduplicated Count*).
    - o ACTION ITEM: Make sure this listing is inclusive for all of your measures. Respond by 12/1/06.
- Create common syntax for common use (e.g., aggregate grades) – we will put this idea on hold for now.
- Suggestion to completely automate Dashboard process.
- Schedule analysis of Dashboard meeting in December.
    - o ACTION ITEM: NS to schedule meeting when final report is available.
- Should incorporate findings into other projects and IR initiatives.

ID top 5 of my measures.

Introduction

The Institutional Dashboard report is a comprehensive, yet concise tool for illuminating how well the College is performing in relation to its publicly stated Purposes and Strategic Goals. Furthermore, the Institutional Dashboard provides an integrated approach to collecting and presenting information which monitor critical issues that directly impact long and short term decision-making at Oakland Community College. As in an airplane, the dashboard consists of a wide variety of indicator lights (measures) to provide the "pilot" information about the overall performance of the highly complex machine.

In total, 116 measures arrayed across the six Purposes and seven Strategic Goals have been established to monitor the extent to which Oakland Community College is effectively achieving its Strategic Goals and Purposes. Throughout this report, individual measures are displayed with colors to portray areas of excellence (green), satisfactory operation (black), and areas of concern (red).

This third 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 aligning long and short-term planning and budgeting priorities at the College, Campus and Departmental level.
- A means of establishing annual priorities and emphasis 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.
- An early warning system which highlights what is most alarming.

During 2004-05, the Institutional Dashboard underwent a detailed review by Chancellor's Cabinet. Based on this review, modifications were made and implemented prior to the preparation of the 2005 report. The 2006 report is based on the exact same set of measures, weights and associated benchmarks used in the 2005 report. As a result, comparative analysis between the 2005 and 2006 report can be delineated. Critical to this process is a careful consideration of the specific actions the College has taken to positively impact each Goal and Purpose, the actions currently underway, and the steps the College can/should take in order to attain yet higher levels of success.

Executive Summary

College Purposes Major Findings

- In 2006, the College attained higher levels of success within its six Purposes. The overall composite score for the six Purposes totaled 9.75, up from 9.60 in 2005.

- Three of the College's six Purposes (Transfer Education, Community Service and Workforce Development/Non-Traditional) exceeded their established benchmarks (green zone).

- However, for the second consecutive year the General Education Purpose fell below its established trouble score. Moreover, during 2006 Occupational Education also fell below its established benchmark (red zone).

Strategic Goals Major Findings

- The composite score on the seven Strategic Goals totaled 9.57, which reflects an increase from the prior year (9.11).

- For the second consecutive year, the Plan Future Directions goal exceeded its benchmark (green zone).

- However, the Promote a Global Perspective goal continued to miss its established benchmark (red zone).

Specific Areas of Excellence

Measures listed in this section represent specific areas of excellence attained during 2006. In other words, these measures all exceeded their established benchmarks.

Transfer Education

- Percent of FTIAC students who intended to transfer and who did within one year of leaving OCC

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

Workforce Development/Non-Traditional

- Number of organizations served by Workforce Development Services

- Percent of non-traditional sections

- Workforce Development Service clients that are new

General Education

- 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)

Developmental Education

- Developmental math students who successfully complete subsequent non-developmental math
- Percent of non-native English speaking FTIAC's who participate in MTELP prior to their first term

Community Service

- Percent of county residents satisfied with OCC in comparison to state-wide ratings
- Percent of county residents who view OCC as a quality provider of cultural events

Plan Future Direction

- Annual OCC Foundation revenue
- Level of designated fund subsidy
- Average number of students per section

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

Assess Institutional Effectiveness

- Transfer Education Purpose
- Workforce Development/Non-Traditional Purpose
- Community Service Purpose

Promote a Global Perspective

- Percent of non-citizen students

Expand Partnerships and Collaborations

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

Facilitate the Appropriate Use of Technology

- Increase in the number of Web Advisor users
- Percent of on-line sections filled to capacity
- Number of e-commerce transactions
- Annual number of students who register through Touch*Tone

Specific Areas of Concern

Measures listed in this section represent areas of concern. In other words, during 2006 these measures fell short of their established benchmarks.

Transfer Education

- Percent of articulation agreements with top transfer institutions

Occupational and Technical Education

- Occupational awards conferred as a percent of state-wide total
- Percent of non-returning students who frequently use the skills they learned at OCC in their employment

General Education

- Percent of General Education distribution courses that are revised
- 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 #5 (Interpersonal Skills)
- Percent of General Education Distribution sections approved for attribute #4 (Aesthetic Awareness)
- Percent of General Education Distribution sections approved for attribute #9 (Social Responsibility)
- Percent of General Education Distribution sections approved for attribute #10 (Global Perspective)

Developmental Education

- Course completion rate in developmental verses non-developmental courses

Plan Future Direction

- Actual headcount as a percent of projections
- Personnel expenditures as a percent of total General Fund expenditures

Quality and Accessibility

- Course withdrawal rate
- Time to degree completion (years)
- Number of degrees conferred in comparison to the total number of degrees awarded among Michigan Community Colleges

Appreciate and Understand Diversity

- Percent of minority staff
- Percent of courses that have the diversity and commonality attribute
- Percent of minority faculty

Assess Institutional Effectiveness

- Occupational & Technical Education Purpose
- General Education Purpose
- Percent of CRC reviews that are completed

Promote a Global Perspective

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

Expand Partnerships and Collaborations

- Students placed in an external experiential learning opportunity
- OCC Foundation donations from organizations

Facilitate the Appropriate Use of Technology

- Percent of sections taught fully on-line
- Annual number of students who register through Web Advisor
- Annual number of students who register through Walk-In

Definitions

The following definitions are intended to assist the reader in better understanding and interpreting information presented in this report. Operational definitions pertaining to each measure in the Institutional Dashboard can be obtained by contacting the Office of Assessment and Effectiveness.

Current Score: Most current value pertaining to a specific measure.

Measure: Reflects one aspect of the larger construct e.g. College Purpose or Strategic Goal. In total the Institutional Dashboard employs 116 measures arrayed across thirteen major constructs.

Overall Score: Sum of all Weighted Scores within each construct.

Percent of Target Achieved: Extent to which the Current Score reaches its predetermined Target.

Target: A realistic and desired level of performance specific to that measure. Reflects the "positive" end of the benchmark. When possible, Targets were established based on historical trends.

Trouble Score: Point at which the measure is performing at a low level. Reflects the "negative" end of the benchmark. When possible, Trouble Scores were established based on historical trends.

Weight: Relative importance assigned to that measure in relation to all other measures within the construct (Strategic Goal or College Purpose). Weights were established by Chancellor's Cabinet.

Weighted Score: Formula based on the Percent of Target Achieved divided by 100, then multiplied by its predetermined Weight. The sum of these scores reflect the Overall Score.

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College Purposes
Overall Score   9.75

College Purposes	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
Transfer Education	28%	9.5	8.0	9.80	103.1%	2.89
Occupational and Technical Education	22%	9.5	8.0	7.94	83.6%	1.84
Workforce Development/Non-Traditional	17%	9.5	8.0	11.30	119.0%	2.02
General Education	13%	9.5	8.0	7.26	76.4%	0.99
Developmental Education	12%	9.5	8.0	9.46	99.6%	1.20
Community Service	8%	9.5	8.0	9.65	101.6%	0.81

College Strategic Goals
Overall Score   9.57

College Strategic Goals	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
Plan Future Directions (1)	24%	9.5	8.0	11.15	117.4%	2.82
Quality and Accessibility of Education (2)	16%	9.5	8.0	8.13	85.5%	1.37
Appreciate and Understand Diversity (4)	14%	9.5	8.0	9.37	98.7%	1.38
Assess Institutional Effectiveness (7)	14%	9.5	8.0	9.09	95.7%	1.34
Promote a Global Perspective (5)	12%	9.5	8.0	5.66	59.6%	0.72
Expand Partnerships and Collaboration (3)	10%	9.5	8.0	9.29	97.8%	0.98
Facilitate the Appropriate Use of Technology (6)	10%	9.5	8.0	9.22	97.0%	0.97

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

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Radar chart showing:
- Community Service: 9.65
- Developmental Education: 9.46
- General Education: 7.26
- Occ/Tech. Education: 7.94
- Transfer Education: 9.80
- Workforce Development/Non-Traditional: 11.30
- Quality and Accessibility of Education (2): 8.13
- Plan Future Directions (1): 11.15
- Assess Institutional Effectiveness (7): 9.09
- Expand Partnerships and Collaboration (3): 9.29
- Appreciate and Understand Diversity (4): 9.37
- Promote a Global Perspective (5): 5.66
- Facilitate the Appropriate Use of Technology (6): 9.22

Legend: ■ Current Score — Trouble Score (8.0) — Target Score (9.5)

College Purposes

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Purpose: Transfer Education
Educational experiences enabling students to transfer to other institutions of higher education.

