ORANGE COAST COLLEGE

Atlas 2021-2022

A Compilation of Facts, Figures and Institutional Effectiveness Indicators for Orange Coast College

Office of Institutional Effectiveness
Orange Coast College
December 2022

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Introduction

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Introduction

The OCC Atlas was designed to provide pertinent information about Orange Coast College's students and the surrounding community. The nineteenth edition of the OCC Atlas contains information commonly requested about OCC and its services, staff, students, and student outcomes. It is intended to provide a common and reliable base of information that can be used for general information, grant writing, program review, professional conference presentations, and the generation of institutional effectiveness trends and indicators. The OCC Atlas is arranged into six sections: Environment and Access, Credit Student and Enrollment Trends, Non-Credit Student Trends, Student Outcomes, Student Equity Outcomes, and Employee Data.

OCC Atlas Highlights (2021-2022)

- Environment and Access: Information details the extent to which Orange Coast College (OCC) is serving cities and high school districts within the Coast Community College District's (CCCD) boundaries.

    - Over the last 10 years, OCC students have become more ethnically diverse than the CCCD service area. The Hispanic or Latinx population continue to be the ethnic/racial group with the highest proportion of students at OCC. (See section I.1)
    - The proportion of students from outside of the college's official service area has grown over the last 10 years and now makes up about 50% of the enrollment. (See section I.3)

- Credit Student and Enrollment Trends: Information is provided on credit student demographic and enrollment trends.

    - Headcount and seat count reached a peak in fall 2011 and have been trending down. In fall 2021, headcount decreased by 9.1% and seat count by 4.2%. (See section II.1)
    - OCC's student population has become younger and more ethnically/racially diverse over the last ten years.

        - The Hispanic or Latinx group has been the fastest growing ethnic/racial group over the past ten years, increasing from 28.1% in fall 2011 to 34.1% in fall 2021. Based on projection data, this trend is expected to continue. (See section II.3)
        - In 2011s, the under-25 population was 71.8%. Fall 2021 students under the age of 25 comprised 71.8% of the population while 25 to 30 age students have decreased to 14.7%. Most of the other age groups (31 and older) have correspondingly increased over the last ten years. (See section II.4)

    - Prior to fall 2006, females were the largest gender group among students at OCC. Since then, the proportion of males has decreased, and in fall 2021, it stood at 47.4%. (See section II.5)
    - The percentage of OCC international students has increased over the last 10 years and now stands at 5.2% (See section II.7)
    - The majority of OCC students continue to indicate their education goal is to transfer to a four-year institution (60.8% in fall 2021). However, this percentage dropped from the previous semester and the percentage of vocational educational goals increased. (See section II.12).
    - The proportion of students with full-time status (12 units or more) has been slightly decreasing over the last few years and stands at 27.3% in fall 2021. (See section II.14)
    - The COVID-19 Pandemic has shifted course scheduling statistics therefore LIVEONLINE and Online courses are the most in-demand course modalities as of Fall 2021.(See section II.17)

- Noncredit Student Trends: New in fall 2018. Information is provided on noncredit student demographic and enrollment trends.

    - In fall 2019, the noncredit program served 521 students—360 were exclusively taking noncredit courses. (See section III.2)
    - Noncredit students in 2019 were more diverse and older than students taking credit courses.

- Students who identified as Hispanic or Latinx comprised the largest proportion of students (30.8% in fall 2021, follow by Asian/Pacific Islander (25.9%), unknown (3.9%) and White, Non-Hispanic (26.0%)). (See section III.3)
- The majority of noncredit students were older than 30 years old. (See section III.4)
- Also, contrarily to credit student population, noncredit students are largely female (60.9%). (See section III.5)

- A large majority of noncredit OCC students indicated that their education goal was "transfer" (40.4%). (See Section III.9)

- **Student Outcomes:** Various institutional effectiveness indicators are presented. Success and retention rates are provided for the overall student population and by demographics. Success and retention rates are calculated according to the State Chancellor's Office standard definitions. Other indicators are included, such as UC/CSU transfers, AA/AS Degrees & Certificate of Completions and probation trends.

  - The percentage of 'A' grades has continued to increase, while the percentage of 'F' grades has held steady. Average GPA has been steady. (See section IV.2)
  - Overall success rates have remained constant from Fall 2011 to Fall 2021 (74.2 & 73.5respectively) and retention rates have slightly decreased in fall 2021 (88.6% to 87.2%). (See section IV.4)
  - The total number of Associate Degrees awarded has decreased in the overall percentage of awards (58.7% in 2011/12 to 46.5% in 2021/22). The addition of the AS degree in 2006/2007 and the AA/AS-Transfer degrees in 2011/2012 increased the total number of associate degrees awarded and this trend has continued. In 2021-22, Orange Coast College was ranked 20th in the state for AA-T/AS-T degrees awarded (1,132). The number of Certificates of Achievement has increased substantially from 574 in 2011/12 to 2,424 in 2021/22. The majority of that increase was due to the addition of the CSU Breadth and IGETC certificates being awarded for the first time in 2014/15. (See section IV.11)
  - Transfers to both CSU and UC have remained strong. Since 2011, overall transfers decreased from 2011-2019-20 then greatly increased in 2021. However, this decrease was observed statewide and OCC statewide ranking remained strong at 6th in CSU transfers statewide, 8th in UC transfers statewide, and 8th in overall transfers to CSU and UC schools combined (2018/19). (See section IV.12)

- **Student Equity Outcomes:** OCC student data were explored by demographics across ~~six~~ five common indicators: Access, Retention, English/Math, and Transfer. These "success indicators" identify and measure areas for which student population groups may be impacted by issues of equal opportunity and disproportionate impact. Results varied by student group, but the following student populations experienced disproportionate impact in at least 2 of the success indicator areas: Black or African American, Hispanic or Latinx, First-Generation, and LGBT. (See Section V)
- **Employee Data:** Information is provided on OCC employees by demographics.

  - The number of Full-Time Faculty employees has remained steady over the past ten years. (See section VI.1)
  - Among faculty, there has been a shift in the male/female ratio over time toward more equitable representations by gender. The other employee groups have more discrepant representations, with females overrepresented in classified professionals (58.8% in 2021, but under-represented in educational administrators (48.3% in 2021). (See section VI.2)
  - Over the past ten years, the ethnic/racial makeup of faculty and educational administrators has remained relatively stable. The majority of current (fall 2021) OCC full-time and part-time faculty are White/Non-Hispanic (69.3% and 62.9%, respectively). (See section VI.4)
  - Trends in race/ethnicity for classified professionals indicate the group has become more diverse since 2011. Similarly, the diversity of classified managers has generally increased over the last ten years, while the composition of educational administrators remained consistent with the least amount of diversity in the same time frame. (See section VI.6)
  - The majority of full-time faculty are age40-49 years old, while part-time faculty are somewhat younger. Age distributions of OCC classified professionals have shifted to more staff in the 40 and above age range since 2009. Similarly, classified managers showed decreases in employees ages 40-

59 and increases in the 60 and above age ranges. The great majority of educational administrators are age 50 or older. (See sections VI.7, VI.8, VI.9)

In Closing…

The information contained in the OCC Atlas illustrates current data and trends in a variety of areas. This information simply explains *what* is occurring and no inferences can be made as to *why* it is occurring. In most instances, we have provided a brief explanation of data trends and any other contextual information that may be helpful for the reader to understand these data. Space and usefulness to a larger audience are considered when planning and preparing the OCC Atlas. It is neither feasible nor practical to include all the volumes of information collected on OCC. The OCC Office of Institutional Effectiveness welcomes your suggestions for future publications of the OCC Atlas.

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Technical Notes

Atlas
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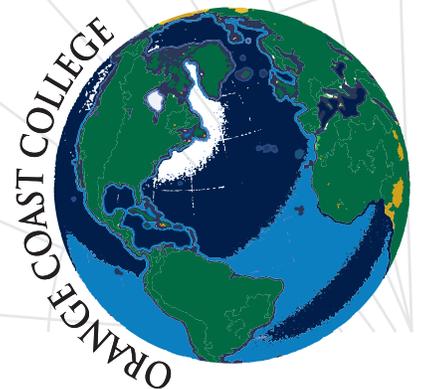
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Technical Notes

Technical Notes

Data Sources
The OCC Office of Institutional Effectiveness analyzed and compiled all the information presented in this Atlas. The data source(s) used are detailed for each table of information. The majority of data were compiled using the OCC Management Information Systems (MIS) data that are reported to the State Chancellor's Office (via the Coast Community College District Office) or retrieved directly from the college's student information system (Banner). A brief description of the primary MIS data files used is detailed below:

- **Student Basic:** The majority of demographic data were compiled from the MIS Student Basic data (such as ethnicity, gender, citizenship, educational goal, etc.). Much of these data are taken directly from the college application and are self-reported by the student.
- **Student Enrollment:** All enrollment data such as course, grade, drop date and units earned are recorded in the MIS Student Enrollment file. Student outcomes for success and retention rates were derived from these data. Overall, fall 2009 and forward, and Academic Year success and retention rates were determined by using the Argos Program Review Access & Success Cube. Student assessment and placement data are taken from student assessment scores stored in Banner.
- **Program Awards:** Information is given on students who were awarded Associate's degrees (AA, AS, AA-T, AS-T) or certificates in a one-year period (July 1 – June 30) for summer, fall and spring semesters.
- **Course Basic and Section:** Semester specific information is given on courses and sections offered. Information on each course/section such as transferability, time offered, maximum/minimum units of credit, etc.

Data Compilation
The majority of data in the OCC Atlas were manipulated and analyzed using SPSS (Statistical Package for the Social Sciences, IBM). Data retrieved from the MIS and Banner systems were extracted and manipulated using the Argos reporting tool. The output was then transferred into Excel 2019 to create the tables and charts. The tables and charts were then exported to Word 2019, at which point data interpretations were added.

Interpreting Data Tables & Graphs
As noted above, an interpretation is presented with each data table and graph. Such interpretations are not meant to be comprehensive, but rather meant to highlight interesting points or trends occurring in the data. In most cases, data are presented from fall 2011 through fall 2021 (fall semesters only). Some data are also presented in academic year format. This is intended to give the reader a snapshot of what is occurring. These data cannot and should not be generalized to what is occurring during spring or summer semesters.

These data are presented in terms of numbers and percentages. **NOTE:** Percentages are generally easier to interpret; however, there are instances when utilizing raw numbers better serves one's purposes. Both are detailed for the reader's use.

The reader needs to take caution when interpreting and using the information contained in this Atlas. The data presented are purely descriptive. It shows what is occurring but does not explain why it is occurring. Questions about the data and/or their interpretation should be referred to the Office of Institutional Effectiveness.

To be compliant with ADA 508 standards, hyperlinks will be placed at the end of this document. At the end of Section I, there is a list of hyperlinks pertaining to Economic and Education Information that are not included in the list at the end of this document.

Due to a transition in district data systems in spring 2008, certain data elements are incompatible with historical data trends and are not reported for certain areas. Historical data are retained as these data issues are being rectified.

