

**ORANGE  
COAST  
COLLEGE**  
CORE INDICATORS & INSTITUTION  
SET STANDARDS  
2021-2028



**COMMUNITY**



**LEARNING**



**ACCESS & EQUITY**



**STEWARDSHIP**



**STUDENT & EMPLOYEE  
ENGAGEMENT**



# CORE INDICATORS AND INSTITUTION SET STANDARDS

This document presents the College's values, goals, and objectives and corresponding core indicators. For each core indicator, OCC has established institution-set standards consisting of strategic multi-year performance goals and a "floor" that represents 80% of the indicator's three-year average (unless otherwise indicated). The floor is monitored as a base level of performance. The institution-set standards were developed through collegiate dialogue in College Council. They are reviewed, discussed, and updated annually in relevant participatory governance councils.

The Coast Community College District's Strategic Plan guides the Orange Coast College's master planning process and subsequent Educational Master Plan (EMP). Through open forums and discussion, the College's values, and goals (C-L-A-S-S) were modified to reflect an emphasis on Student and Employee Engagement. Strategic objectives organically emerged from a series of retreats and open campus forums attended by students, faculty, staff, and managers. The campus analyzed emerging trends, planning assumptions and program review data which served as a foundation for a common ground approach analyzing strengths, weaknesses, opportunities, threats, and future visioning.

Goals are further delineated by strategic objectives, which provide specifics on how goals are operationalized. Core indicators supporting the goals and strategic objectives are defined with performance targets to gauge the extent to which the College is making progress. The core indicators are organized by the College's values and goals (C-L-A-S-S).

## **Key Takeaways on Recent Performance:**

- OCC performed above the floor on 18 out of 21 indicators.
- On 11 of the 20 indicators, the College is not yet meeting the 2023-25 performance goals.
- 6 of the indicators are exceeding the 2023-25 performance goal.

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# COMMUNITY

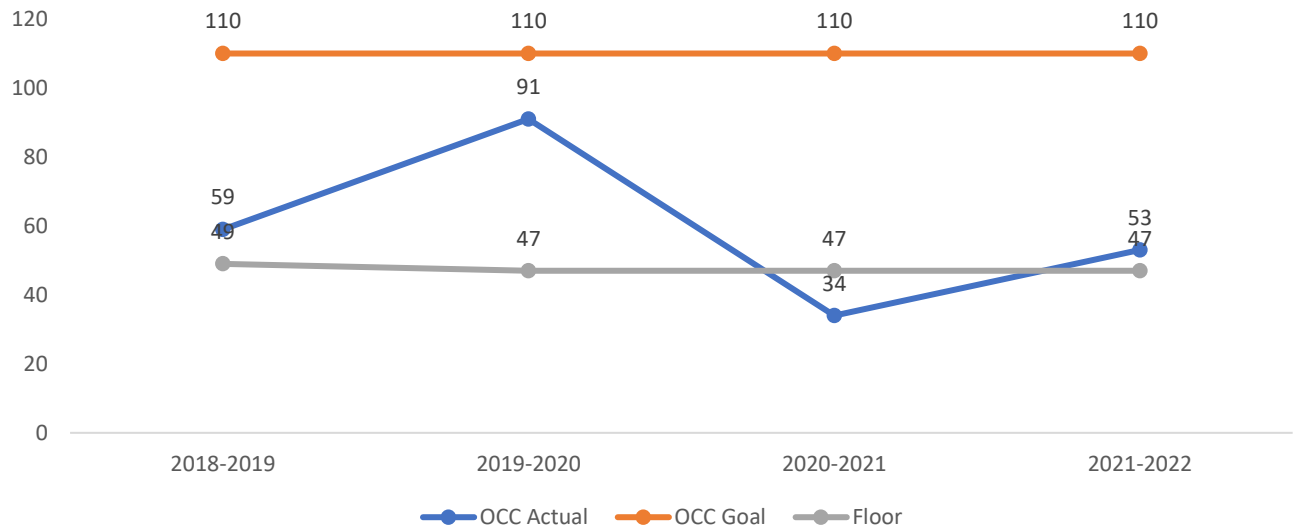
**Foster a culture that serves, engages, and connects the campus to the local and global community.**

**Objective 3:** Develop, expand, and institutionalize community and industry connections.

## CORE INDICATOR: NON-CREDIT CERTIFICATES AWARDED

*Decrease in 2023-25 Goal Progress*

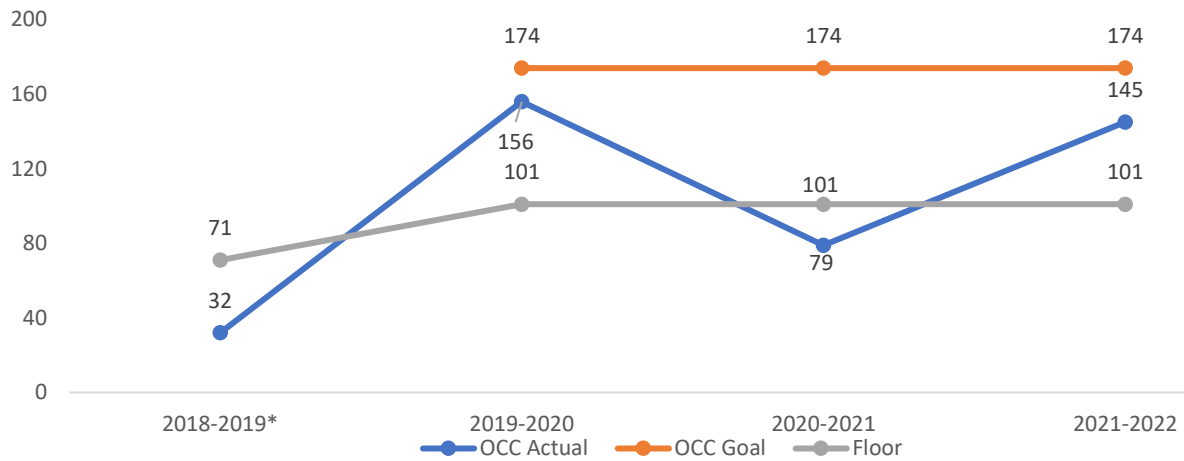
Number of non-credit certificates awarded annually.