Overall Score 9.80

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
41	Percent of articulation agreements with top transfer institutions	21%	75.0	50.0	48.8	65.1%	1.35
53	Graduates satisfied with academic preparation for transfer	15%	3.60	3.20	3.44	95.6%	1.39
54	Non-returning students satisfied with academic preparation for transfer	12%	3.60	3.00	3.43	95.3%	1.11
55	Percent of FTIAC students who intended to transfer and who did within one year of leaving OCC	18%	33.3	15.0	41.2	123.7%	2.17
56	Graduates satisfied with transfer support services	11%	3.60	3.20	3.35	93.1%	1.04
57	Non-returning students satisfied with transfer support services	9%	3.60	3.00	3.43	95.3%	0.87
84	Percent of Liberal Arts and General Studies graduates who transfer within one year after receiving their OCC degree	15%	46.7	42.3	57.3	122.7%	1.88

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Purpose: Transfer Education
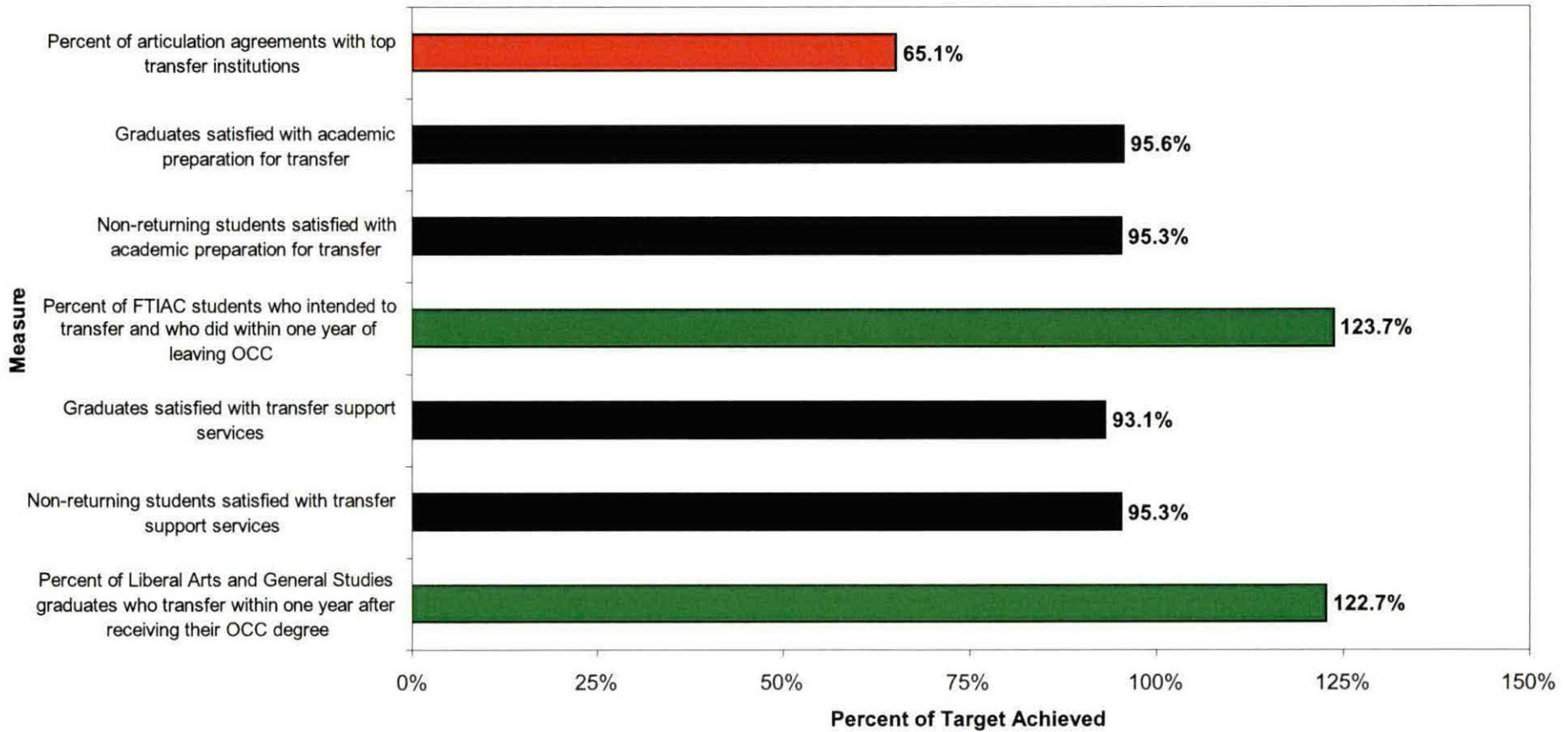
Source: OCC, Office of Assessment and Effectiveness,
Office of Institutional Research
(Updated On: 11/27/2006)

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   7.94

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
60	Graduate unemployment rate	13%	7.5	15.0	9.1	82.4%	1.03
61	Number of years to receive an Occupational/Technical degree	12%	6.00	7.00	6.38	94.0%	1.10
64	Percent of Associate Degree programs that have an experiential learning component	8%	90.0	50.0	53.3	59.2%	0.46
66	Percent of graduates who frequently use the skills they learned at OCC in their employment	16%	81.1	73.3	75.2	92.7%	1.50
67	Occupational awards conferred as a percent of state-wide total	13%	11.5	10.4	8.2	71.3%	0.89
68	Percent of non-returning students who frequently use the skills they learned at OCC in their employment	14%	68.9	56.3	47.9	69.5%	0.95
92	Percent of FTIAC students entering Occupational/Technical programs	17%	41.9	37.9	40.0	95.5%	1.66
121	Percent of Occupational/Technical programs that are revised	8%	20.0	5.0	8.3	41.5%	0.34

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

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Purpose: Occupational and Technical Education

Measure	Percent of Target Achieved
Graduate unemployment rate	82.4%
Number of years to receive an Occupational/Technical degree	94.0%
Percent of Associate Degree programs that have an experiential learning component	59.2%
Percent of graduates who frequently use the skills they learned at OCC in their employment	92.7%
Occupational awards conferred as a percent of state-wide total	71.3%
Percent of non-returning students who frequently use the skills they learned at OCC in their employment	69.5%
Percent of FTIAC students entering Occupational/Technical programs	95.5%
Percent of Occupational/Technical programs that are revised	41.5%

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Red – Less Than or Equal to Trouble Score

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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 11.30

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
87	Number of organizations served by Workforce Development Services	32%	97	83	112	115.5%	3.66
98	Percent of non-traditional sections	20%	15.0	10.0	18.5	123.3%	2.47
147	Workforce Development Service clients that are new	21%	35	29	41	117.1%	2.44
148	Percent of non-traditional sections that are completed	28%	95.0	90.0	94.6	99.6%	2.74

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Purpose: Workforce Development/Non-Traditional

Measure

Measure	Percent of Target Achieved
Number of organizations served by Workforce Development Services	115.5%
Percent of non-traditional sections	123.3%
Workforce Development Service clients that are new	117.1%
Percent of non-traditional sections that are completed	99.6%