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Environment and Access

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Environment and Access

I.1 District Service Area and OCC Racial and Ethnic Diversity

The ethnic breakdown of OCC students in fall 1990 closely matched the ethnic/racial breakdown of OCC's service area. Since then, OCC's ethnic/racial composition has been changing relative to the district service area. By fall 2020, census data showed OCC's student to include a greater percentage of Hispanic or Latinx students than the adult population in the district's service area. This has also meant a smaller percentage of White students relative to the district's service area. The growing number of out-of-district students attending OCC could be contributing to these changes.

Comparison of Ethnic Distribution of CCCD Service Area and OCC Enrollment Adult Population (18 and Up)

■ OCC Fall 2021   ■ Adult Population CCCD Service Area
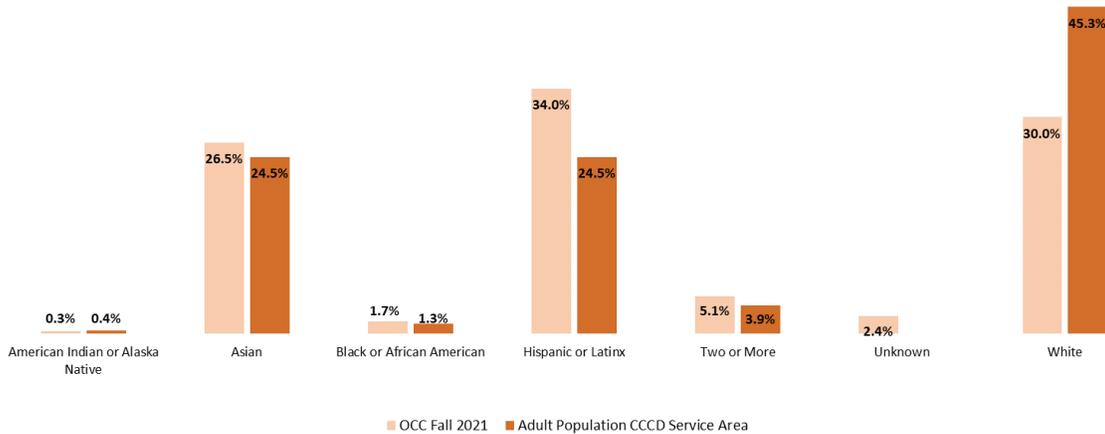
Table I.1: Comparison of Ethnic Distribution of CCCD Service Area and OCC Enrollment Adult Population (18 and Up)

Percent	OCC Fall 2021	Adult Population CCCD Service Area
Hispanic or Latinx	34.0%	24.5%
Non-Hispanic or Latinx	67.3%	75.4%
American Indian or Alaska Native	0.3%	0.4%
Asian	26.5%	24.5%
Black or African American	1.8%	1.3%
Two or more	5.1%	3.9%
Unknown	2.4%	0.0%
White	30.0%	45.3%

Per United States Department of Education guidelines, educational institutions will be required to collect racial and ethnic data using a two-part question. The first question is whether the respondent is Hispanic or Latinx. The second question is whether the respondent is from one or more races.

Source: U.S. Census U.S. Census QuickFacts The 1990 and 2000 comparison of district service area and OCC ethnic diversity can be found in the 2000-2001 and 2002-2003 versions of the OCC Atlas (accessible on the Institutional Effectiveness OCC Portal page under Institutional Research).

I.2 Legal Residency Status

Legal residency refers to a student's legal residency status for registration fee purposes. It does not address where the student is currently living while attending OCC (see section I.3). OCC students are about evenly split between those whose legal residence is within the CCC district and those outside of it. The proportion of students who are California residents living within the District Service Area has decreased steadily from 48.8% in fall 2011 to 45.8% in fall 2021. The proportion who are California residents and live outside of the district has been consistent during this time and was 46.1% in fall 2021. Since the mid-2000's, OCC has observed steady enrollments of students coming from out of state (approximately 5.9%). The percentage of non-US students has historically been approximately 2% until fall 2006. Since then, it has trended upward due to the College's international efforts, and in fall 2019 it stood at 6.5%.

Please use caution when comparing the data below with the District IE report. Data for the Out of State and Non-US Citizen are calculated differently.
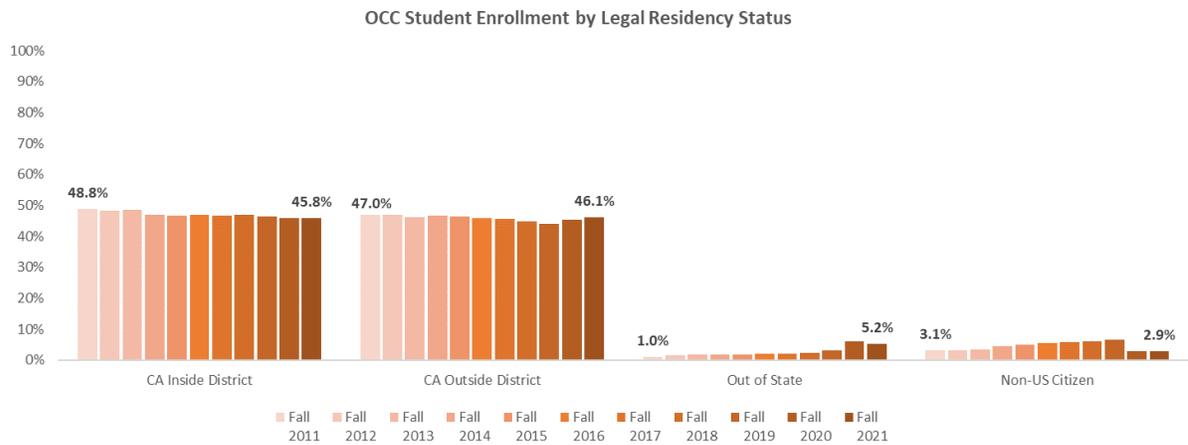
Table I.2: ALL OCC Student Enrollment by Legal Residency Status: Fall 2011- Fall 2021

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
CA Inside District	10,609	9,867	10,720	10,292	10,315	10,184	10,354	10,055	9,524	8,555	7,883
CA Outside District	10,219	9,579	10,230	10,212	10,227	9,951	10,111	9,579	9,026	8,455	7,942
CA Unknown Zip	1,423	975	0	1	234	119	92	2	1	3	1
Out of State	217	338	411	419	409	430	434	475	646	1,105	904
Non-US Citizen	677	652	773	966	1,110	1,185	1,301	1,314	1,324	549	493
Total Headcount	23,145	21,411	22,134	21,890	22,295	21,869	22,292	21,425	20,521	18,667	17,223

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
CA Inside District	48.8%	48.3%	48.4%	47.0%	46.8%	46.8%	46.6%	46.9%	46.4%	45.8%	45.8%
CA Outside District	47.0%	46.9%	46.2%	46.7%	46.4%	45.8%	45.5%	44.7%	44.0%	45.3%	46.1%
CA Unknown Zip	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Out of State	1.0%	1.7%	1.9%	1.9%	1.9%	2.0%	2.0%	2.2%	3.1%	5.9%	5.2%
Non-US Citizen	3.1%	3.2%	3.5%	4.4%	5.0%	5.4%	5.9%	6.1%	6.5%	2.9%	2.9%
Total Headcount	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: OCC MIS Census Data, Fall 2011-Fall 2021

I.3 Student Enrollment by District Boundaries

Based on physical residency (where the student lives while attending OCC), about half of our students live in cities within district boundaries. District boundaries are determined by the state. The proportion of within-district students were consistent in fall 2011 (50.6%) and fall 2021 (50.1%).

OCC Student Enrollment by District Boundaries (Zip Codes)
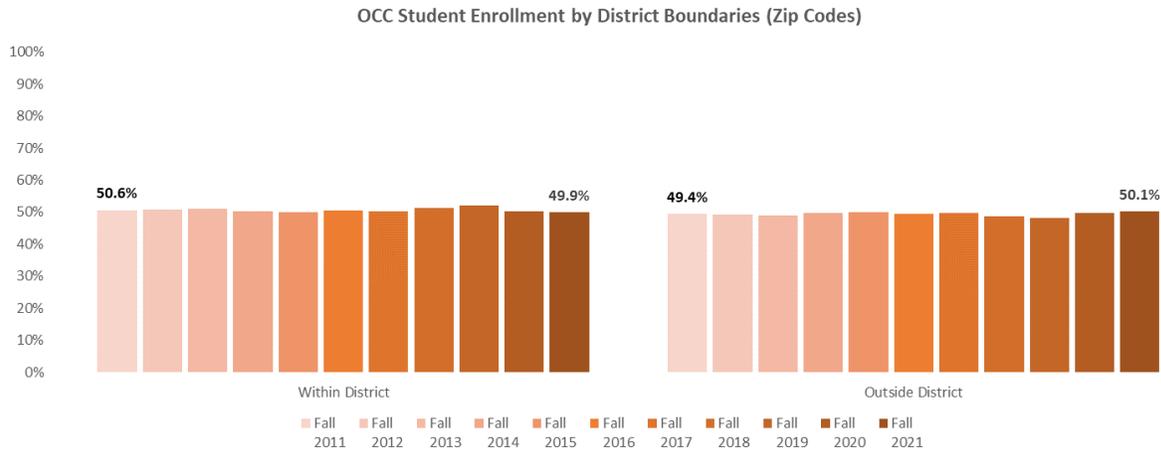
Table I.3: All OCC Student Enrollment by Zip Code (Within/Outside District Boundaries) Fall 2011 – Fall 2021

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Within District	10,917	10,350	11,289	11,002	10,991	10,936	10,933	10,963	10,651	9,314	8,505
Outside District	10,655	10,056	10,843	10,885	10,989	10,731	10,813	10,432	9,842	9,187	8,554
Unknown Zip	1,573	1,005	2	3	315	202	546	30	28	166	164
Total Headcount	23,145	21,411	22,134	21,890	22,295	21,869	22,292	21,425	20,521	18,667	17,223

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Within District	50.6%	50.7%	51.0%	50.3%	50.0%	50.5%	50.3%	51.2%	52.0%	50.3%	49.9%
Outside District	49.4%	49.3%	49.0%	49.7%	50.0%	49.5%	49.7%	48.8%	48.0%	49.7%	50.1%
Unknown Zip	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Headcount	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

NOTE: Data reflects where students live rather than legal residency.

Source: OCC MIS Census Data, Fall 2011-Fall 2021

Due to a change in district data systems, a large number of students with unreported zip codes were observed from fall 2008 through fall 2012.

*Percentages of within and outside district figures were adjusted when omitting the 'Unknown Zip' student counts from the cumulative total.