## CORE INDICATOR: NON-CREDIT COURSES OFFERED

*Decrease in 2023-25 Goal Progress*

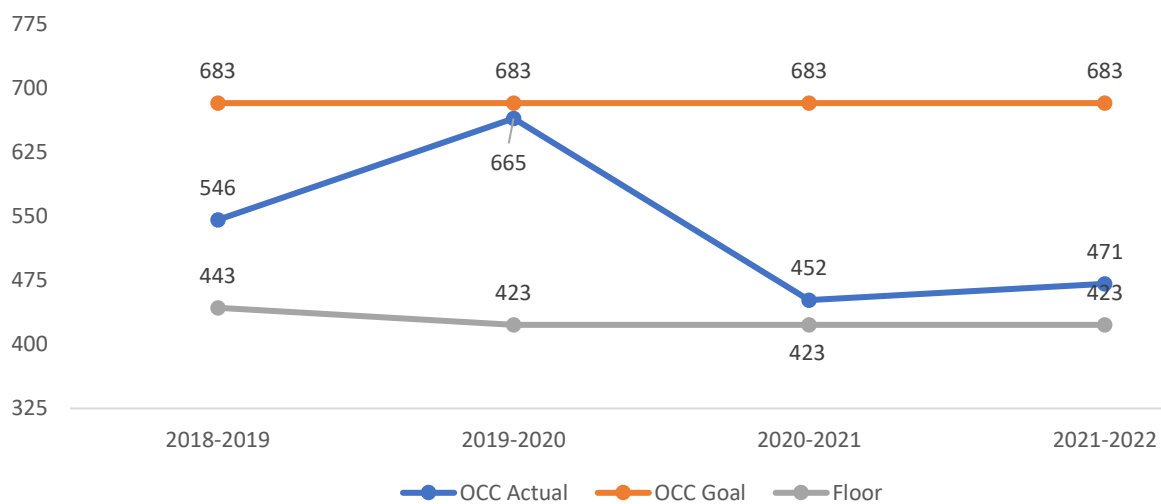
Number of non-credit courses offered annually.



### CORE INDICATOR: NON-CREDIT STUDENTS

*Decrease in 2023-25 Goal Progress*

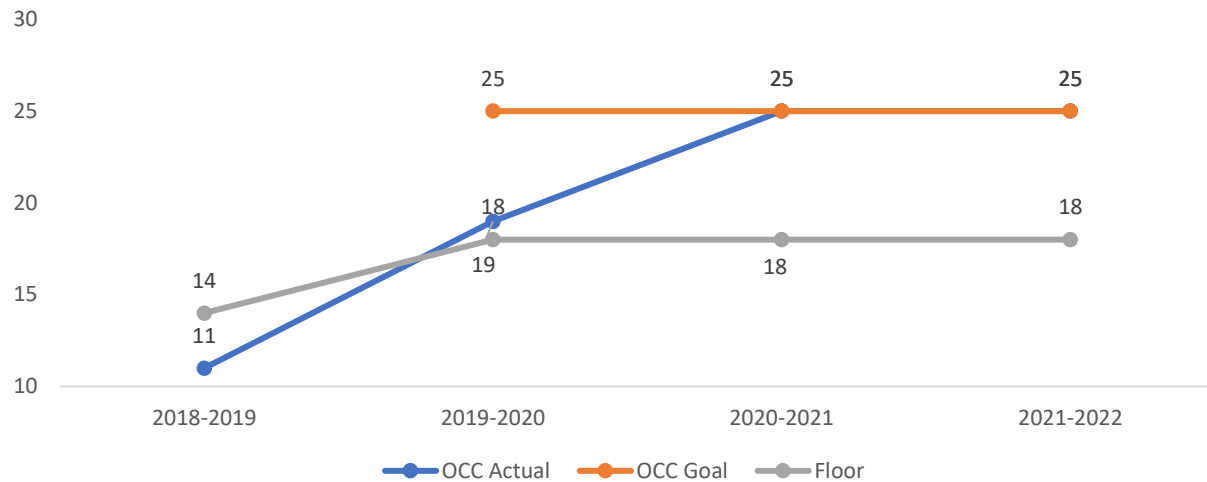
Headcount of students in non-credit classes annually.



### CORE INDICATOR: NON-CREDIT CERTIFICATES OFFERED

*Increase in 2023-25 Goal Progress*

Number of non-credit certificates offered annually



## LEARNING

**Ensure students receive a quality education to become self-directed and successful lifelong learners.**

**Objective 1:** Increase completion rates for a wide range of students from a variety of backgrounds while still preserving access and enhancing quality.