Percent of Target Achieved

0%   25%   50%   75%   100%   125%   150%
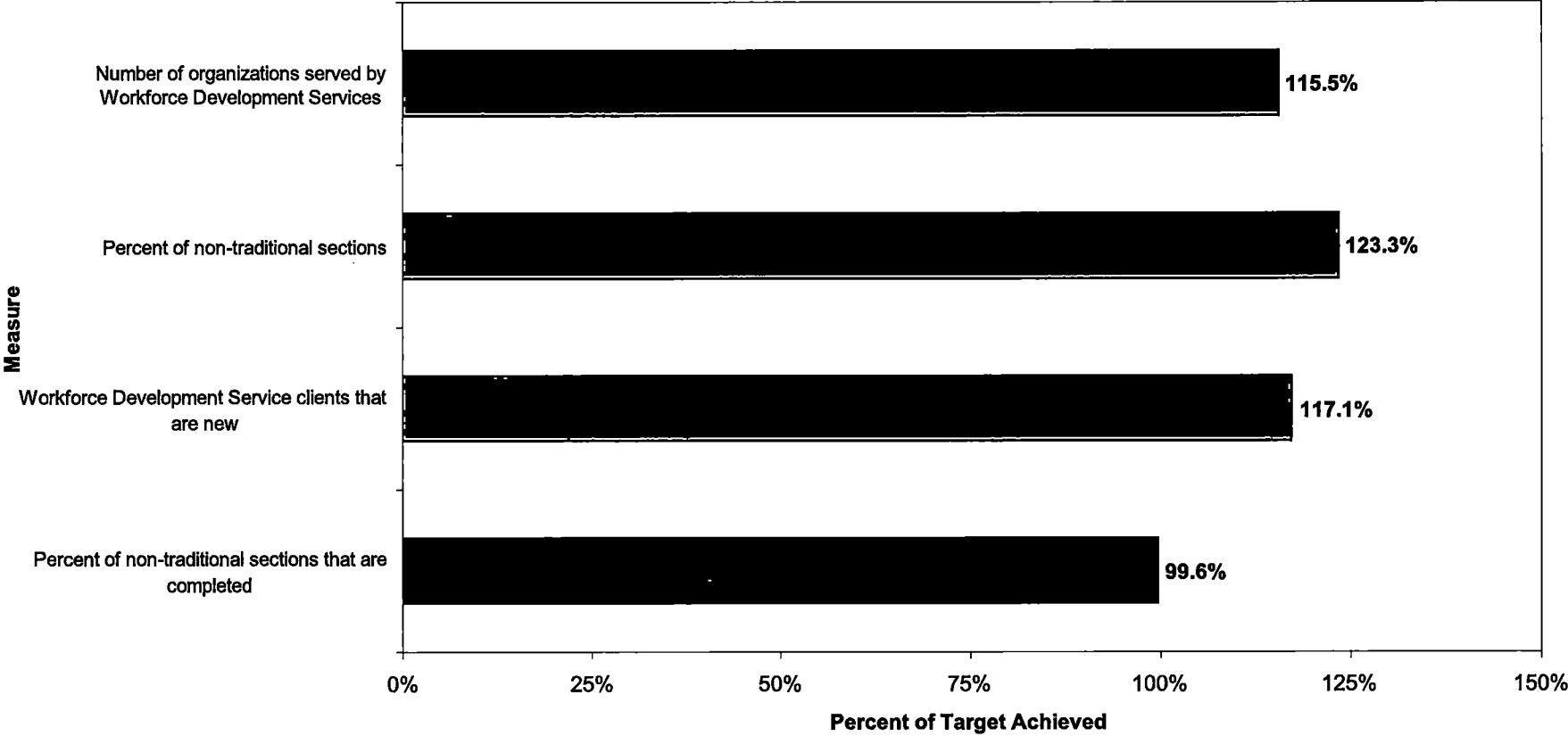
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Purpose: General Education
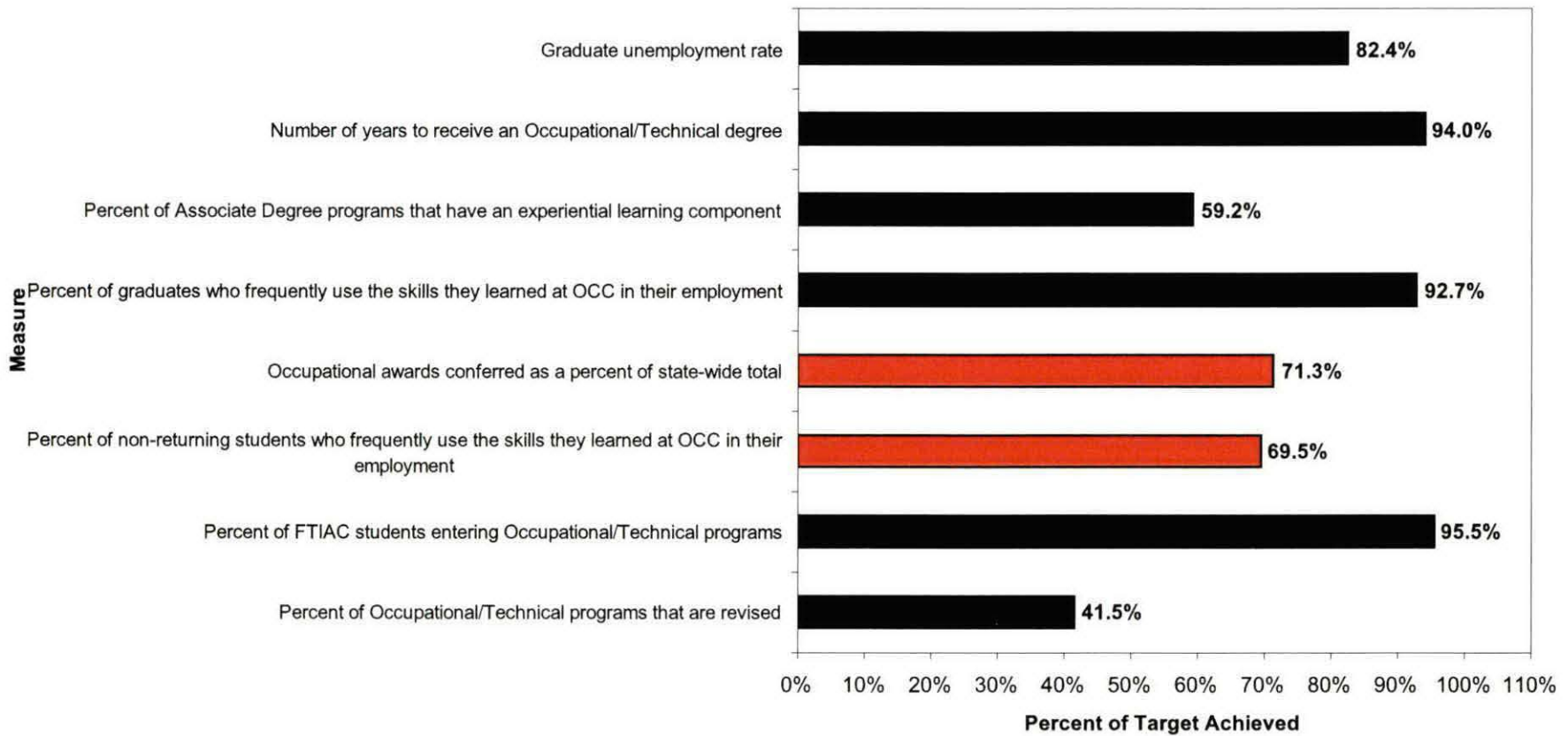### *General Educational opportunities enabling students to learn independently and develop skills for personal and career success.*

Overall Score 7.26

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
75	Percent of General Education distribution courses that are revised	6%	10.0	5.0	3.0	30.0%	0.19
78	General Education attributes assessed through Outcomes Assessment	10%	1	0	1	100.0%	1.04
101	Percent of courses that have approved general education attributes	10%	33.3	24.9	25.1	75.4%	0.76
120	Percent of credit hours generated in General Education courses	6%	51.8	42.4	50.2	96.9%	0.59
134	Percent of General Education Distribution courses approved for attribute #1 (Communicate Effectively)	3%	40.0	25.0	30.5	76.3%	0.24
135	Percent of General Education Distribution courses approved for attribute #2 (Creative & Critical Thinking)	3%	40.0	25.0	39.5	98.8%	0.32
136	Percent of General Education Distribution courses approved for attribute #3 (Problem Solving)	3%	40.0	25.0	30.5	76.3%	0.24
137	Percent of General Education Distribution courses approved for attribute #4 (Aesthetic Awareness)	3%	40.0	25.0	39.5	98.8%	0.32
138	Percent of General Education Distribution courses approved for attribute #5 (Interpersonal Skills)	3%	40.0	25.0	21.0	52.5%	0.17
139	Percent of General Education Distribution courses approved for attribute #6 (Independent & Collaborative Learning)	3%	40.0	25.0	49.5	123.8%	0.40
140	Percent of General Education Distribution courses approved for attribute #7 (Scientifically & Technically Literate)	3%	40.0	25.0	19.5	48.8%	0.16
141	Percent of General Education Distribution courses approved for attribute #8 (Diversity and Commonality)	3%	40.0	25.0	33.5	83.8%	0.27
142	Percent of General Education Distribution courses approved for attribute #9 (Social Responsibility)	3%	40.0	25.0	7.5	18.8%	0.06
143	Percent of General Education Distribution courses approved for attribute #10 (Global Perspective)	3%	40.0	25.0	11.5	28.8%	0.09
177	Percent of General Education Distribution sections approved for attribute #1 (Communicate Effectively)	4%	40.0	25.0	32.9	82.3%	0.29
178	Percent of General Education Distribution sections approved for attribute #2 (Creative & Critical Thinking)	4%	40.0	25.0	50.8	127.0%	0.44
179	Percent of General Education Distribution sections approved for attribute #3 (Problem Solving)	4%	40.0	25.0	34.3	85.8%	0.30
180	Percent of General Education Distribution sections approved for attribute #4 (Aesthetic Awareness)	4%	40.0	25.0	22.9	57.3%	0.20
181	Percent of General Education Distribution sections approved for attribute #5 (Interpersonal Skills)	4%	40.0	25.0	13.0	32.5%	0.11
182	Percent of General Education Distribution sections approved for attribute #6 (Independent & Collaborative Learning)	4%	40.0	25.0	46.6	116.5%	0.41
183	Percent of General Education Distribution sections approved for attribute #7 (Scientifically & Technically Literate)	4%	40.0	25.0	27.6	69.0%	0.24
184	Percent of General Education Distribution sections approved for attribute #8 (Diversity and Commonality)	4%	40.0	25.0	27.9	69.8%	0.24
185	Percent of General Education Distribution sections approved for attribute #9 (Social Responsibility)	4%	40.0	25.0	8.9	22.3%	0.08
186	Percent of General Education Distribution sections approved for attribute #10 (Global Perspective)	4%	40.0	25.0	11.1	27.8%	0.10

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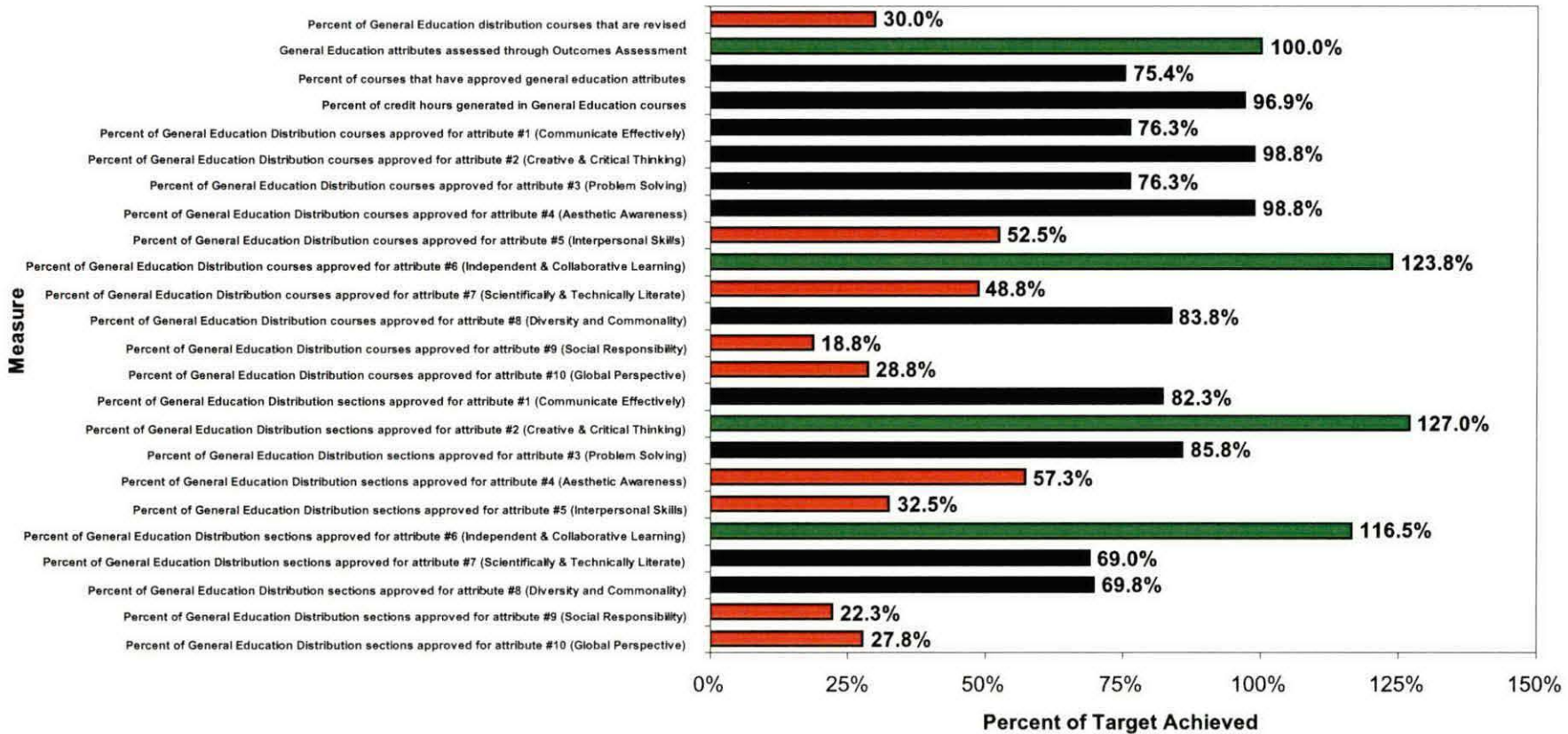## November 2006