I.4 OCC Credit Students' City of Residence

84.5% of OCC students live in Orange County, with 49.4% who live within the CCC district and 35.1% who live outside of it. The percent of students living within CCCD's service area has fluctuated in the past ten years from 47.2% (fall 2011) to 52.0% (fall 2019) to 49.4% (fall 2021). The percentage of students residing in Orange County but are out of district has decreased from 38.2% in fall 2011 to 35.4% in fall 2021. The percentage of students who do not reside in Orange County has been increased in the past ten years from 11.2% in fall 2011 to 14.7% in fall 2021

Table I.4a: OCC Credit Student Enrollment by Within District City Residence

Numerical	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Costa Mesa	3,002	2,835	3,168	3,128	2,959	2,951	2,921	3,017	3,081	2,414	2,097
Fountain Valley	1,120	1,068	1,148	1,138	1,201	1,125	1,105	1,100	1,069	957	944
Garden Grove	1,701	1,613	1,780	1,743	1,786	1,830	1,929	1,895	1,737	1,573	1,460
Huntington Beach	2,795	2,653	2,849	2,738	2,814	2,797	2,700	2,625	2,568	2,380	2,210
Newport Beach	987	882	952	896	856	905	907	840	848	724	629
Seal Beach	55	60	55	61	52	51	34	46	39	51	40
Westminster	1,166	1,143	1,239	1,195	1,199	1,159	1,211	1,172	1,196	1,110	1,027
Other CCCD	91	96	98	103	124	118	126	133	113	105	98
Total Within District	**10,917**	**10,350**	**11,289**	**11,002**	**10,991**	**10,936**	**10,933**	**10,828**	**10,651**	**9,314**	**8,505**

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Costa Mesa	27.5%	27.4%	28.1%	28.4%	26.9%	27.0%	26.7%	27.9%	28.9%	25.9%	24.7%
Fountain Valley	10.3%	10.3%	10.2%	10.3%	10.9%	10.3%	10.1%	10.2%	10.0%	10.3%	11.1%
Garden Grove	15.6%	15.6%	15.8%	15.8%	16.2%	16.7%	17.6%	17.5%	16.3%	16.9%	17.2%
Huntington Beach	25.6%	25.6%	25.2%	24.9%	25.6%	25.6%	24.7%	24.2%	24.1%	25.6%	26.0%
Newport Beach	9.0%	8.5%	8.4%	8.1%	7.8%	8.3%	8.3%	7.8%	8.0%	7.8%	7.4%
Seal Beach	0.5%	0.6%	0.5%	0.6%	0.5%	0.5%	0.3%	0.4%	0.4%	0.5%	0.5%
Westminster	10.7%	11.0%	11.0%	10.9%	10.9%	10.6%	11.1%	10.8%	11.2%	11.9%	12.1%
Other CCCD	0.8%	0.9%	0.9%	0.9%	1.1%	1.1%	1.2%	1.2%	1.1%	1.1%	1.2%
Total Within District	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total All Headcount	**10,917**	**10,350**	**11,289**	**11,002**	**10,991**	**10,936**	**10,933**	**10,828**	**10,651**	**9,314**	**8,505**

Table I.4b: OCC Credit Student Enrollment by Outside District City Residence with Over 500 Students Enrolled

Numerical	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Anaheim	833	803	848	866	940	938	962	912	805	737	616
Irvine	1,358	1,253	1,308	1,266	1,287	1,296	1,327	1,296	1,243	1,085	890
Orange	476	463	451	459	478	480	536	499	446	406	381
Santa Ana	2,713	2,754	3,105	3,240	3,235	3,119	3,203	3,058	2,915	2,388	2,180
Tustin	503	464	474	472	477	487	462	491	490	438	387
Other Orange County	2,358	2,115	2,542	2,117	2,163	2,087	2,020	1,941	1,798	1,753	1,592
Total-Outside District (OC)	**8,241**	**7,852**	**8,728**	**8,420**	**8,580**	**8,407**	**8,510**	**8,197**	**7,697**	**6,807**	**6,046**
Total-Not in OC	**2,414**	**2,204**	**2,115**	**2,465**	**2,409**	**2,324**	**2,303**	**2,183**	**2,145**	**2,380**	**2,508**
Unknown Zip Code *	**1,573**	**1,005**	**2**	**3**	**315**	**202**	**546**	**27**	**28**	**166**	**164**
Total-All Headcount	**23,145**	**21,411**	**22,134**	**21,890**	**22,295**	**21,869**	**22,292**	**21,235**	**20,521**	**18,667**	**17,223**

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Anaheim	3.9%	3.9%	3.8%	4.0%	4.3%	4.3%	4.4%	4.3%	3.9%	4.0%	3.6%
Irvine	6.3%	6.1%	5.9%	5.8%	5.9%	6.0%	6.1%	6.1%	6.1%	5.9%	5.2%
Orange	2.2%	2.3%	2.0%	2.1%	2.2%	2.2%	2.5%	2.4%	2.2%	2.2%	2.2%
Santa Ana	12.6%	13.5%	14.0%	14.8%	14.7%	14.4%	14.7%	14.4%	14.2%	12.9%	12.8%
Tustin	2.3%	2.3%	2.1%	2.2%	2.2%	2.2%	2.1%	2.3%	2.4%	2.4%	2.3%
Other Orange County	10.9%	10.4%	11.5%	9.7%	9.8%	9.6%	9.3%	9.2%	8.8%	9.5%	9.3%
Total-Outside District (OC)	**38.2%**	**38.5%**	**39.4%**	**38.5%**	**39.0%**	**38.8%**	**39.1%**	**38.7%**	**37.6%**	**36.8%**	**35.4%**
Total-Not in OC	**11.2%**	**10.8%**	**9.6%**	**11.3%**	**11.0%**	**10.7%**	**10.6%**	**10.3%**	**10.5%**	**12.9%**	**14.7%**
Unknown Zip Code *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total-All Headcount	23,145	21,411	22,134	21,890	22,295	21,869	22,292	21,235	20,521	18,667	17,223

Source: OCC MIS Census Data, Fall 2011-Fall 2021

* Students with "California Resident – Unknown Zip" were omitted from denominator when calculating the percentages for OCC students' cities of residence.

1.5 Orange County High School Graduates

Projections of Education Statistics to 2028[1] is projecting minimal-to-no growth of high school graduates in California until 2028-29. About 20.4% of Orange Coast College's students each semester are first-time freshman (recent high school graduates or not a transfer from another college). Logically, the number of high school graduates each year impacts enrollment trends at OCC. The major high school districts (within the CCCD district) that feed into OCC are Huntington Beach Union, Newport-Mesa Unified, and Garden Grove Unified. The number of graduates from these districts has increased over the past ten years—though recent trends show only moderate growth and a decline in 2017. The major high school districts sending students to OCC outside the CCCD boundaries were Santa Ana Unified and Irvine Unified. The 2019-2020 high school graduate data will be available in December 2020.
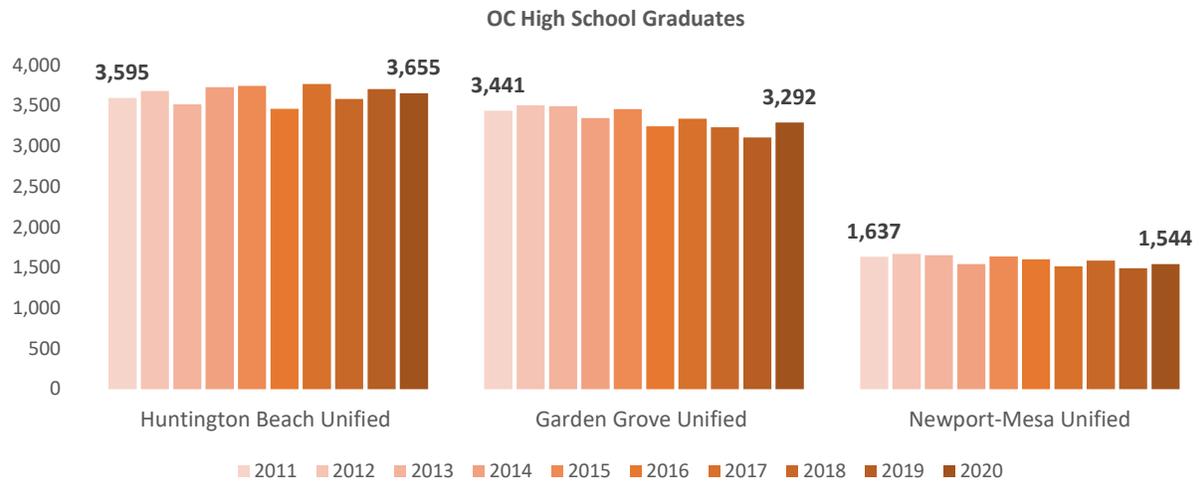
Table I.5: Orange County High School Graduates

Within District	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Huntington Beach Unified	3,595	3,683	3,518	3,729	3,744	3,461	3,769	3,584	3,707	3,655
Garden Grove Unified	3,441	3,507	3,495	3,347	3,459	3,248	3,341	3,236	3,108	3,292
Newport-Mesa Unified	1,637	1,669	1,654	1,544	1,640	1,603	1,516	1,589	1,492	1,544

Outside District	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Santa Ana Unified	3,561	3,672	3,684	3,809	3,750	3,004	3,040	3,054	3,023	2,945
Irvine Unified	2,129	2,146	2,149	2,046	2,244	2,195	2,403	2,404	2,527	2,539

Source: California Department of Education DataQuest Graduation Rates Report
*There was a change in how cohort data was reported in 2009-10. Data from 2009-10 cannot be compared to subsequent years.

Huntington Beach Union High School District

Coast High	Edison High	Fountain Valley High
Huntington Beach Alternative	Huntington Beach High	Marina High
Ocean View High	Westminster High	Valley Vista High

Newport-Mesa Unified School District

Back Bay Monte	Corona Del Mar High	Costa Mesa High
Early College High	Estancia High	Newport Harbor High

Garden Grove Unified School District

Bolsa Grande High	Garden Grove	La Quinta High
Los Amigos Hig	Marie L. Hare (Continuation)	Pacifica High
Santiago High		

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[1] Hussar, W.J., and Bailey, T.M. (2016). *Projections of Education Statistics to 2027* (NCES 2019-001). U.S. Department of Education, National Center for Education Statistics. Retrieved from Projections of Education Statistics. National Center for Education Statistics.

1.6 Orange County Unemployment Rates

Despite the reported link between community college enrollment and local unemployment rates, there has not been a clear correlation between these two figures at OCC over the last 10 years, with the exception from 2010-2012, when enrollment declined parallel to the unemployment rates. From 2012 through 2019, unemployment has continued to decline steadily while OCC enrollment has remained steady. Unemployment rates for 2021 declined to 6.0% annual and OCC continued to decline in enrollment.