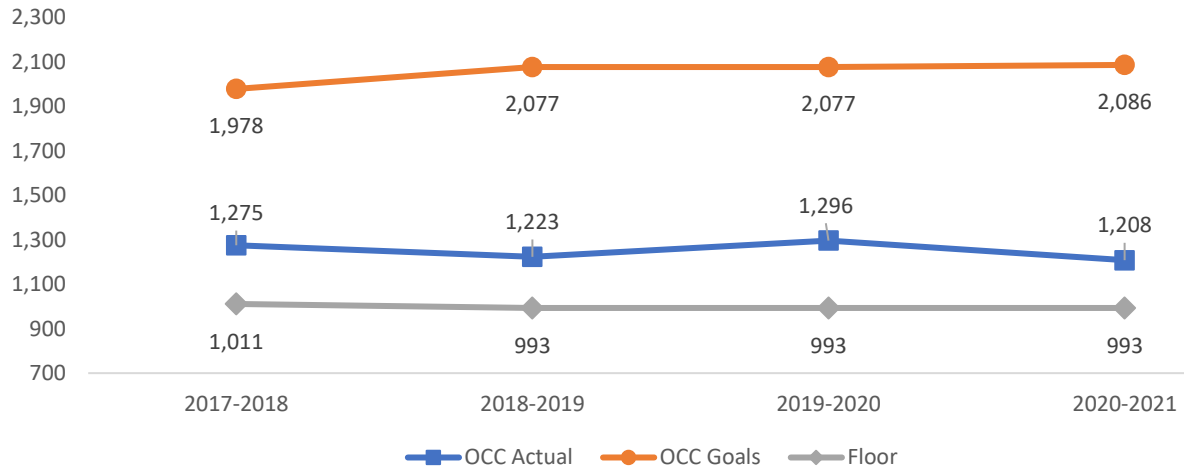
**Objective 3:** Strengthen the scheduling process for program/ discipline pathways and learning practices to increase student goal completion.

**Objective 5:** Enhance services and instruction through the use of self-directed, intuitive online technology.

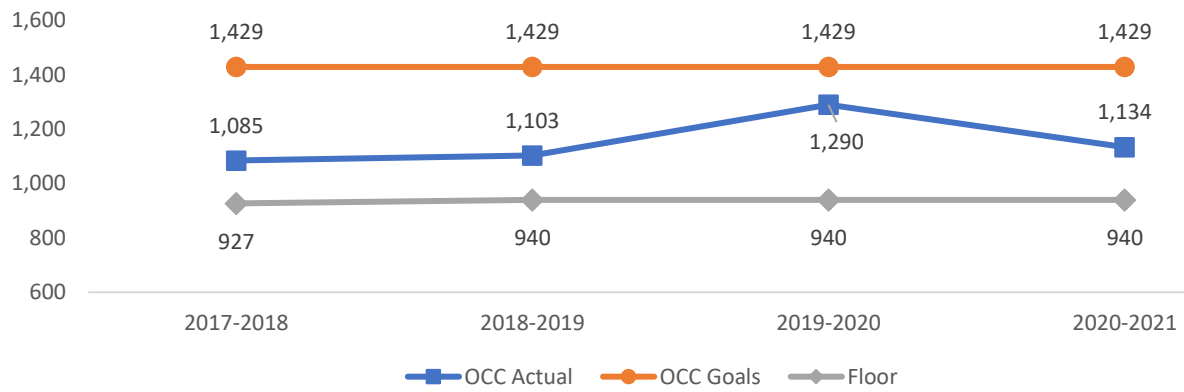
### CORE INDICATOR: DEGREES

*Decrease in 2023-25 Goal Progress*

Number of completed Associates of Arts and Associates of Science (AA/AS) Degrees.



**Number of Associates Degrees for Transfer (ADT).**

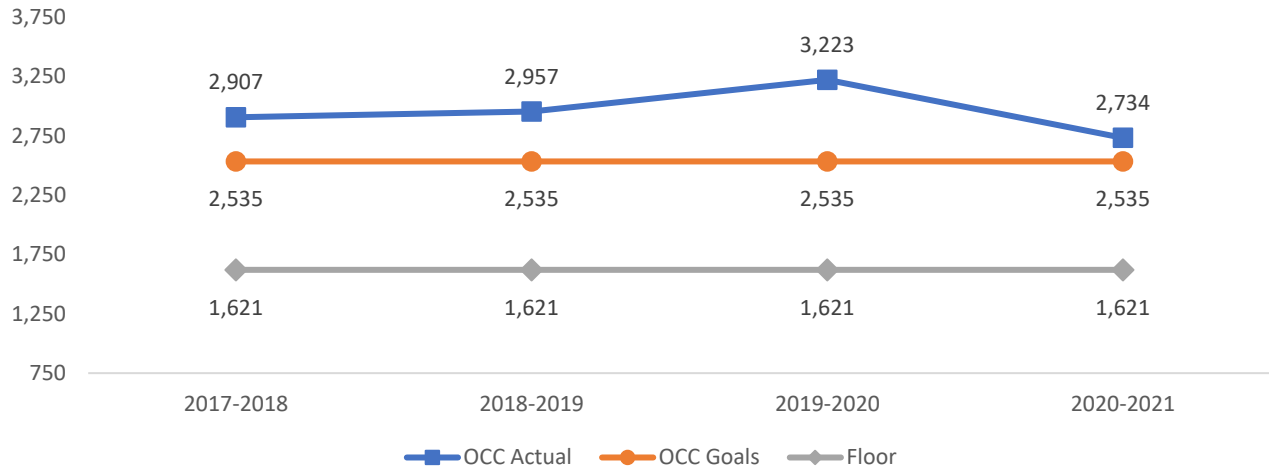


**CORE INDICATOR: CERTIFICATES**

*Increase in 2023-25 Goal Progress*

Number of Chancellor’s Office approved certificates completed.