Purpose: General Education

Measure	Percent of Target Achieved
Percent of General Education distribution courses that are revised	30.0%
General Education attributes assessed through Outcomes Assessment	100.0%
Percent of courses that have approved general education attributes	75.4%
Percent of credit hours generated in General Education courses	96.9%
Percent of General Education Distribution courses approved for attribute #1 (Communicate Effectively)	76.3%
Percent of General Education Distribution courses approved for attribute #2 (Creative & Critical Thinking)	98.8%
Percent of General Education Distribution courses approved for attribute #3 (Problem Solving)	76.3%
Percent of General Education Distribution courses approved for attribute #4 (Aesthetic Awareness)	98.8%
Percent of General Education Distribution courses approved for attribute #5 (Interpersonal Skills)	52.5%
Percent of General Education Distribution courses approved for attribute #6 (Independent & Collaborative Learning)	123.8%
Percent of General Education Distribution courses approved for attribute #7 (Scientifically & Technically Literate)	48.8%
Percent of General Education Distribution courses approved for attribute #8 (Diversity and Commonality)	83.8%
Percent of General Education Distribution courses approved for attribute #9 (Social Responsibility)	18.8%
Percent of General Education Distribution courses approved for attribute #10 (Global Perspective)	28.8%
Percent of General Education Distribution sections approved for attribute #1 (Communicate Effectively)	82.3%
Percent of General Education Distribution sections approved for attribute #2 (Creative & Critical Thinking)	127.0%
Percent of General Education Distribution sections approved for attribute #3 (Problem Solving)	85.8%
Percent of General Education Distribution sections approved for attribute #4 (Aesthetic Awareness)	57.3%
Percent of General Education Distribution sections approved for attribute #5 (Interpersonal Skills)	32.5%
Percent of General Education Distribution sections approved for attribute #6 (Independent & Collaborative Learning)	116.5%
Percent of General Education Distribution sections approved for attribute #7 (Scientifically & Technically Literate)	69.0%
Percent of General Education Distribution sections approved for attribute #8 (Diversity and Commonality)	69.8%
Percent of General Education Distribution sections approved for attribute #9 (Social Responsibility)	22.3%
Percent of General Education Distribution sections approved for attribute #10 (Global Perspective)	27.8%

Percent of Target Achieved

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

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Purpose: Developmental Education
Opportunities in developmental education to prepare students for college-level studies.

Overall Score   9.46

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
70	Percent of FTIAC's who participate in English assessment prior to their first term	8%	80.0	59.4	73.0	91.3%	0.73
71	Percent of FTIAC's who participate in Math assessment prior to their first term	8%	80.0	59.4	67.0	83.8%	0.67
73	Developmental English students who successfully complete subsequent non-developmental English	18%	75.0	65.4	73.6	98.1%	1.77
74	Developmental math students who successfully complete subsequent non-developmental math	18%	51.3	46.2	54.4	106.0%	1.91
81	Course completion rate in developmental verses non-developmental courses	9%	66.4	59.8	51.8	78.0%	0.72
95	Fall to Winter retention rate of developmental education students	11%	80.0	67.7	74.5	93.1%	1.01
132	One year retention rate of developmental education students	10%	66.7	53.9	56.1	84.1%	0.80
192	Percent of non-native English speaking FTIAC's who participate in MTELP prior to their first term	6%	75.0	66.7	80.9	107.9%	0.68
193	Developmental ESL students who successfully complete subsequent non developmental ESL	12%	85.0	61.0	82.5	97.1%	1.18

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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	91.3%
Percent of FTIAC's who participate in Math assessment prior to their first term	83.8%
Developmental English students who successfully complete subsequent non-developmental English	98.1%
Developmental math students who successfully complete subsequent non-developmental math	106.0%
Course completion rate in developmental verses non-developmental courses	78.0%
Fall to Winter retention rate of developmental education students	93.1%
One year retention rate of developmental education students	84.1%
Percent of non-native English speaking FTIAC's who participate in MTELP prior to their first term	107.9%
Developmental ESL students who successfully complete subsequent non developmental ESL	97.1%

Green - Exceeds or Equal to Target, Black – Within Benchmark Range,
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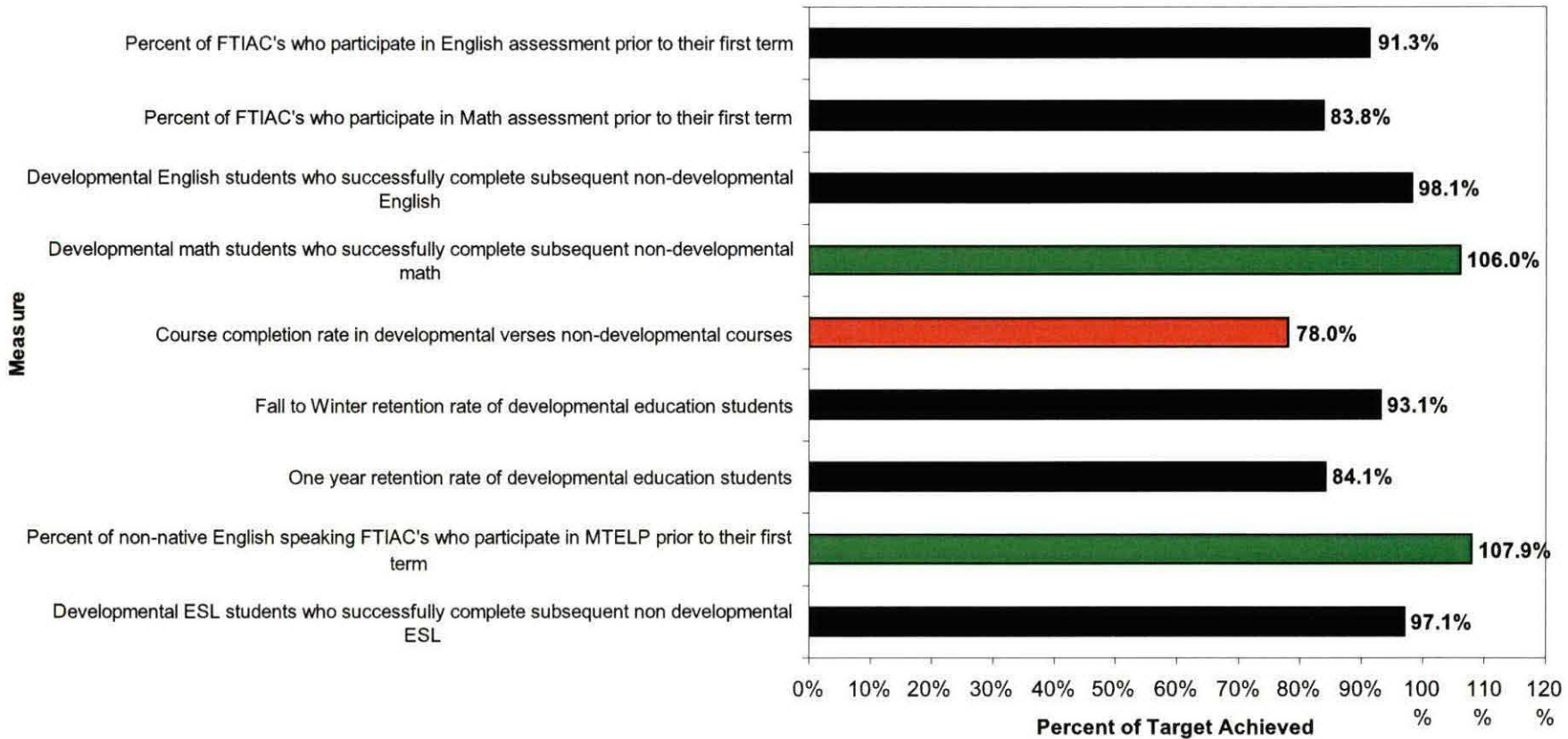## Institutional Dashboard Report
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Purpose: Community Service
Community services, including cultural, social, and enrichment opportunities for lifelong learning.