OC Unemployment and OCC Enrollment Trends
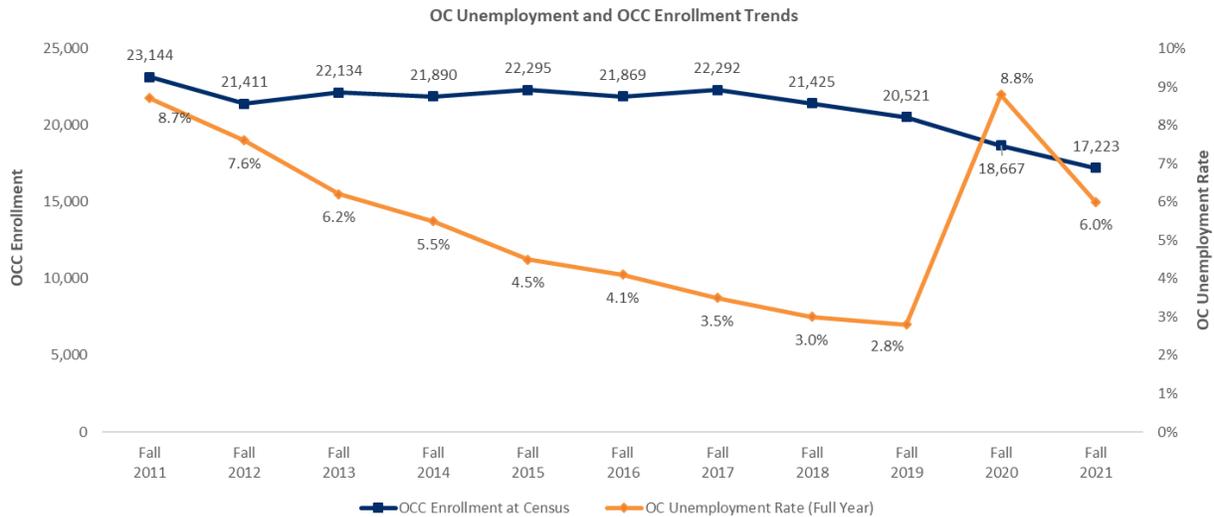
Table I.6: Orange County Unemployment Rate (Full Year) with OCC Enrollment at Census

Employment	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
OCC Enrollment at Census	23,144	21,411	22,134	21,890	22,295	21,869	22,292	21,425	20,521	18,667	17,223
OC Unemployment Rate (Full Year)	8.7%	7.6%	6.2%	5.5%	4.5%	4.1%	3.5%	3.0%	2.8%	8.8%	6.0%

Source: OC Unemployment Rate California Labor Market Information Annual Rates
https://www.labormarketinfo.edd.ca.gov
Source: OCC MIS Census Data, Fall 2011 – Fall 2021
NOTE: Data for 2016 through 2019 have been updated to the revised annual unemployment rate.

I.7 Links to Economic and Education Information

Labor Market

[OC occupations with largest growth and most openings & declines](#)

[Projected occupational demand and supply for CA Community College programs](#)

[State and county employment wage estimates](#)

[California labor market information](#)

[Earnings for California Community College graduates](#)

[Launch Board: Credential attainment, employment outcomes, and labor market information for California community college students](#)

[Community college job outlook](#)

[National Occupation Outlook Handbook](#)

US Census Data

[Census 2010 Data and current population estimates](#)

K-12 Resources

[California high school information and performance data (state, district and school level)](#)

Community College Resources

[CCCCO MIS Data Mart (enrollment and demographics by CCC district)](#)

[State Chancellor's Office](#)

[Student Success Scorecard](#)

Four Year Resources

[UC community college transfer information](#)

Other Related Resources

[Digest of Education Statistics – US Department of Education](#)

[Condition of Education – US Department of Education](#)

[Projections of education statistics to 2028](#)

Student and Enrollment Trends

Atlas
2021-2022

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II. Credit Student and Enrollment Trends

II.1 OCC Credit Headcount and Seat Count Trends

Headcount enrollment represents the total number of students attending OCC (i.e., each student counted only once). Seat count enrollment represents the total number of courses in which students were enrolled. For the 2021/2022 academic year, headcount and seat count decreased 5.2% and 11.2%, respectively.

OCC Credit Headcount and Seat Count - Fall Terms
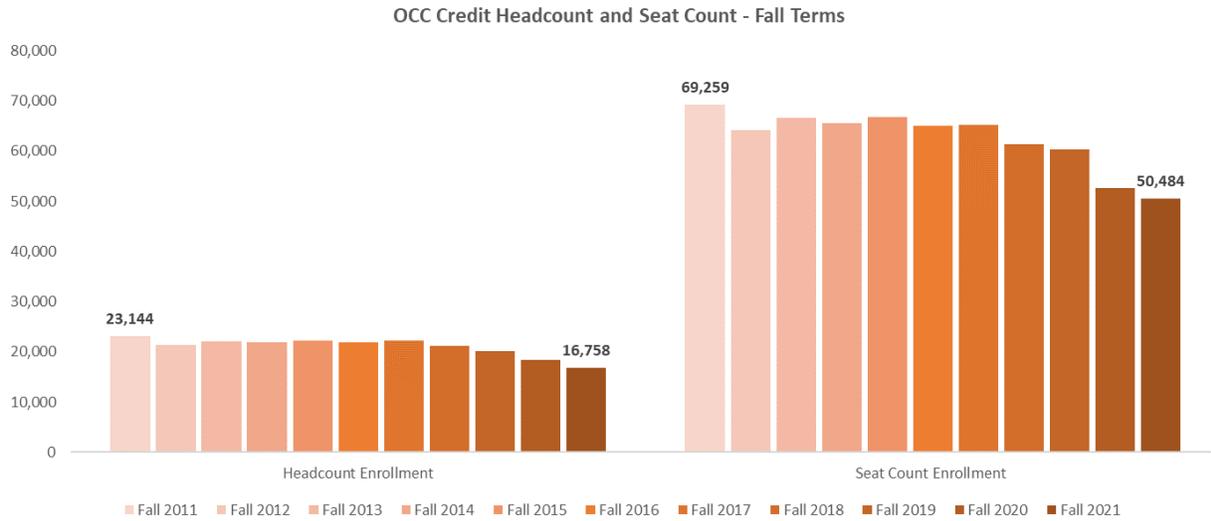
Table II.1a: OCC Credit Headcount and Seat Count Enrollments First Census

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Headcount Enrollment	23,144	21,411	22,134	21,890	22,295	21,869	22,292	21,247	20,161	18,441	16,758
% Change (prior fall)		-7.5%	3.4%	-1.1%	1.9%	-1.9%	1.9%	-4.7%	-5.1%	-8.5%	-9.1%
Seat Count Enrollment	69,259	64,166	66,700	65,658	66,708	65,094	65,179	61,420	60,282	52,700	50,484
% Change (prior fall)		-7.4%	3.9%	-1.6%	1.6%	-2.4%	0.1%	-5.8%	-1.9%	-12.6%	-4.2%

Source: OCC MIS Student Enrollment data Fall 2011 – Fall 2021

Table II.1b: OCC Credit Course Average Class Size

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Class Size	40.5	42	40.5	38	37.7	33.3	32.8	30.2	29.5	30	25.6

Source: OCC MIS Student Enrollment data Fall 2011 – Fall 2021

II.1 OCC Credit Headcount and Seat Count Trends (con't.)

OCC Credit Overall Headcount and Enrollment Trends
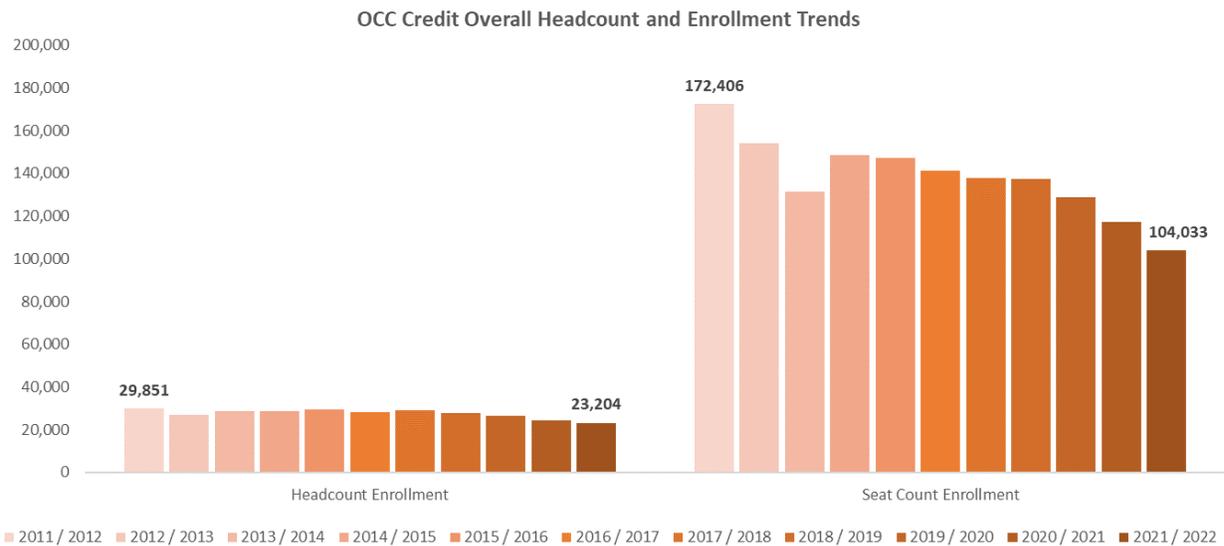
Table II.1c: OCC Headcount Enrollment by Academic Year

Number	2011 / 2012	2012 / 2013	2013 / 2014	2014 / 2015	2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022
Headcount Enrollment	29,851	27,057	28,632	28,812	29,300	28,355	29,157	27,754	26,535	24,474	23,204
% Change (prior year)		-9.4%	5.8%	0.6%	1.7%	-3.2%	2.8%	-4.8%	-4.4%	-7.8%	-5.2%
Seat Count Enrollment	172,406	153,947	131,254	148,327	147,213	141,363	137,951	137,441	128,852	117,209	104,033
% Change (prior year)		-10.7%	-14.7%	13.0%	-0.8%	-4.0%	-2.4%	-0.4%	-6.2%	-9.0%	-11.2%

Source: OCC MIS Student Basic Data, 2011/2012-2021/2022

NOTE: Academic year counts calculated based on prior summer, fall and spring semesters

II.2 OCC Credit FTES Generated Within the Fiscal Years

OCC credit FTES generated (resident and non-resident FTES combined) has fluctuated over the past 10 years. Data prior to 2012/2013 reflect the FTES submitted to the State Chancellor's Office rather than actual FTES generated. Therefore, summer FTES variation could be due to the district's flexibility in reporting summer semester FTES across multiple fiscal years. FTES data since 2012/2013 reflect FTES generated each term. The observed declines since the college's ten-year high in 2007-2008 are partially masked by the large increases in section/course fill rates. As the state budget decline reversed, more sections have been offered and an increase in FTES resulted. In 2019-2020, FTES decreased by -11.6% for fall and -7.7% for spring terms from the prior year. In March 2020, the College closed its physical campus and transitioned to emergency remote learning due to the Covid-19 pandemic.