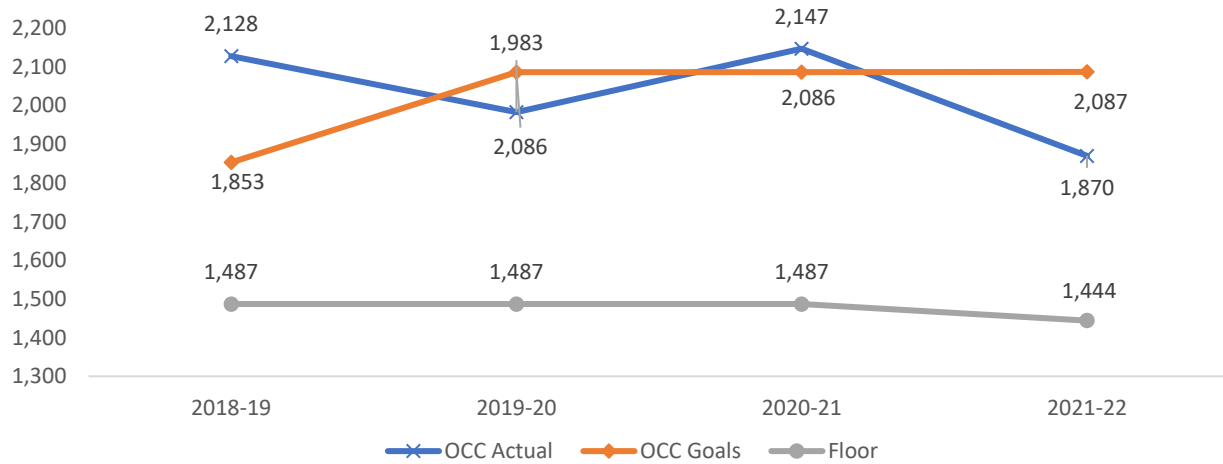




### CORE INDICATOR: TRANSFERS

*Decrease in 2023-25 Goal Progress*

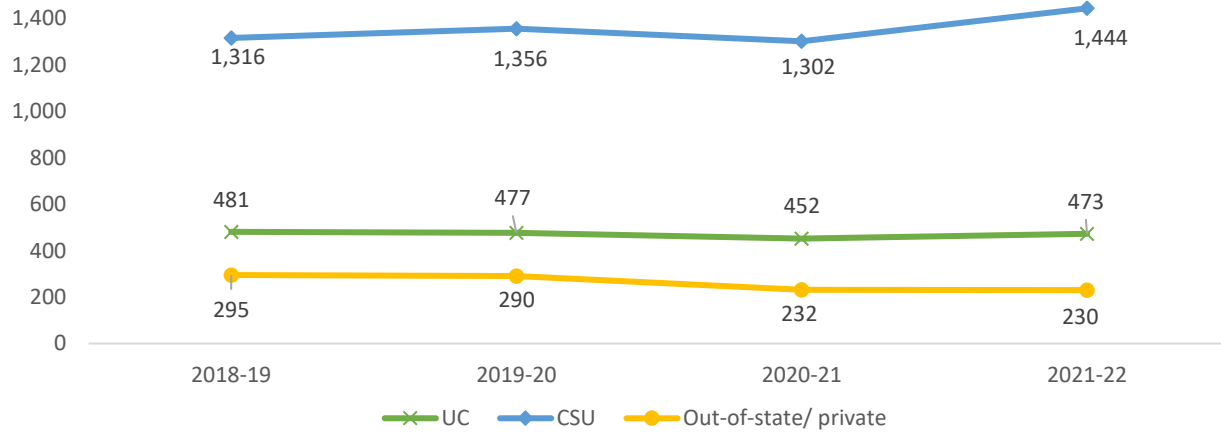
Number of students who transfer to a four-year institution including CSU, UC, out-of-state, or private universities.



## CORE INDICATOR: TRANSFERS BY INSTITUTION

Goal Progress Varies

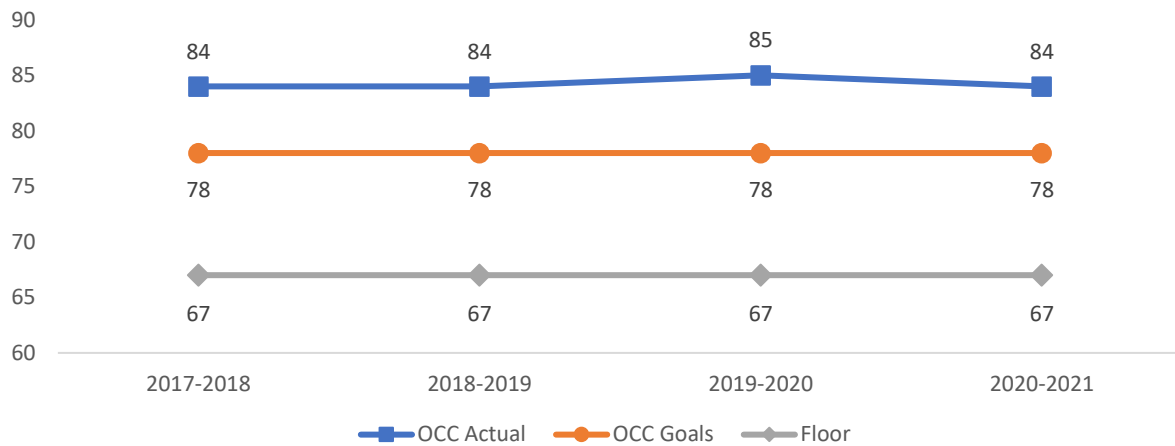
Number of students who transfer to a four-year institution including CSU, UC, out-of-state, or private universities.