Overall Score   9.65

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
69	Percent of county residents satisfied with OCC in comparison to state-wide ratings	14%	79.0	75.1	80.4	101.8%	1.45
104	Percent of county residents satisfied with OCC's fiscal responsibility	19%	65.0	55.0	56.7	87.2%	1.68
106	Percent of county residents who would recommend attending OCC to a family member	19%	86.5	80.0	85.3	98.6%	1.90
107	Percent of county residents who view OCC as a quality provider of cultural events	10%	47.5	40.0	50.1	105.5%	1.08
108	Percent of county residents who view OCC as a quality provider of training for working professionals	19%	78.6	71.2	76.0	96.7%	1.79
131	Percent of county residents who view OCC as a quality provider of education that prepares people for transfer	19%	89.0	81.2	84.3	94.7%	1.75

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Purpose: Community Service

Measure (y-axis):
- Percent of county residents satisfied with OCC in comparison to state-wide ratings — 101.8%
- Percent of county residents satisfied with OCC's fiscal responsibility — 87.2%
- Percent of county residents who would recommend attending OCC to a family member — 98.6%
- Percent of county residents who view OCC as a quality provider of cultural events — 105.5%
- Percent of county residents who view OCC as a quality provider of training for working professionals — 96.7%
- Percent of county residents who view OCC as a quality provider of education that prepares people for transfer — 94.7%

Percent of Target Achieved (x-axis): 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% 110% 120%
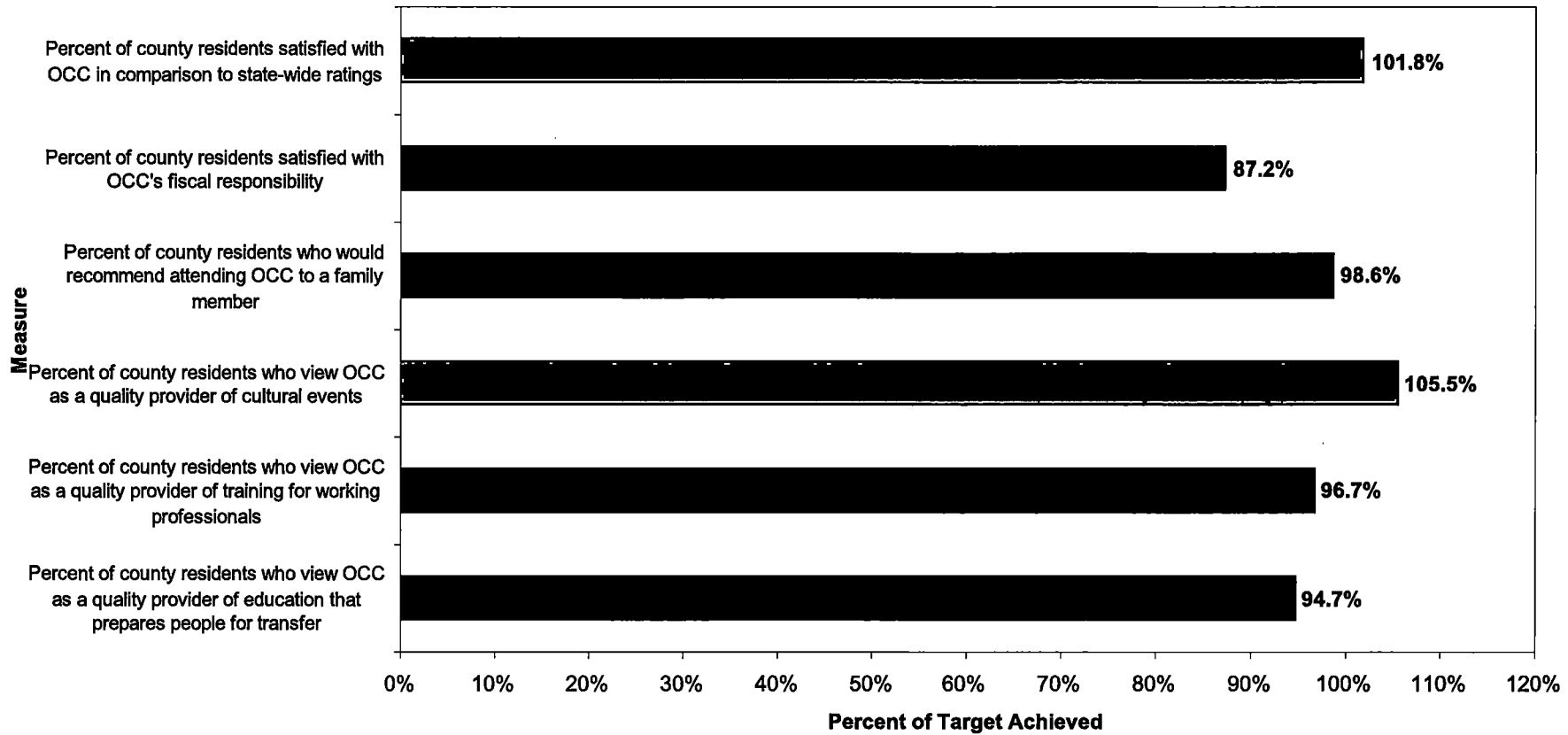
Green - Exceeds or Equal to Target,   Black – Within Benchmark Range,
Red – Less Than or Equal to Trouble Score

College Strategic Goals

Oakland Community College
Institutional Dashboard Report
November 2006

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 11.15

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
10	Actual headcount as a percent of projections	15%	81,345	73,597	66,784	82.1%	1.23
13	Annual OCC Foundation revenue	7%	$209,021	$184,431	$292,413	139.9%	0.98
23	Level of designated fund subsidy	8%	$3,581,064	$4,297,277	$1,454,654	246.2%	1.97
27	Actual credit hours as a percent of projections	14%	482,699	473,141	476,527	98.7%	1.40
123	Personnel expenditures as a percent of total General Fund expenditures	18%	80.0	80.0	83.8	95.5%	1.75
124	Actual revenue in comparison to projected revenue	21%	$144,674,988	$141,810,136	$143,242,562	99.0%	2.06
149	Average number of students per section	17%	20.9	17.3	22.1	105.7%	1.77

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Goal: Plan Future Directions (1)

Actual headcount as a percent of projections — 82.1%

Annual OCC Foundation revenue — 139.9%

Level of designated fund subsidy — 246.2%

Actual credit hours as a percent of projections — 98.7%

Personnel expenditures as a percent of total General Fund expenditures — 95.5%

Actual revenue in comparison to projected revenue — 99.0%

Average number of students per section — 105.7%

Measure (y-axis)

Percent of Target Achieved (x-axis: 0% 25% 50% 75% 100% 125% 150% 175% 200% 225% 250% 275%)
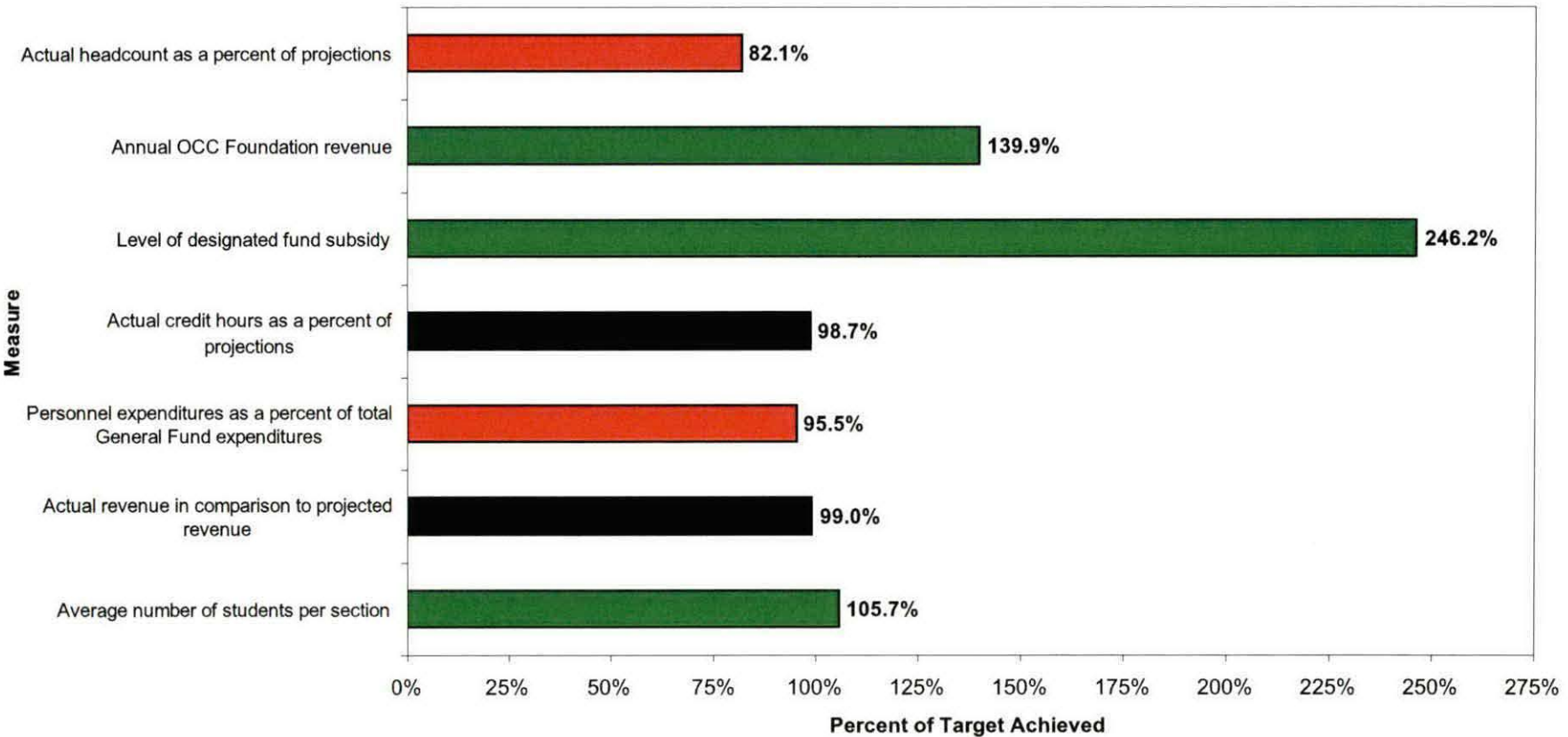
Green - Exceeds or Equal to Target,   Black – Within Benchmark Range,
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Goal: Quality and Accessibility of Education (2)