OCC Credit FTES Generated Within the Fiscal Years: 2011/2012 - 2021/2022
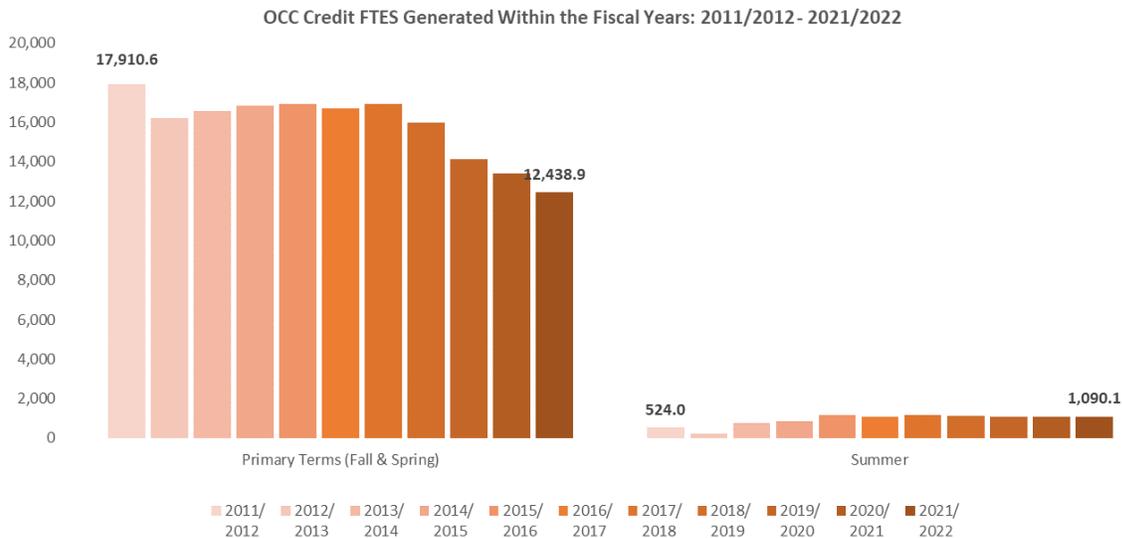
Table II.2: OCC Credit FTES Generated Within the Fiscal Years

Number	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Primary Terms (Fall & Spring)	17,910.6	16,179.4	16,561.7	16,852.5	16,910.7	16,706.2	16,907.8	15,967.2	14,106.3	13,395.9	12,438.9
% Change (Prior Year)		-9.7%	2.4%	1.8%	0.3%	-1.2%	1.2%	-5.6%	-11.7%	-5.0%	-7.1%
Summer	524.0	236.3	750.9	853.3	1,159.5	1,057.3	1,164.8	1,119.8	1,078.7	1,058.0	1,090.1
% Change (Prior Year)		-54.9%	217.8%	13.6%	35.9%	-8.8%	10.2%	-3.9%	-3.7%	-1.9%	3.0%
Total Credit FTES	18,434.5	16,415.6	17,312.6	17,705.8	18,070.2	17,763.5	18,072.6	17,087.0	15,185.0	14,453.9	13,529.0

Source: District 320 Report, 2007/2008-2011/2012; Program Review Enrollment Cube 2012/2013-2021/2022.

FTES is provided from DIS Program Review Enrollment Cube and may vary from reported 320 figures.

*Data from 2012/2013 were revised from prior versions of the OCC Atlas to reflect a change in data source. For historical trends, please refer to prior versions of the OCC Atlas.

II.3 Credit Race/Ethnicity

There was a large increase in the number of OCC students who identify as Hispanic or Latinx over the last 10 years. Proportionally, the percentage of Hispanic or Latinx students has increased from 28.1% of students in fall 2011 to 34.1% in fall 2021. The proportion of students who identify as White declined during this period from 37.8% to 30.1%. The Asian student population have experienced small increase since fall 2011. The Black or African American student population has remained relatively constant over the past ten years.
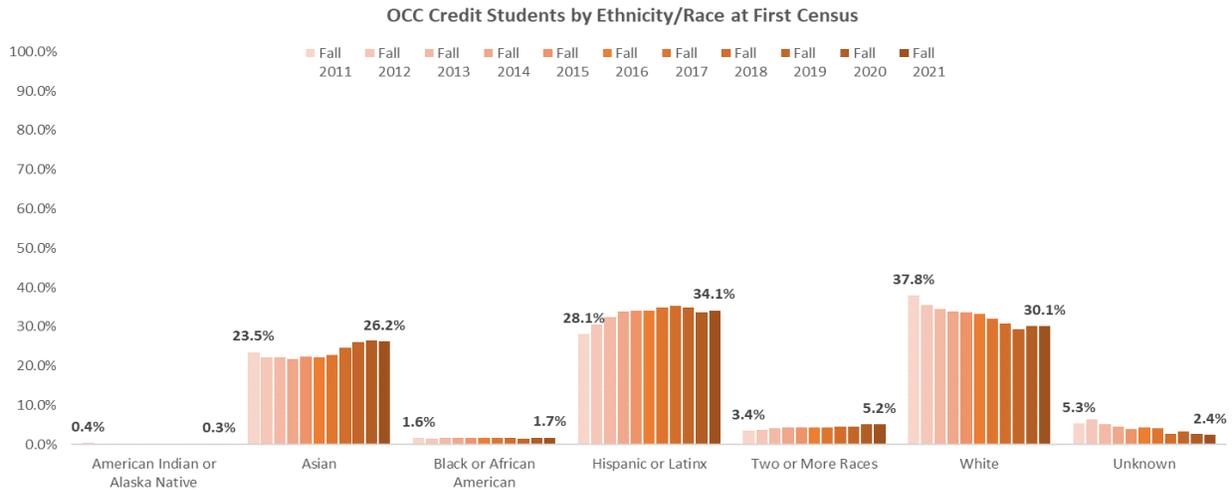
Table II.3: OCC Students by Race/Ethnicity at First Census

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
American Indian or Alaska Native	82	62	53	52	47	41	45	50	42	48	43
Asian	5,431	4,753	4,886	4,747	4,969	4,828	5,085	5,230	5,271	4,876	4,394
Black or African American	366	317	379	350	371	355	372	364	310	295	290
Hispanic or Latinx	6,494	6,534	7,192	7,420	7,576	7,467	7,757	7,500	7,046	6,216	5,715
Two or More Races	796	780	896	929	973	968	986	965	916	943	867
White	8,759	7,616	7,606	7,389	7,477	7,285	7,125	6,552	5,915	5,572	5,048
Unknown	1,216	1,349	1,122	1,003	882	925	922	586	661	491	401
Total Headcounts	23,144	21,411	22,134	21,890	22,295	21,869	22,292	21,247	20,161	18,441	16,758

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
American Indian or Alaska Native	0.4%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%
Asian	23.5%	22.2%	22.1%	21.7%	22.3%	22.1%	22.8%	24.6%	26.1%	26.4%	26.2%
Black or African American	1.6%	1.5%	1.7%	1.6%	1.7%	1.6%	1.7%	1.7%	1.5%	1.6%	1.7%
Hispanic or Latinx	28.1%	30.5%	32.5%	33.9%	34.0%	34.1%	34.8%	35.3%	34.9%	33.7%	34.1%
Two or More Races	3.4%	3.6%	4.0%	4.2%	4.4%	4.4%	4.4%	4.5%	4.5%	5.1%	5.2%
White	37.8%	35.6%	34.4%	33.8%	33.5%	33.3%	32.0%	30.8%	29.3%	30.2%	30.1%
Unknown	5.3%	6.3%	5.1%	4.6%	4.0%	4.2%	4.1%	2.8%	3.3%	2.7%	2.4%
Total Percent Headcounts	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: OCC MIS Student Enrollment data, Fall 2011-Fall 2021

*Asian includes individuals who identified as Asian, Filipino, and Native Hawaiian or Pacific Islander. Future publications will review the appropriateness of this categorization.

II.4 Credit Age

OCC is a college of young adults. The largest age group consisted of those under 21 years (45.5%). The proportion of this group remained relatively stable over the last 10 years. The proportion of students between the ages of 21 and 30 years increased somewhat during this time, while the proportion of those over 30 years-old has slightly declined.

OCC Credit Students by Age Group at First Census
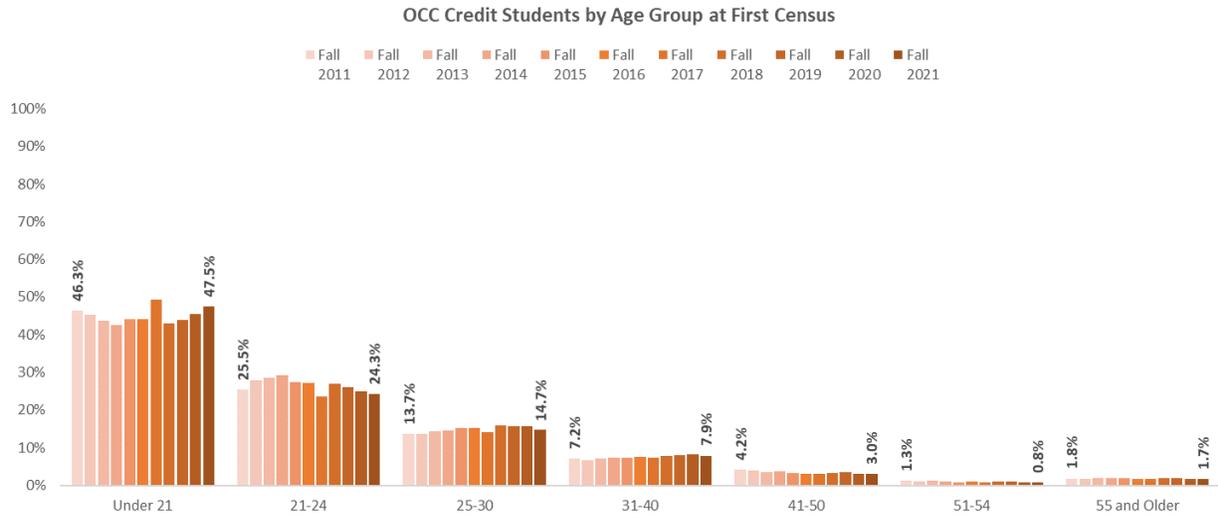
Table II.4: OCC Credit Students by Age at First Census

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Under 21	10,723	9,686	9,645	9,312	9,840	9,664	10,975	9,145	8,830	8,386	7,966
21-24	5,902	5,958	6,297	6,374	6,128	5,955	5,281	5,746	5,248	4,617	4,070
25-30	3,163	2,902	3,166	3,177	3,376	3,334	3,150	3,402	3,179	2,882	2,459
31-40	1,664	1,433	1,574	1,607	1,622	1,657	1,623	1,637	1,618	1,524	1,323
41-50	971	828	789	793	722	656	673	684	687	558	510
51-54	307	242	255	214	201	210	201	211	207	150	138
55 and Older	414	362	408	413	406	393	389	422	392	324	292
Total Headcounts	**23,144**	**21,411**	**22,134**	**21,890**	**22,295**	**21,869**	**22,292**	**21,247**	**20,161**	**18,441**	**16,758**