## CORE INDICATOR: UNITS

*Increase in 2023-25 Goal Progress*

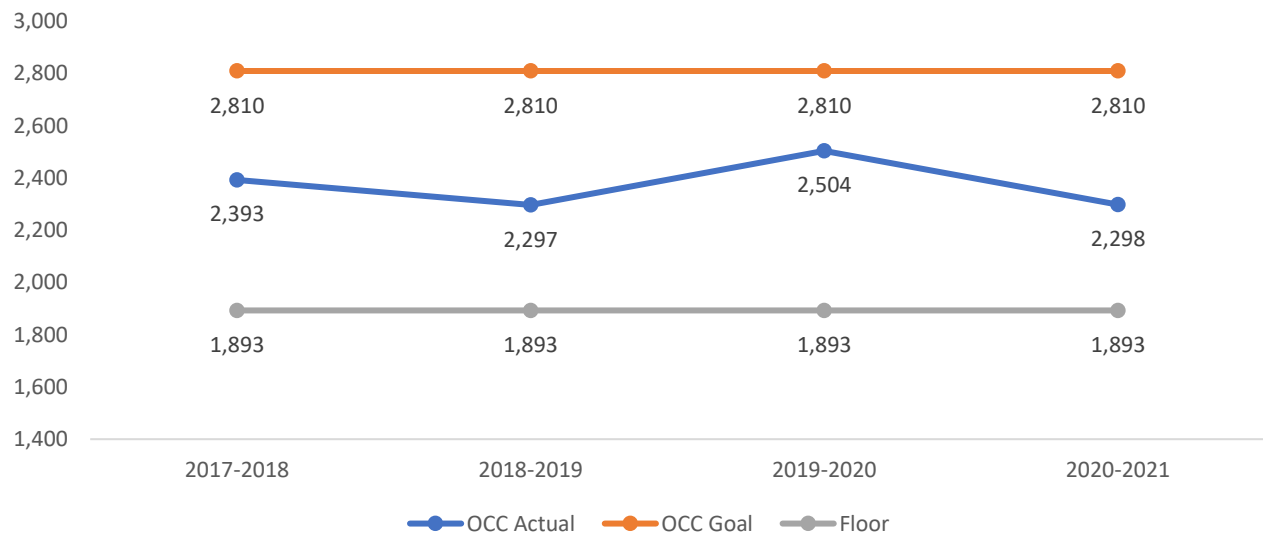
Average number of units accumulated by students earning associate degrees. Data can be accessed from the [Student Success Metrics LaunchBoard](#).



## CORE INDICATOR: COMPLETION

*Decrease in 2023-25 Goal Progress*

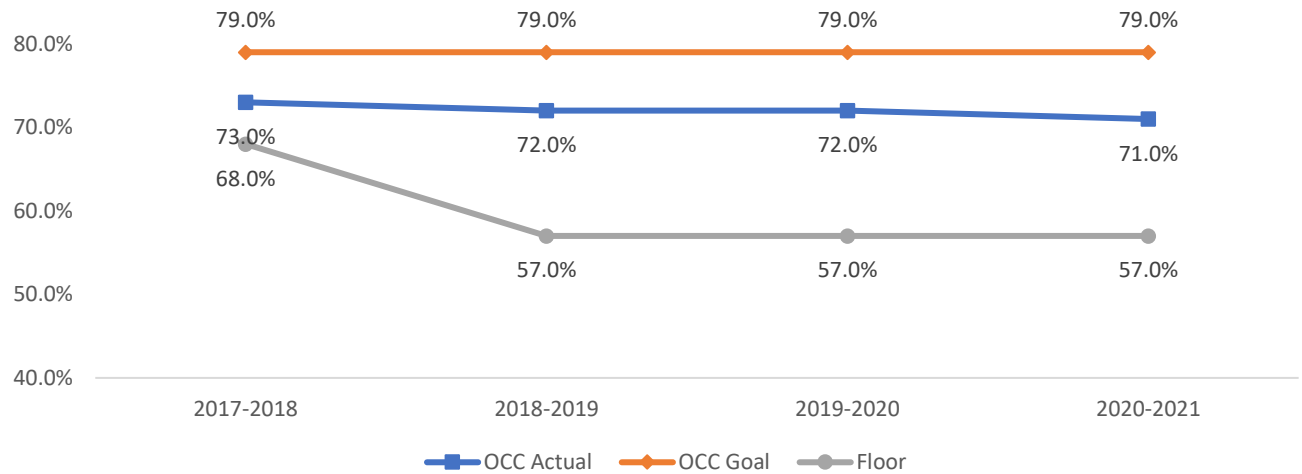
Number of students who attained the Vision for Success Goal Completion Definition. Data can be accessed from the [Student Success Metrics LaunchBoard](#).