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   8.13

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
4	Percent of sections filled to capacity	12%	66.7	50.0	57.7	86.5%	1.05
5	Course withdrawal rate	11%	5.0	15.0	17.8	28.1%	0.30
6	Course incomplete rate	8%	1.5	3.0	1.6	93.8%	0.75
11	One year retention rate of students seeking a degree	11%	62.2	50.9	56.0	90.0%	0.98
12	Fall to Winter retention rate of students seeking a degree	13%	75.1	67.9	73.7	98.1%	1.26
14	Time to degree completion (years)	13%	5.38	5.94	6.37	84.5%	1.12
16	Number of degrees conferred in comparison to the total number of degrees awarded among Michigan Community Colleges	15%	11.7	10.1	8.7	74.4%	1.09
22	Percent of credit sections that are completed	11%	95.0	80.0	86.6	91.2%	0.96
86	Annual matriculation rate	7%	66.7	57.2	58.8	88.2%	0.63

Green - Exceeds or Equal to Target,   Black – Within Benchmark Range,
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Oakland Community College
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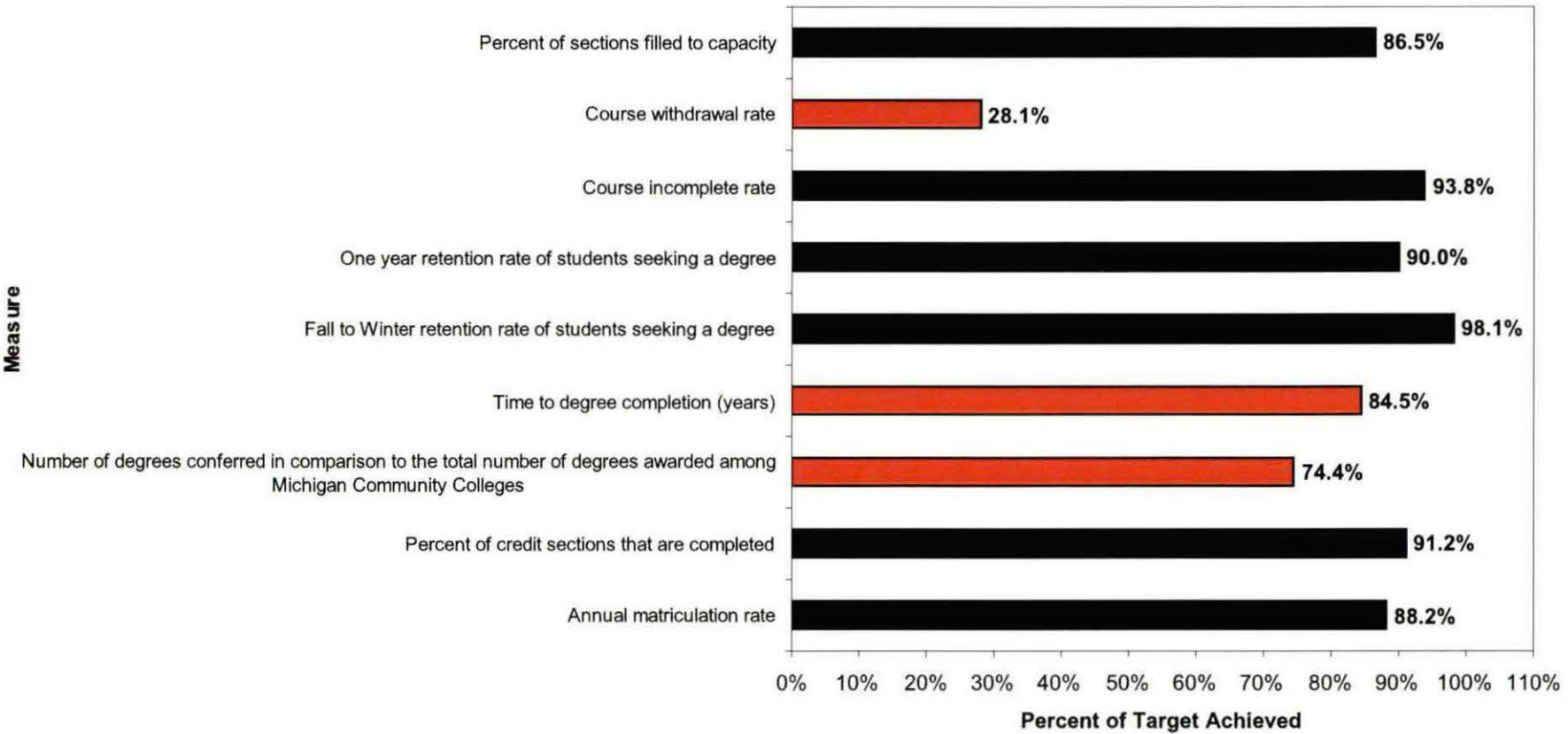## November 2006

Goal: Quality and Accessibility of Education (2)

Percent of Target Achieved

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

27

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Goal: Expand Partnerships and Collaboration (3)
OCC will continue to create beneficial partnerships with a variety of businesses, educational institutions, communities, government entities, social agencies, and regional and national organizations.

Overall Score   9.29

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
40	Students placed in an external experiential learning opportunity	23%	1,531	1,253	1,137	74.3%	1.70
110	Number of Workforce Development training partnerships	29%	39	33	39	100.0%	2.87
111	Collaboration with other colleges, universities and K-12	27%	123	95	171	139.0%	3.78
151	OCC Foundation donations from organizations	21%	$150,000	$125,000	$66,665	44.4%	0.94

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

Oakland Community College
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Goal: Expand Partnerships and Collaboration (3)

Measure (vertical axis)

- Students placed in an external experiential learning opportunity — **74.3%**
- Number of Workforce Development training partnerships — **100.0%**
- Collaboration with other colleges, universities and K-12 — **139.0%**
- OCC Foundation donations from organizations — **44.4%**

Percent of Target Achieved (0% – 150%)
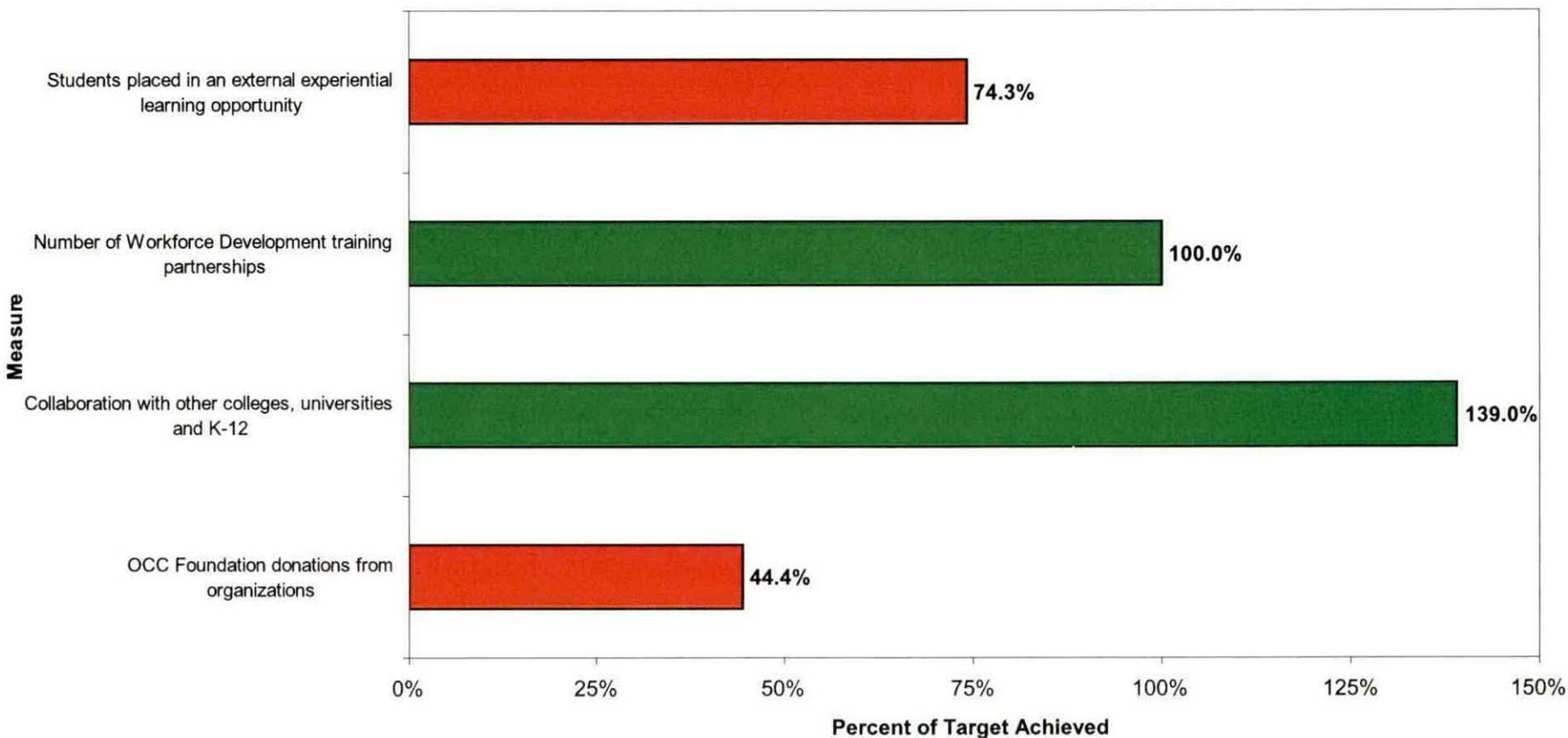
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Oakland Community College
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Goal: Appreciate and Understand Diversity (4)

OCC will foster inclusiveness through its educational programs and services, its employment practices, its cultural and artistic events, and its partnerships.