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Age (in years)	24.7	24.8	24.6	24.4	24.6	23.5	24.4	24.6	24.7	24.4	24.2

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Under 21	46.3%	45.2%	43.6%	42.5%	44.1%	44.2%	49.2%	43.0%	43.8%	45.5%	47.5%
21-24	25.5%	27.8%	28.4%	29.1%	27.5%	27.2%	23.7%	27.0%	26.0%	25.0%	24.3%
25-30	13.7%	13.6%	14.3%	14.5%	15.1%	15.2%	14.1%	16.0%	15.8%	15.6%	14.7%
31-40	7.2%	6.7%	7.1%	7.3%	7.3%	7.6%	7.3%	7.7%	8.0%	8.3%	7.9%
41-50	4.2%	3.9%	3.6%	3.6%	3.2%	3.0%	3.0%	3.2%	3.4%	3.0%	3.0%
51-54	1.3%	1.1%	1.2%	1.0%	0.9%	1.0%	0.9%	1.0%	1.0%	0.8%	0.8%
55 and Older	1.8%	1.7%	1.8%	1.9%	1.8%	1.8%	1.7%	2.0%	1.9%	1.8%	1.7%
Total Headcounts	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2011 – Fall 2021
*Fall 2011 data has been reviewed and updated, May 29, 2014

II.5 Credit Gender

Since 2011, the male and female population stayed consistently similar however starting in fall 2020, the female student population rose higher than the male population. In fall 2021, the OCC population was 50.9% female and 47.4% male.
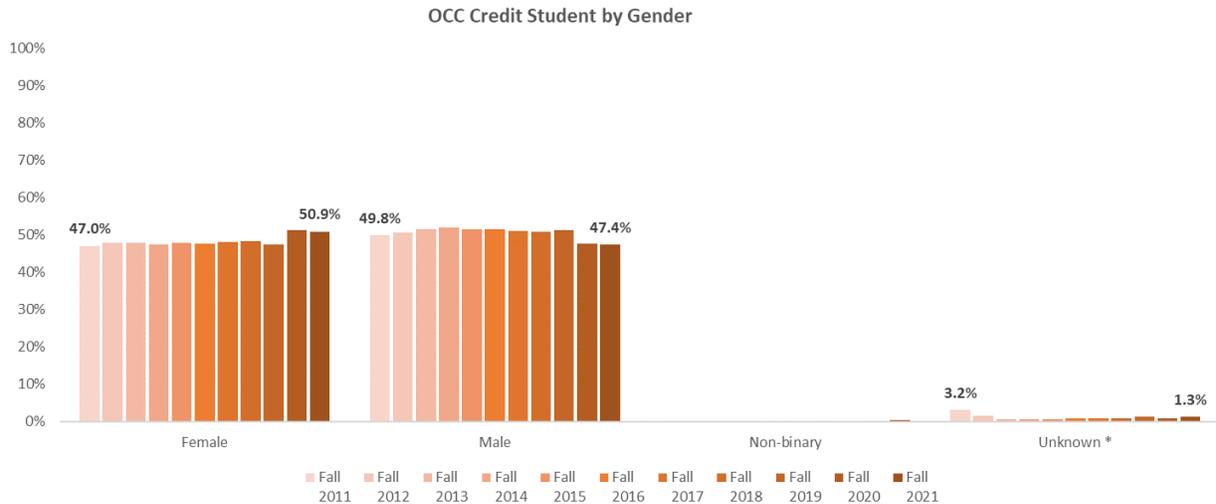
Table II.5: OCC Credit Students by Gender

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	10,870	10,248	10,577	10,373	10,674	10,431	10,706	10,266	9,532	9,465	8,523
Male	11,524	10,807	11,411	11,376	11,475	11,249	11,392	10,812	10,347	8,774	7,943
Non-binary	NA	NA	NA	NA	NA	NA	NA	NA	**	43	80
Unknown	732	356	146	141	146	189	194	169	272	159	212
Total Headcounts	23,126	21,411	22,134	21,890	22,295	21,869	22,292	21,247	20,151	18,441	16,758

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	47.0%	47.9%	47.8%	47.4%	47.9%	47.7%	48.0%	48.3%	47.3%	51.3%	50.9%
Male	49.8%	50.5%	51.6%	52.0%	51.5%	51.4%	51.1%	50.9%	51.3%	47.6%	47.4%
Non-binary										0.2%	0.5%
Unknown *	3.2%	1.7%	0.7%	0.6%	0.7%	0.9%	0.9%	0.8%	1.3%	0.9%	1.3%
Total Headcounts	100%	100%	100%	100%	100%	100%	100%	100%	100%	100.0%	100%

Source: OCC MIS Student Enrollment data, Fall 2011-Fall 2021

* Unknown students were omitted from the percent calculations from fall 2008 onward due to the district's transition to our district data system.

** Data for Non-Binary students represents 10 or fewer students, therefore it has been suppressed.

Summer 2019, the state added the requirement of non-binary gender.

II.6 Admission Status

The majority of OCC students in fall 2021 are continuing students (62.0%), a proportion which has stayed consistent over the last 10 years. The proportion of other types of students have tended to remain stable over this time.

OCC Credit Students by Enrollment Status at First Census
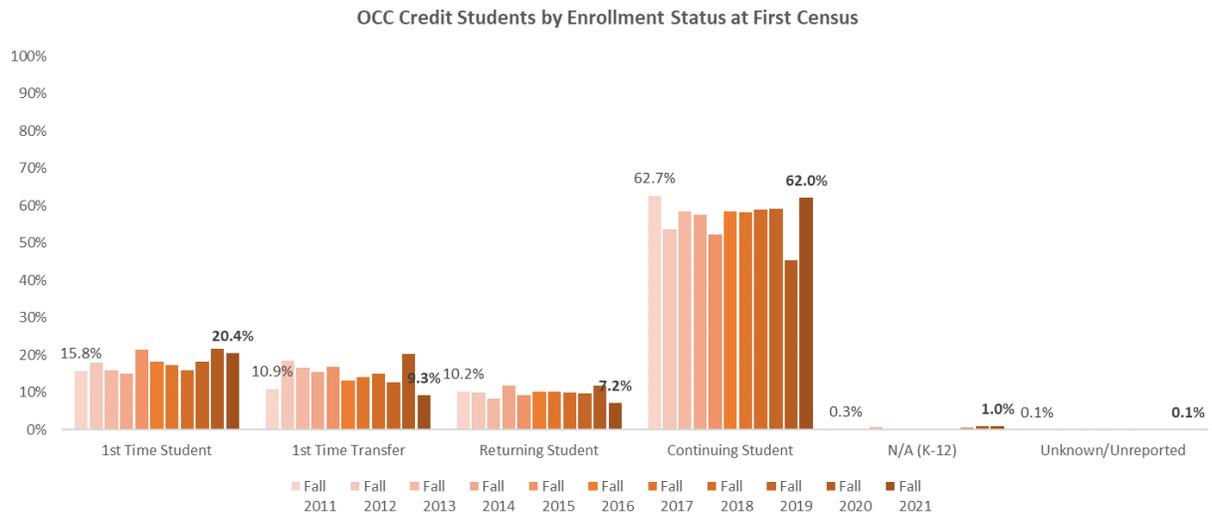
Table II.6 OCC Credit Student by Enrollment Status at First Census

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
1st Time Student	3,650	3,828	3,515	3,280	4,789	3,966	3,855	3,365	3,659	3,984	3,425
1st Time Transfer	2,533	3,928	3,678	3,406	3,774	2,876	3,135	3,169	2,542	3,724	1,556
Returning Student	2,370	2,129	1,822	2,574	2,047	2,209	2,270	2,134	1,964	2,183	1,211
Continuing Student	14,505	11,490	12,959	12,579	11,621	12,767	12,973	12,503	11,905	8,341	10,393
N/A (K-12)	62	33	153	43	58	51	59	76	91	189	161
Unknown/Unreported	24	3	7	8	6	0	0	0	0	20	12
Total Headcounts	**23,144**	**21,411**	**22,134**	**21,890**	**22,295**	**21,869**	**22,292**	**21,247**	**20,161**	**18,441**	**16,758**

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
1st Time Student	15.8%	17.9%	15.9%	15.0%	21.5%	18.1%	17.3%	15.8%	18.1%	21.6%	20.4%
1st Time Transfer	10.9%	18.3%	16.6%	15.6%	16.9%	13.2%	14.1%	14.9%	12.6%	20.2%	9.3%
Returning Student	10.2%	9.9%	8.2%	11.8%	9.2%	10.1%	10.2%	10.0%	9.7%	11.8%	7.2%
Continuing Student	62.7%	53.7%	58.5%	57.5%	52.1%	58.4%	58.2%	58.8%	59.0%	45.2%	62.0%
N/A (K-12)	0.3%	0.2%	0.7%	0.2%	0.3%	0.2%	0.3%	0.4%	0.5%	1.0%	1.0%
Unknown/Unreported	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%
Total Headcounts	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**[i]

Source: OCC MIS Student Enrollment data, Fall 2011-Fall 2021

*Data is going through a verification process at this writing, April 5 2021 and will be updated at a later date.

II.7 Citizenship

US Citizens accounted for most students enrolled in fall 2021, although over the past 10 years their proportion decreased from 74.6% to 59.2%. Due to the college's international efforts, the percent of international students on student visas doubled in the past ten years from 2.8% in fall 2011 to 5.2% in fall 2021.