## CORE INDICATOR: PERSISTENCE

*Decrease in 2023-25 Goal Progress*

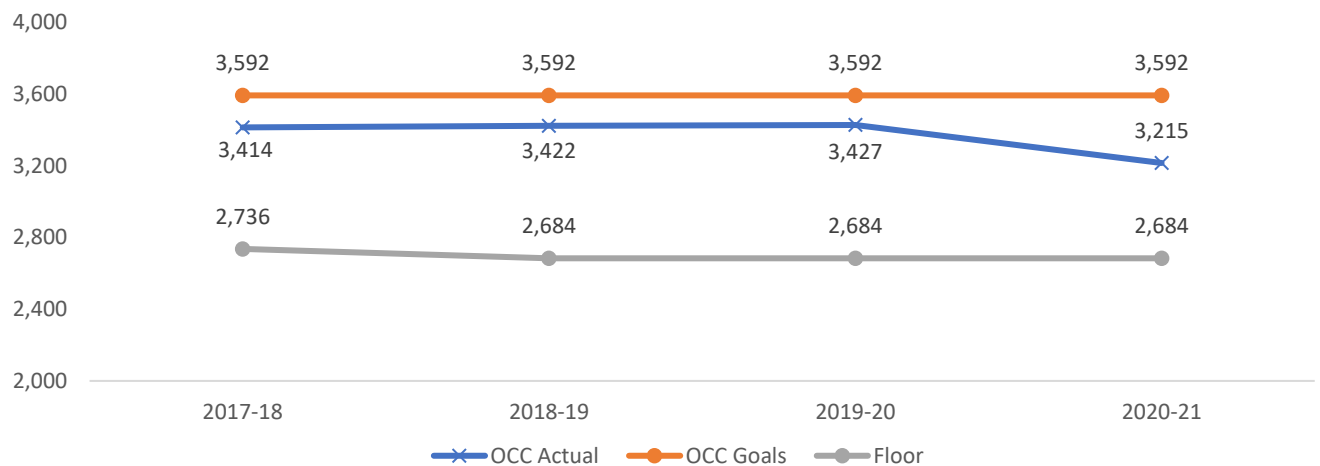
Percentage of first-time students who persisted from fall to spring term. Data can be accessed from the [Student Success Metrics LaunchBoard](#).



## CORE INDICATOR: CTE COMPLETION

*Decrease in 2023-25 Goal Progress*

Number of students who successfully complete (C or better) nine or more career education units across the district. Data can be accessed from the [Student Success Metrics LaunchBoard](#).



## CORE INDICATOR: CTE LICENSURE PASS RATES

Goal Progress Varies

Orange Coast College licensure exam passage rates for which students must pass a licensure examination in order to work are displayed on the [Career and Certificate Programs web page](#).

Licensure rates varied by program with rates ranging from 75% to 100% in 2020-21. Both 2020-21 and 2019-20 had higher exam passing rates in most categories compared to 2018-19.

## CORE INDICATOR: CTE JOB PLACEMENT RATES

Goal Progress Varies

Job placement rates for students completing certificate programs and Career Technical Education degrees.

Rates are available on the [Career and Certificate Programs web page](#). Rates ranged from 65% to 94% in 2020-21 which is similar to the rates in 2019-20 and 2018-19.

CORE INDICATOR: DISPROPORTIONATLY IMPACTED STUDENTS

Goal Progress Varies

OCC Student disproportionately impacted by access, retention, English and math basic skills, completion, and transfer.

SUBGROUP	ACCESS	RETENTION	ENGL/MATH	COMPLETION	TRANSFER
Ethnicity	% of cohort to close gap	% of cohort to close gap	% of cohort to close gap	% of cohort to close gap	% of cohort to close gap
American Indian or Alaska Native					
Asian					
Black or African American	7%* Increase the number of students who successfully enroll by 2% each year		17%	7%	
Filipino	15%				
Hawaiian or Pacific Islander				13%	
Hispanic or Latina/o/x		7%	9%* Increase the number of students completing English/ Math by 1% per year	9%	1%
Two or more races					
All masked values					
White		5%			
Special Groups	% of cohort to close gap	% of cohort to close gap	% of cohort to close gap	% of cohort to close gap	% of cohort to close gap
Disability				8%	
Economically Disadvantaged					
Homeless			10%		
First-Generation		7%* Increase the number of students retained by 1% per year	7%* Increase the number of students completing English/ Math by 1% per year	6%* Increase the number of students completing by 1% per year	7%* Increase the number of students transferring by 1% per year
Foster Youth			17%	14%	
LGBTQ+		10%		9%	
Veteran			15%		

# ACCESS AND EQUITY

**Create equitable access through effective and innovative pathways and programs that result in increased student success.**

**Objective 1:** Model and embed environmental sustainability practices within College instruction and programs

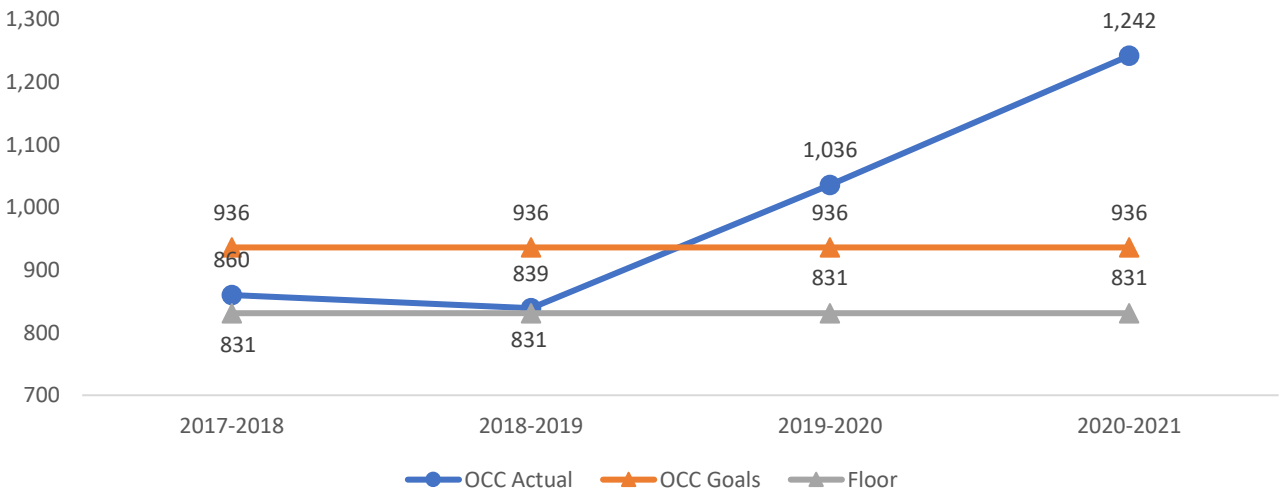
**Objective 2:** Assist students by creating a coordinated K-12, OCC, and four-year academic seamless pathway to degree and job attainment.