Overall Score   9.37

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
44	Percent of minority staff	11%	17.4	14.8	14.0	80.5%	0.89
46	Percent of minority students	11%	18.8	16.9	27.9	148.4%	1.59
49	Percent of employees who attend a PDTC diversity workshop	5%	75.0	50.0	65.5	87.3%	0.44
102	Percent of minority FTIAC students	8%	18.8	16.9	25.9	137.8%	1.16
127	Percent of courses that have the diversity and commonality attribute	10%	15.0	10.0	7.8	52.0%	0.50
170	ACT College Outcome factor score on the Diversity attribute	6%	3.57	3.39	3.72	104.2%	0.64
175	Percent of sections that have the diversity and commonality attribute	10%	15.0	10.0	11.0	73.3%	0.73
200	Percent of female students	8%	50.8	43.2	57.8	113.8%	0.96
201	Percent of female faculty	12%	57.8	49.1	50.1	86.7%	1.07
202	Percent of non-citizen students	6%	6.7	6.0	8.8	131.3%	0.79
216	Percent of minority faculty	12%	17.4	14.8	8.7	50.0%	0.62

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

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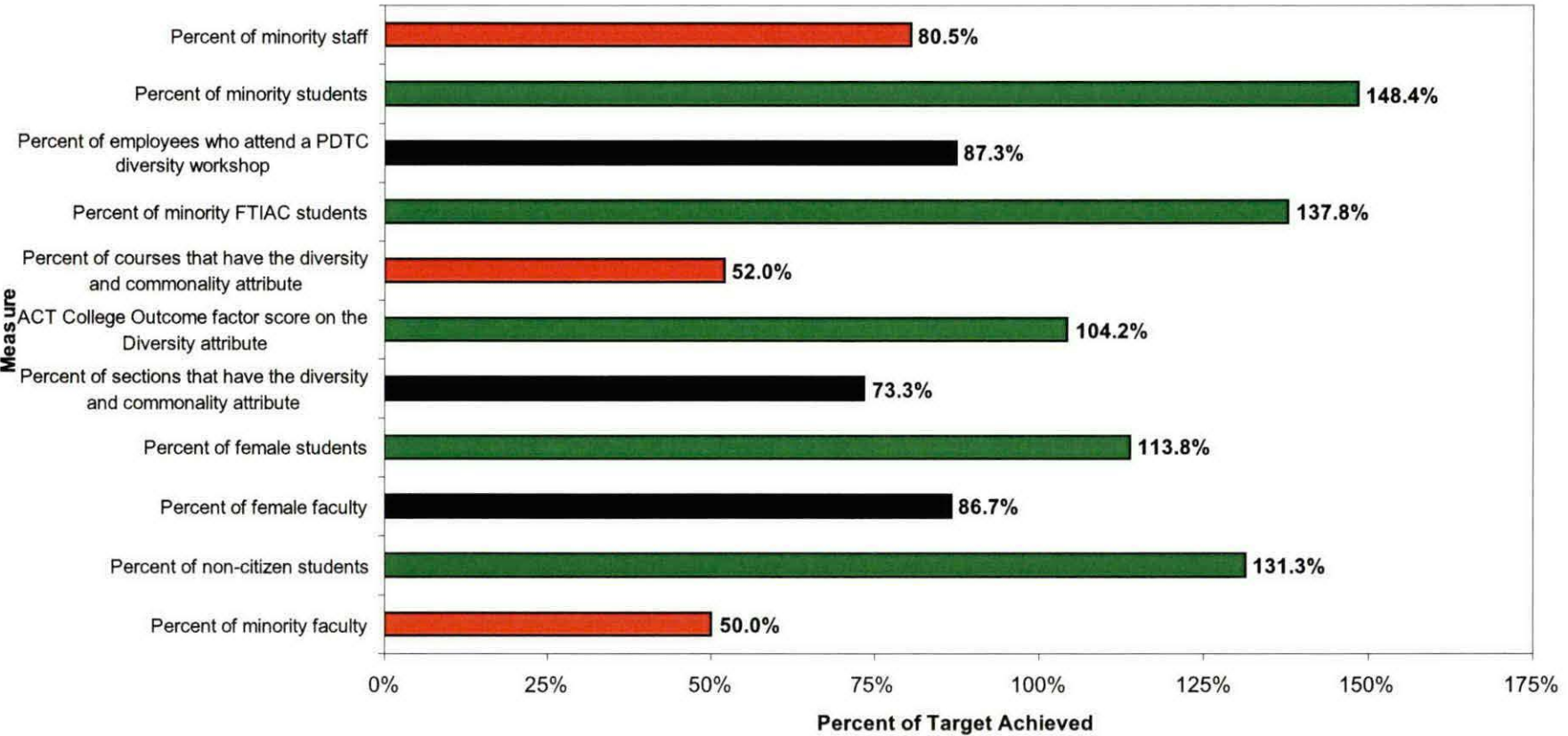### Goal: Appreciate and Understand Diversity (4)

Measure	Percent of Target Achieved
Percent of minority staff	80.5%
Percent of minority students	148.4%
Percent of employees who attend a PDTC diversity workshop	87.3%
Percent of minority FTIAC students	137.8%
Percent of courses that have the diversity and commonality attribute	52.0%
ACT College Outcome factor score on the Diversity attribute	104.2%
Percent of sections that have the diversity and commonality attribute	73.3%
Percent of female students	113.8%
Percent of female faculty	86.7%
Percent of non-citizen students	131.3%
Percent of minority faculty	50.0%

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

Oakland Community College
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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   5.66

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
99	ESL credit hours as a percent of total credit hours	9%	5.0	3.0	2.9	58.0%	0.55
125	Percent of non-citizen students	9%	6.7	6.0	8.8	131.3%	1.23
144	Percent of courses with the global perspective attribute	25%	15.0	10.0	2.7	18.0%	0.46
176	Percent of sections with the global perspective attribute	25%	10.0	5.0	4.4	44.0%	1.12
187	Foreign language credit hours as a percent of total credit hours	11%	5.0	2.5	3.1	62.0%	0.66
204	Percent of foreign students	10%	10.0	9.0	9.0	90.0%	0.89
205	Percent of F1 students	10%	3.0	2.0	2.3	76.7%	0.76

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Red – Less Than or Equal to Trouble Score

Oakland Community College
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### Goal: Promote a Global Perspective (5)

Chart: horizontal bar graph with y-axis labeled "Measure" and x-axis labeled "Percent of Target Achieved"