OCC Credit Students by Citizenship
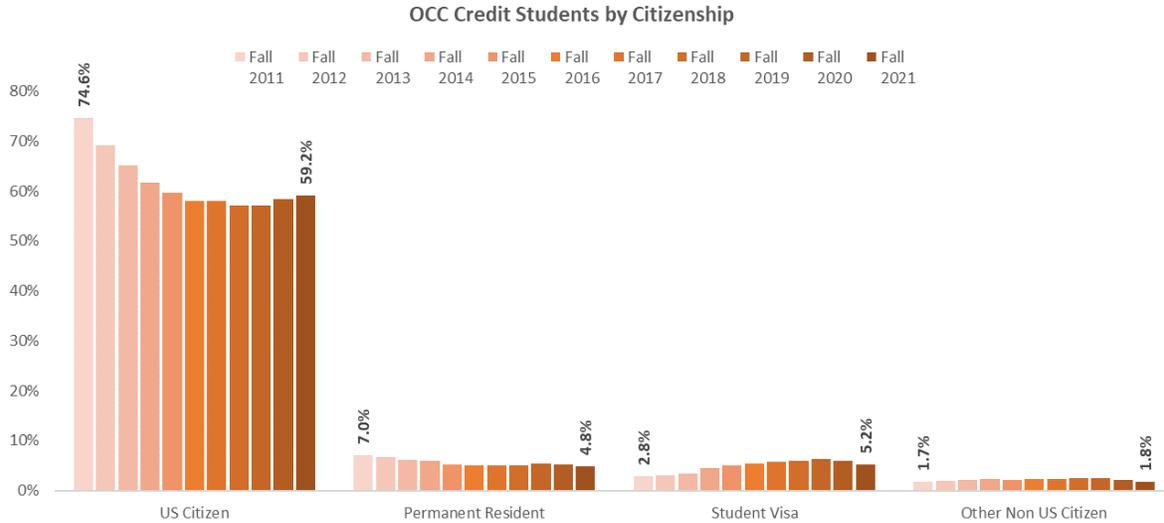
Table II.7 OCC Student by Citizenship Status at First Census

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
US Citizen	17,270	14,805	14,422	13,489	13,310	12,703	12,894	12,147	11,495	10,769	9,916
Permanent Resident	1,626	1,445	1,351	1,313	1,149	1,108	1,136	1,089	1,092	948	805
Student Visa	654	657	770	969	1,119	1,178	1,276	1,265	1,261	1,092	877
Other Non-US Citizen	392	414	481	512	481	518	495	522	505	401	302
Unknown	3,202	4,090	5,110	5,607	6,236	6,362	6,411	6,224	5,808	5,231	4,858
Total Headcounts	**23,144**	**21,411**	**22,134**	**21,890**	**22,295**	**21,869**	**22,212**	**21,247**	**20,161**	**18,441**	**16,758**

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
US Citizen	74.6%	69.1%	65.2%	61.6%	59.7%	58.1%	58.0%	57.2%	57.0%	58.4%	59.2%
Permanent Resident	7.0%	6.7%	6.1%	6.0%	5.2%	5.1%	5.1%	5.1%	5.4%	5.1%	4.8%
Student Visa	2.8%	3.1%	3.5%	4.4%	5.0%	5.4%	5.7%	6.0%	6.3%	5.9%	5.2%
Other Non-US Citizen	1.7%	1.9%	2.2%	2.3%	2.2%	2.4%	2.2%	2.5%	2.5%	2.2%	1.8%
Unknown	13.8%	19.1%	23.1%	25.6%	28.0%	29.1%	28.9%	29.3%	28.8%	28.4%	29.0%
Total Headcounts	**100%**	**100%**	**77%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2011-Fall 2021
Other Non-US Citizen are defined as Temporary Resident, Refugee, and Other Status.

II.8 Educational Attainment

In fall 2021, the highest degree earned at enrollment by a large majority of OCC students (87.0%) was high school diploma or equivalent (including foreign certificates). Smaller proportions of students have earned other types of degrees: 2.8% earned an associate degree, 8.3% a bachelor's degree or higher, 0.9% of students have not earned a HS diploma, and 1.0% are currently enrolled in a K-12 program.

OCC Credit Students by Educational Attainment
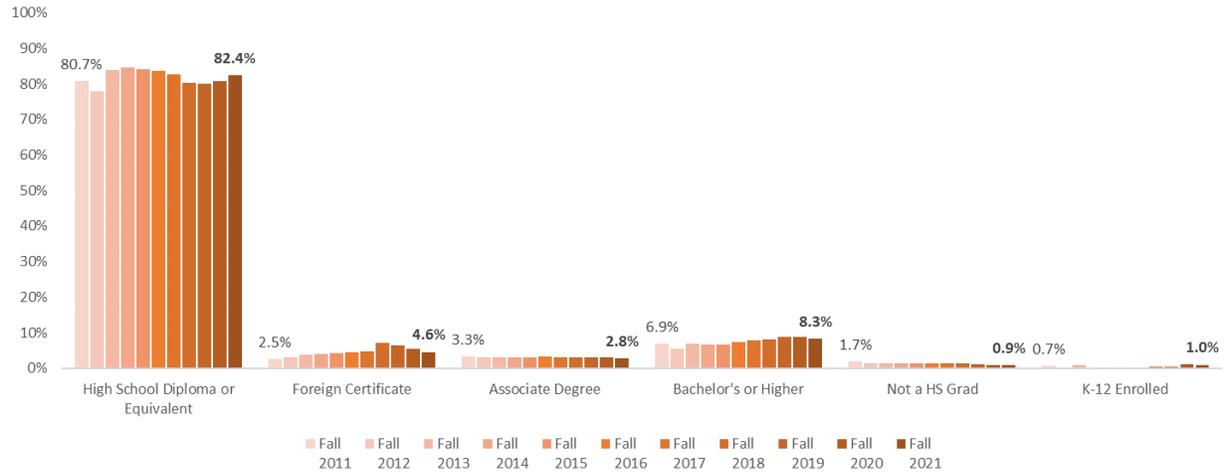
Table II.8: OCC Credit Students by Educational Attainment

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
High School Diploma or Equivalent	18,666	16,648	16,323	16,532	17,262	16,942	17,255	16,625	15,556	14,278	13,213
Foreign Certificate	588	637	729	809	874	917	975	1,470	1,254	967	734
Associate Degree	763	638	606	593	641	645	657	635	610	528	449
Bachelor's or Higher	1,589	1,168	1,353	1,325	1,383	1,472	1,647	1,663	1,698	1,576	1,329
Not a HS Grad	403	301	282	262	291	262	287	277	230	173	142
K-12 Enrolled	163	33	153	43	58	51	59	76	91	189	161
Unknown	972	1,986	2,688	2,326	1,786	1,580	1,412	501	722	730	730
Total Headcounts	**23,144**	**21,411**	**22,134**	**21,890**	**22,295**	**21,869**	**22,292**	**21,247**	**20,161**	**18,441**	**16,758**

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
High School Diploma or Equivalent	80.7%	77.8%	83.9%	84.5%	84.2%	83.5%	82.6%	80.1%	80.0%	80.6%	82.4%
Foreign Certificate	2.5%	3.0%	3.7%	4.1%	4.3%	4.5%	4.7%	7.1%	6.5%	5.5%	4.6%
Associate Degree	3.3%	3.0%	3.1%	3.0%	3.1%	3.2%	3.1%	3.1%	3.1%	3.0%	2.8%
Bachelor's or Higher	6.9%	5.5%	7.0%	6.8%	6.7%	7.3%	7.9%	8.0%	8.7%	8.9%	8.3%
Not a HS Grad	1.7%	1.4%	1.5%	1.3%	1.4%	1.3%	1.4%	1.3%	1.2%	1.0%	0.9%
K-12 Enrolled	0.7%	0.2%	0.8%	0.2%	0.3%	0.3%	0.3%	0.4%	0.5%	1.1%	1.0%
Unknown	4.2%	9.3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Headcounts	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2010-Fall 2020

* Unknown students were omitted from denominator when calculating the percentages of student educational attainment beginning 2010.

** Data inconsistencies observed by the large number of unknown/unreported data and small number of associate degree students in fall 2009 were due to a migration in student data systems. As a result, these data are not reported. Unknowns from fall 2010 onward were removed from percent calculations. The data should be interpreted with caution.

At the time of publication, missing data issues were not resolved, and the Office of Institutional Effectiveness is continuing to research this issue.

For more information, please contact the Office of Institutional Effectiveness.

II.9 OCC Assessment

UNDER CONSTRUCTION – DATA WILL BE UPDATED IN 2023

II.12 Educational Goal for Credit Students

The educational goal is the student's intent listed on their initial OCC application. Most OCC students stated their goal was to transfer in fall 2021 (60.8%). Students who stated vocational goals for their educational goals showed the largest increase in the past 10 years, increasing from 15.3% to 18.8%.

OCC Credit Student by Educational Goal
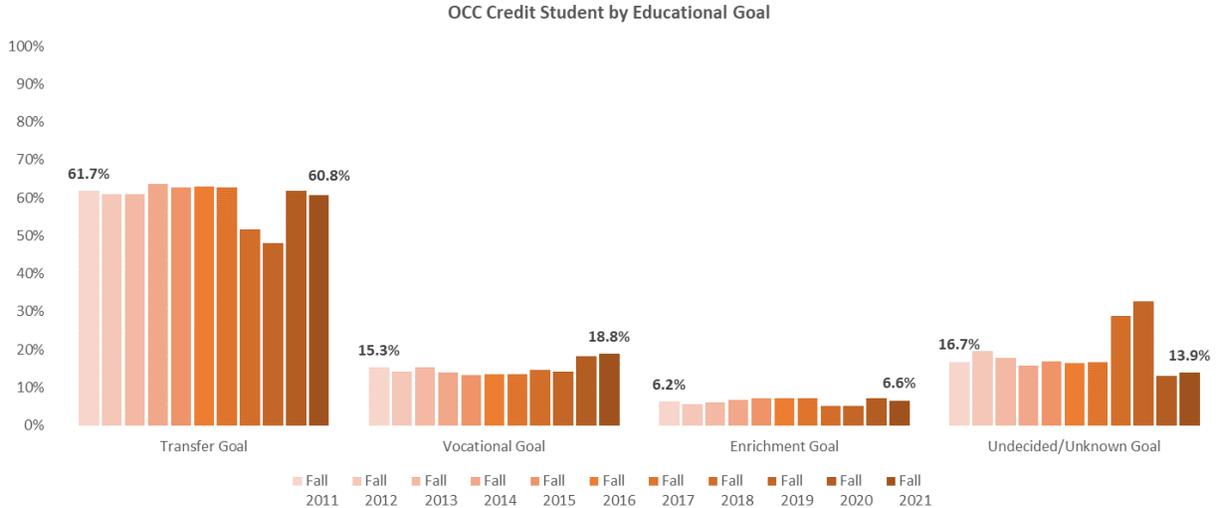
Table II.12 Educational Credit Student by Educational Goal

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Transfer Goal	14,274	13,023	13,491	13,914	13,984	13,775	13,991	10,957	9,696	11,383	10,185
Vocational Goal	3,545	3,046	3,362	3,047	2,964	2,930	3,018	3,113	2,834	3,356	3,147
Enrichment Goal	1,443	1,171	1,343	1,463	1,603	1,568	1,596	1,073	1,024	1,308	1,100
Undecided/Unknown Goal	3,864	4,171	3,938	3,466	3,744	3,596	3,687	6,104	6,607	2,394	2,326
Total Headcount	**23,126**	**21,411**	**22,134**	**21,890**	**22,295**	**21,869**	**22,292**	**21,247**	**20,161**	**18,441**	**16,758**

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Transfer Goal	61.7%	60.8%	61.0%	63.6%	62.7%	63.0%	62.8%	51.6%	48.1%	61.7%	60.8%
Vocational Goal	15.3%	14.2%	15.2%	13.9%	13.3%	13.4%	13.5%	14.7%	14.1%	18.2%	18.8%
Enrichment Goal	6.2%	5.5%	6.1%	6.7%	7.2%	7.2%	7.2%	5.1%	5.1%	7.1%	6.6%
Undecided/Unknown Goal	16.7%	19.5%	17.8%	15.8%	16.8%	16.4%	16.5%	28.7%	32.8%	13.0%	13.9%
Total Headcount	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2011-Fall 2021

Educational Goals are defined as:
1. **Transfer Goals:** BA/S with or without an AA/S degree.
2. **Vocational Goals:** AA/S without transfer, AA/S Vocational, Vocational Certificate, Career Plans/Goals, New Career/Job Skills, Advance in Current Job, or Maintain Certificate/License.
3. **Enrichment Goal:** Ed Development, Improve Basic Skills, HS Diploma or GED, Move from Non-Credit to Credit Coursework, or Four-Year Students Taking Requirements.
4. **Undecided/Unknown Goal:** Undecided on Goal or Uncollected.