**Objective 3:** Cultivate human potential to advance our mission and enhance the quality of the work and personal lives of our employees.

## CORE INDICATOR: TRANSFER-LEVEL ENGLISH AND MATH

*Increase in 2023-25 Goal Progress*

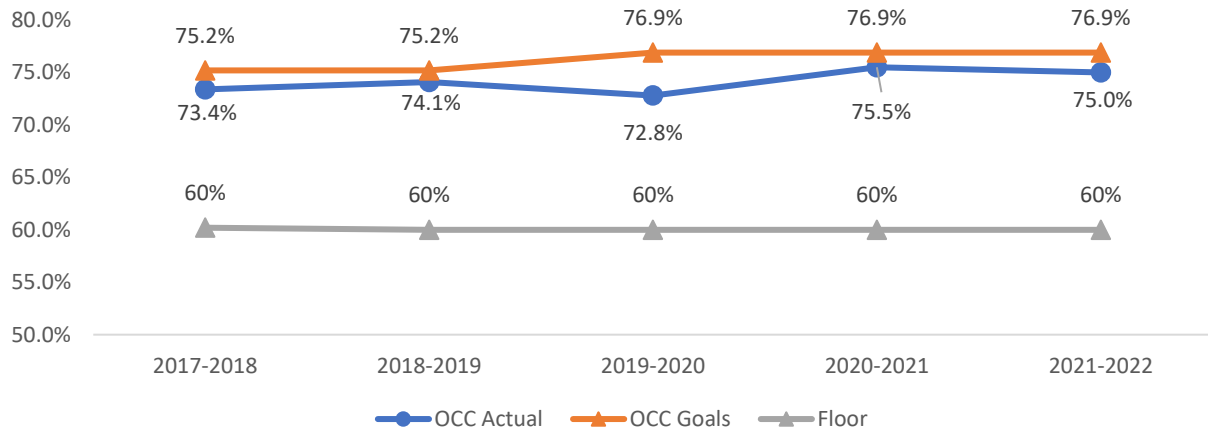
Number of students completing transfer-level English and math in their first academic year. Data can be accessed from the [Student Success Metrics LaunchBoard](#).



## CORE INDICATOR: SUCCESSFUL COURSE COMPLETION

*Decrease in 2023-25 Goal Progress*

Percentage of students who earn a grade of "C" or better or "credit". Data can be accessed from the [Student Success Metrics LaunchBoard](#).





# STEWARDSHIP

**Sustain, improve, and create programs, physical and human resources, and infrastructure through processes that ensure accountability, continuous improvement, and long-term viability.**

**Objective 2:** Assist students by creating a coordinated K-12, OCC, and four-year academic seamless pathway to degree and job attainment.

**Objective 3:** Cultivate human potential to advance our mission and enhance the quality of the work and personal lives of our employees.

**Objective 4:** Promote an open environment. with rigor, transparency, continuous improvement, and recognition of collaboration and individual achievement.

## CORE INDICATOR: ACCREDITATION STATUS

*Increase in 2023-25 Goal Progress*

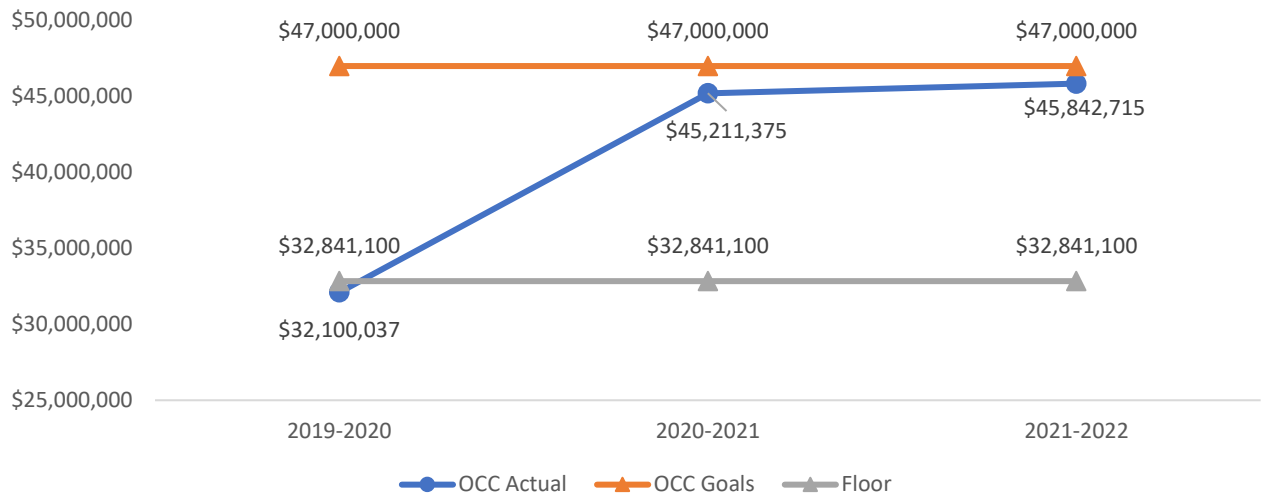
Latest ACCJC Action. Long-term viability of the College is inexplicably linked to our reaffirmation of regional accreditation.