- ESL credit hours as a percent of total credit hours: **58.0%**
- Percent of non-citizen students: **131.3%**
- Percent of courses with the global perspective attribute: **18.0%**
- Percent of sections with the global perspective attribute: **44.0%**
- Foreign language credit hours as a percent of total credit hours: **62.0%**
- Percent of foreign students: **90.0%**
- Percent of F1 students: **76.7%**
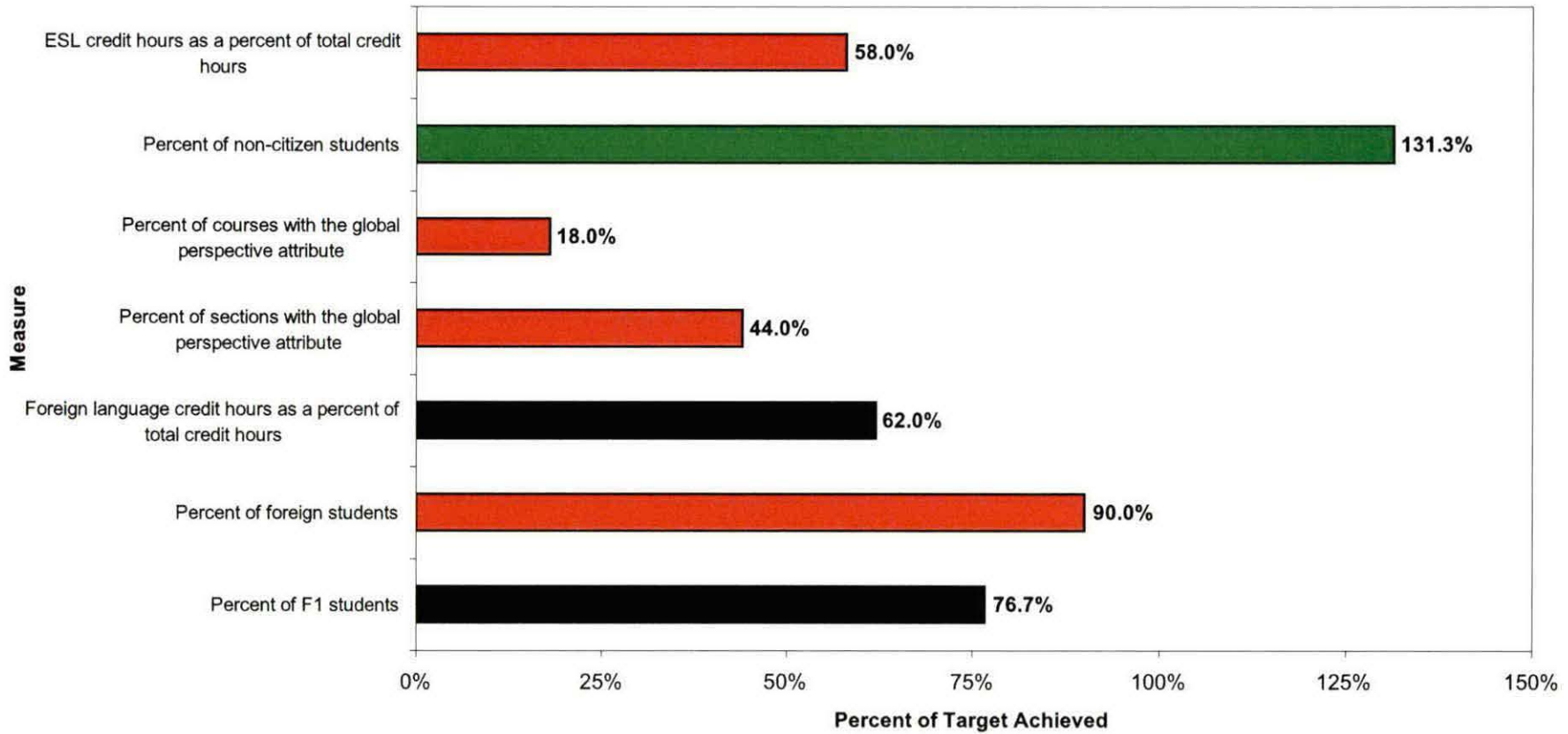
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Goal: Facilitate the Appropriate Use of Technology (6)

OCC will employ technology responsibly and appropriately in order to promote learning, enhance teaching, and support the College mission.

Overall Score   9.22

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
20	Percent of sections taught fully on-line	14%	10.0	5.0	1.9	19.0%	0.26
51	Percent of employees who attend a PDTC technology workshop	5%	75.0	50.0	51.3	68.4%	0.36
113	Percent of on-line sections that are offered through the MCCVLC	5%	33.3	20.0	25.7	77.2%	0.39
114	Increase in the number of hits on the OCC home page	7%	3,159,090	2,500,000	2,632,575	83.3%	0.61
116	Increase in the number of Web Advisor users	12%	700,000	500,000	948,110	135.4%	1.58
117	Increase in the number of hits on the OCC Library home page	8%	191,267	150,000	159,389	83.3%	0.70
172	Percent of augmented sections	8%	15.0	10.0	11.1	74.0%	0.56
173	Percent of on-line sections filled to capacity	9%	85.0	75.0	92.8	109.2%	0.93
174	Number of e-commerce transactions	11%	24,933	19,946	28,775	115.4%	1.23
188	Annual number of students who register through Web Advisor	10%	60.0	50.0	46.1	76.8%	0.79
189	Annual number of students who register through Touch*Tone	7%	20.0	25.0	8.5	235.3%	1.60
190	Annual number of students who register through Walk-In	5%	20.0	25.0	45.4	44.1%	0.21

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

Oakland Community College
Institutional Dashboard Report
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Goal: Facilitate the Appropriate Use of Technology (6)

Percent of Target Achieved

Measure (from top to bottom):
- Percent of sections taught fully on-line — 19.0%
- Percent of employees who attend a PDTC technology workshop — 68.4%
- Percent of on-line sections that are offered through the MCCVLC — 77.2%
- Increase in the number of hits on the OCC home page — 83.3%
- Increase in the number of Web Advisor users — 135.4%
- Increase in the number of hits on the OCC Library home page — 83.3%
- Percent of augmented sections — 74.0%
- Percent of on-line sections filled to capacity — 109.2%
- Number of e-commerce transactions — 115.4%
- Annual number of students who register through Web Advisor — 76.8%
- Annual number of students who register through Touch*Tone — 235.3%
- Annual number of students who register through Walk-In — 44.1%
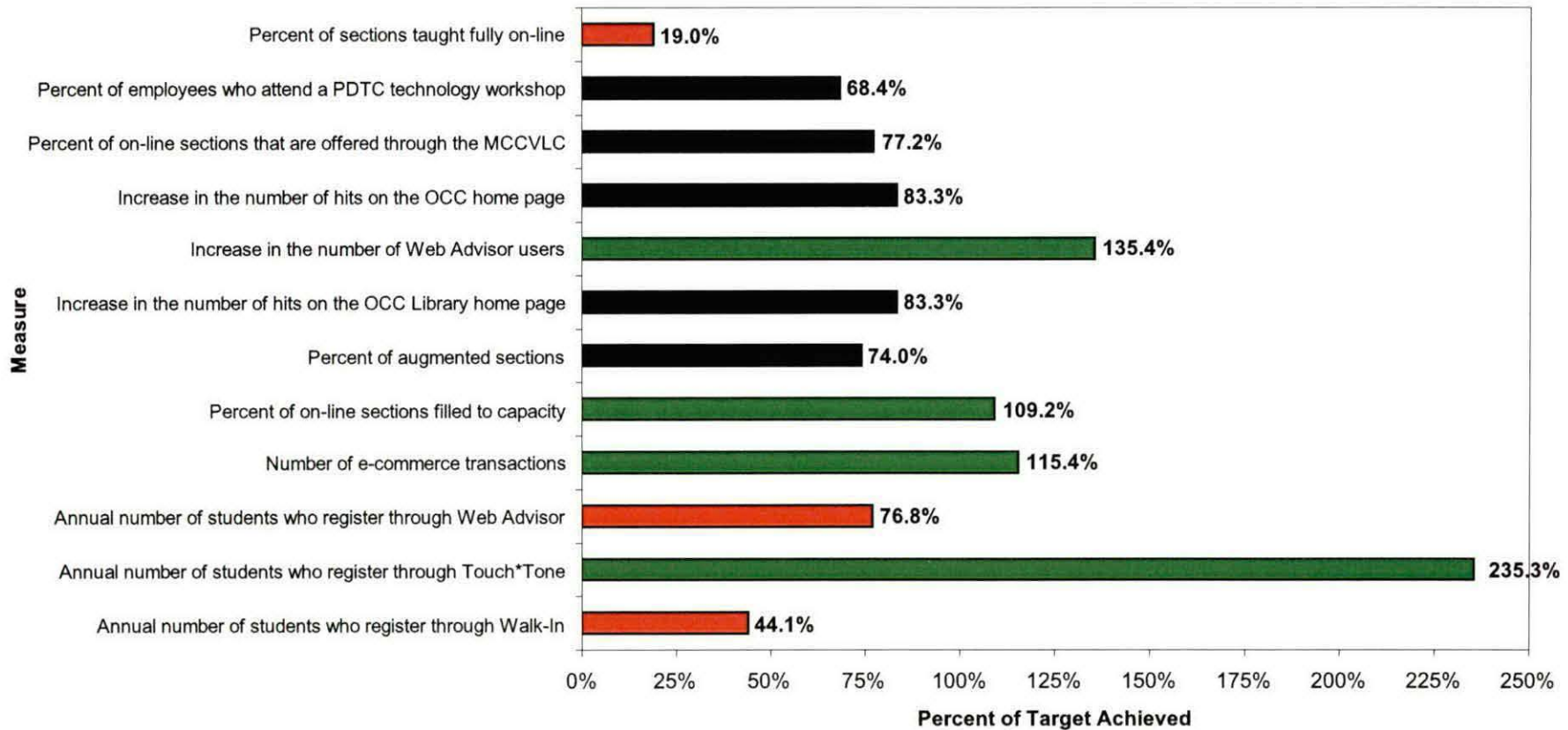
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Oakland Community College
Institutional Dashboard Report
November 2006

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   9.09

ID	Measures	Weight	Target	Trouble Score	Current Score	Percent of Target Achieved	Weighted Score
32	Transfer Education Purpose	14%	9.50	8.00	9.80	103.2%	1.46
33	Developmental Education Purpose	13%	9.50	8.00	9.46	99.6%	1.32
34	Occupational & Technical Education Purpose	15%	9.50	8.00	7.94	83.6%	1.25
35	General Education Purpose	13%	9.50	8.00	7.26	76.4%	0.96
36	Workforce Development/Non-Traditional Purpose	11%	9.50	8.00	11.30	118.9%	1.28
37	Community Service Purpose	8%	9.50	8.00	9.65	101.6%	0.76
128	Percent of CRC reviews that are completed	9%	100.0	80.0	37.5	37.5%	0.35
130	Percent of programs with established program outcome assessment plans	18%	100.0	90.0	97.1	97.1%	1.70

Oakland Community College
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Goal: Assess Institutional Effectiveness (7)

Percent of Target Achieved

- Transfer Education Purpose — 103.2%
- Developmental Education Purpose — 99.6%
- Occupational & Technical Education Purpose — 83.6%
- General Education Purpose — 76.4%
- Workforce Development/Non-Traditional Purpose — 118.9%
- Community Service Purpose — 101.6%
- Percent of CRC reviews that are completed — 37.5%
- Percent of programs with established program outcome assessment plans — 97.1%

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