FEB 2013	JULY 2013	FEB 2014	JULY 2014	FEB 2015	JULY 2019	6- YEAR GOAL
FA-N	FA-W	FA-W	FA-SR/RA	FA-N	FA-N	FA-N
Fully Accredited- No Action	Fully Accredited- Warning	Fully Accredited- Warning	Fully Accredited- Sanction Removed & Reaffirmed	Fully Accredited- No Action	Fully Accredited- No Action	Fully Accredited- No Action

## CORE INDICATOR: AMOUNT OF FOUNDATION ENDOWMENTS

*Decrease in 2023-25 Goal Progress*

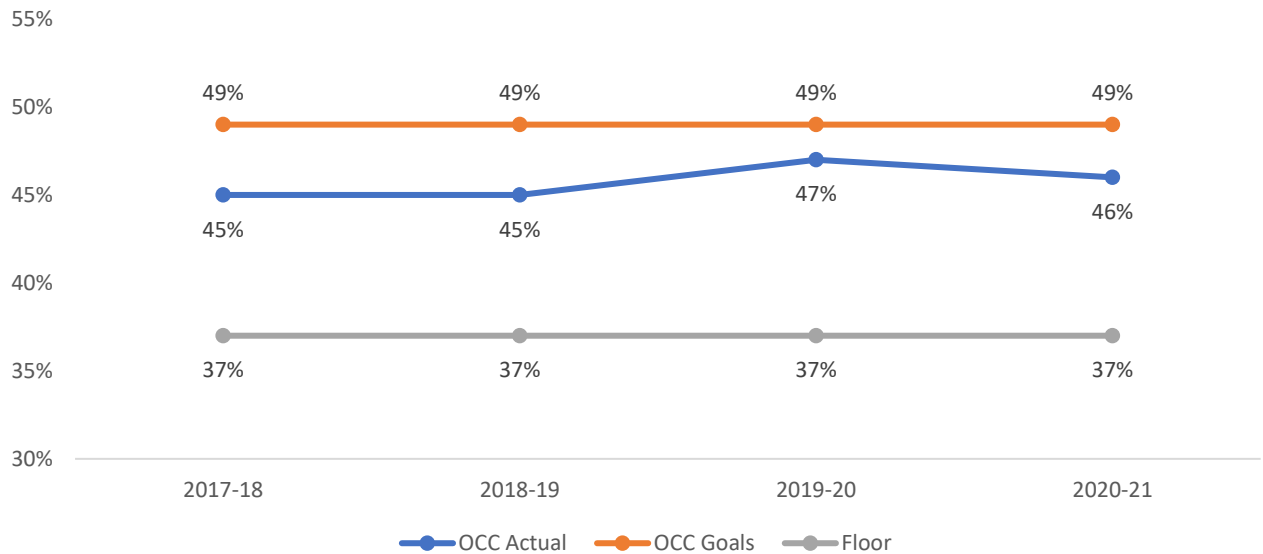
Amount of foundation endowments (Net Assets).



## CORE INDICATOR: APPLICATION YIELD

*Decrease in 2023-25 Goal Progress*

Percentage of summer and fall applicants who enrolled in the same year to stabilize enrollments. Data can be accessed from the [Student Success Metrics LaunchBoard](#).



# STUDENT AND EMPLOYEE ENGAGEMENT

**Promote active and collaborative participation leading to meaningful connections among people, places, and ideas within the College.**

**Objective 1:** Create structured opportunities for student engagement within curriculum, co-curricular activities, and service-learning opportunities,

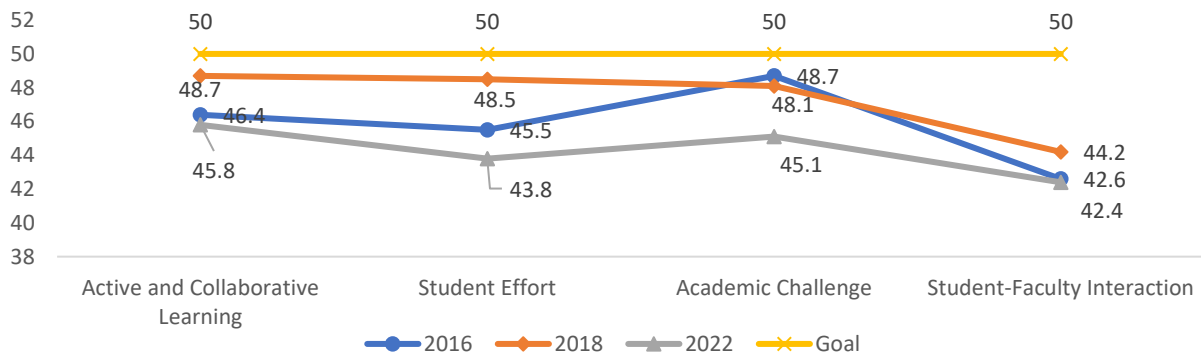
**Objective 2:** Develop programs to promote faculty and student interaction, along with team and community building that advances the mission of the College.

## CORE INDICATOR: STUDENT ENGAGEMENT

### *Decrease in 2023-25 Goal Progress*

The Community College Survey of Student Engagement (CCSSE) gathers feedback every two years about OCC students' level of engagement as a measure of institutional quality. The survey focuses on five benchmark areas: Active & Collaborative Learning; Student Effort; Academic Challenge; Student-Faculty Interaction; and Support for Learners. Survey values are nationally normed at 50.

*Note: CCSSE distribution in 2020 was canceled due to the COVID-19 pandemic. Distribution continued in 2022.*



## CORE INDICATOR: EMPLOYEE ENGAGEMENT

### *Increase in 2023-25 Goal Progress*

The Personal Assessment of Campus Environment (PACE) survey measures employee satisfaction in four climate factors: Instructional Structure, Supervisory Relationships, Teamwork, and Student Focus. The survey is conducted every two years. Climate factors are rated on a scale of 1 to 5 with higher numbers being more favorable.