To see a further breakdown of the individual goals, please contact the Office of Institutional Effectiveness

II.13 OCC Enrollments by Type of Credit Course

Transfer, non-vocational courses comprised the largest group of enrollments and stood at 79.3% in fall 2021. Since the fall 2009 distribution reset, a trend toward a higher percentage of transfer, vocational, and basic skills courses being offered is seen.
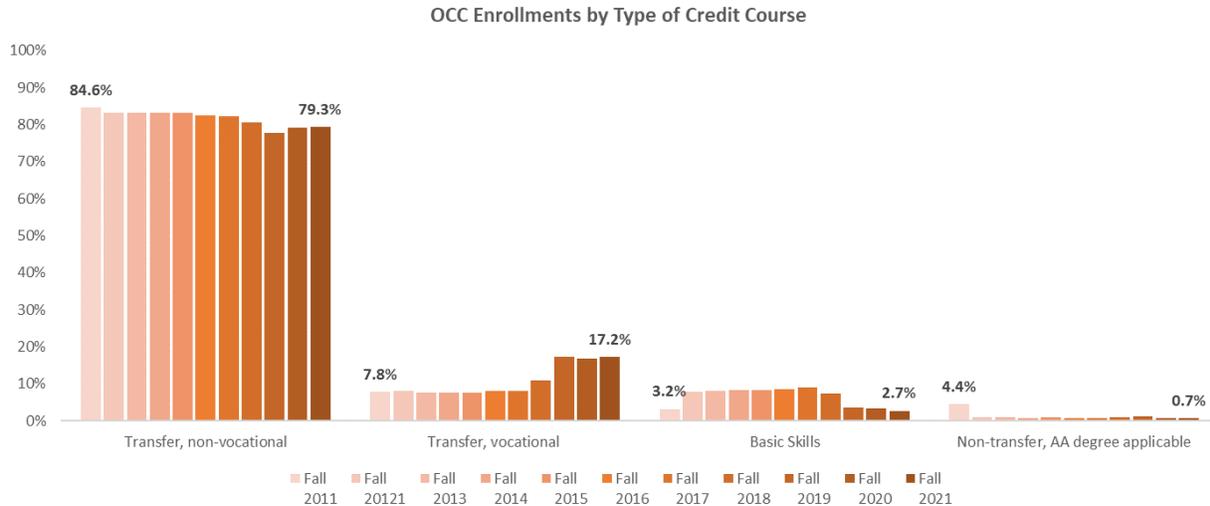
Table II.13: OCC Enrollments by Type of Credit Course

Number	Fall 2011	Fall 2012[1]	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Transfer, non-vocational	58,604	53,375	55,516	54,636	55,405	53,598	53,542	49,467	46,918	41,689	39,094
Transfer, vocational	5,372	5,240	5,152	5,055	5,107	5,303	5,269	6,724	10,372	8,811	8,481
Basic Skills	2,231	4,966	5,429	5,383	5,581	5,642	5,880	4,598	2,225	1,750	1,341
Non-transfer, AA degree applicable	3,066	586	603	569	609	551	488	631	767	450	367
Total Enrollments	**69,273**	**64,167**	**66,700**	**65,643**	**66,702**	**65,094**	**65,179**	**61,420**	**60,282**	**52,700**	**49,283**

Percent	Fall 2011	Fall 2012[1]	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Transfer, non-vocational	84.6%	83.2%	83.2%	83.2%	83.1%	82.3%	82.1%	80.5%	77.8%	79.1%	79.3%
Transfer, vocational	7.8%	8.2%	7.7%	7.7%	7.7%	8.1%	8.1%	10.9%	17.2%	16.7%	17.2%
Basic Skills	3.2%	7.7%	8.1%	8.2%	8.4%	8.7%	9.0%	7.5%	3.7%	3.3%	2.7%
Non-transfer, AA degree applicable	4.4%	0.9%	0.9%	0.9%	0.9%	0.8%	0.7%	1.0%	1.3%	0.9%	0.7%
Total Enrollments	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: OCC MIS Student Enrollment and Course Basic data, Fall 2011-Fall 2021
*Note: The MIS coding for some basic skills courses changed in 2009
1 Basic Skills courses were redefined to match new MIS coding

II.14 OCC Credit Full-Time/Part-Time Enrollment

The majority of OCC students were enrolled part-time (less than 12 units per semester) in fall 2021 (64.0%), which was higher when compared to fall 2011 (58.0%). As such, the proportion of students attending full-time were comparable in the same period.

OCC Credit Full-Time/Part-Time Student Enrollment

Table II.14: OCC Credit Full-Time / Part-Time Student Enrollment

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Full-Time	10,506	8,847	8,079	8,546	8,525	8,758	8,592	7,833	7,866	6,641	4,305
Part-Time	14,518	14,261	13,331	13,588	13,321	13,499	13,277	13,414	12,295	11,800	10,105
Non-Credit/Zero Units	6	36	0	0	0	0	0	0	0	0	1,383
Total Enrollments	**25,030**	**23,144**	**21,410**	**22,134**	**21,846**	**22,257**	**21,869**	**21,247**	**20,161**	**18,441**	**15,793**

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Full-Time	42.0%	38.2%	37.7%	38.6%	39.0%	39.3%	39.3%	36.9%	39.0%	36.0%	27.3%
Part-Time	58.0%	61.6%	62.3%	61.4%	61.0%	60.7%	60.7%	63.1%	61.0%	64.0%	64.0%
Non-Credit/Zero Units	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.8%
Total Enrollments	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

NOTE: Part-Time/Full-Time status is determined by units enrolled in at first census. Part-time status is considered taking less than 12 units and full-time status constitutes 12 or more units.
Source: OCC MIS Student Enrollment and Section Data, Fall 2011 – Fall 2021

II.15 OCC Credit Student Headcount Enrollment Day/Evening/Weekend/Online Classes

OCC students take courses at a wide variety of times and formats. Students only taking day classes has consistently accounted for the largest student group from fall 2011 (63.7%) to fall 2021 (7.9%). In fall 2020, COVID-19 skewed the data as students were moved to online classes only. Nine-year trends show a decrease in the number of students taking evening classes. This statement excludes the Fall 2020 data.
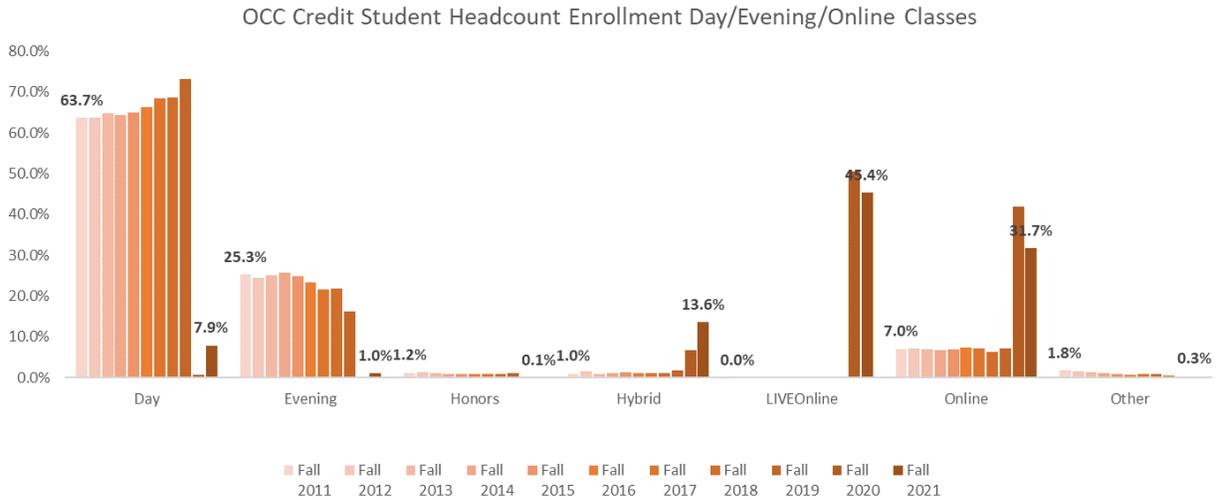
Table II.15: OCC Credit Student Headcount Enrollment Day / Evening / Online Classes

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Day	14,723	13,637	14,366	14,089	14,454	14,521	15,252	14,609	14,767	111	1,285
Evening	5,850	5,233	5,557	5,647	5,531	5,082	4,828	4,662	3,281	0	168
Honors	275	293	226	175	221	218	198	199	211	0	9
Hybrid	228	349	176	231	287	244	228	255	353	1,221	2,216
LIVEOnline	0	0	0	0	0	0	0	0	0	9,323	7,403
Online	1,627	1,551	1,535	1,489	1,561	1,630	1,604	1,338	1,426	7,730	5,169
Other	405	347	309	255	203	171	182	184	106	56	54
Total Enrollments	**23,108**	**21,410**	**22,169**	**21,886**	**22,257**	**21,866**	**22,292**	**21,247**	**20,144**	**18,441**	**16,304**

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Day	63.7%	63.7%	64.8%	64.4%	64.9%	66.4%	68.4%	68.8%	73.3%	0.6%	7.9%
Evening	25.3%	24.4%	25.1%	25.8%	24.9%	23.2%	21.7%	21.9%	16.3%	0.0%	1.0%
Honors	1.2%	1.4%	1.0%	0.8%	1.0%	1.0%	0.9%	0.9%	1.0%	0.0%	0.1%
Hybrid	1.0%	1.6%	0.8%	1.1%	1.3%	1.1%	1.0%	1.2%	1.8%	6.6%	13.6%
LIVEOnline	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.6%	45.4%
Online	7.0%	7.2%	6.9%	6.8%	7.0%	7.5%	7.2%	6.3%	7.1%	41.9%	31.7%
Other	1.8%	1.6%	1.4%	1.2%	0.9%	0.8%	0.8%	0.9%	0.5%	0.3%	0.3%
Total Enrollments	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: OCC MIS Student Enrollment and Section Data, Fall 2011- Fall 2021

II.16 OCC Credit Seats by Day / Evening / Weekend / Online Courses

The majority of OCC classes are scheduled online (LIVEONLINE) (45.5% in fall 2021). The proportion of day classes has trended upward to 76.8% in 2019 until the COVID-19 pandemic drastically decreased day classes to 7.3% in 2021. LIVEONLINE has the highest percentage of online enrollments (45.5%) and Online courses increased to 32.8% in 2021. Hybrid course enrollments also increased to 13.4% in Fall 2021 from 1.4% in Fall 2011.

OCC Credit Seats by Day, Evening, Weekend, Online Courses
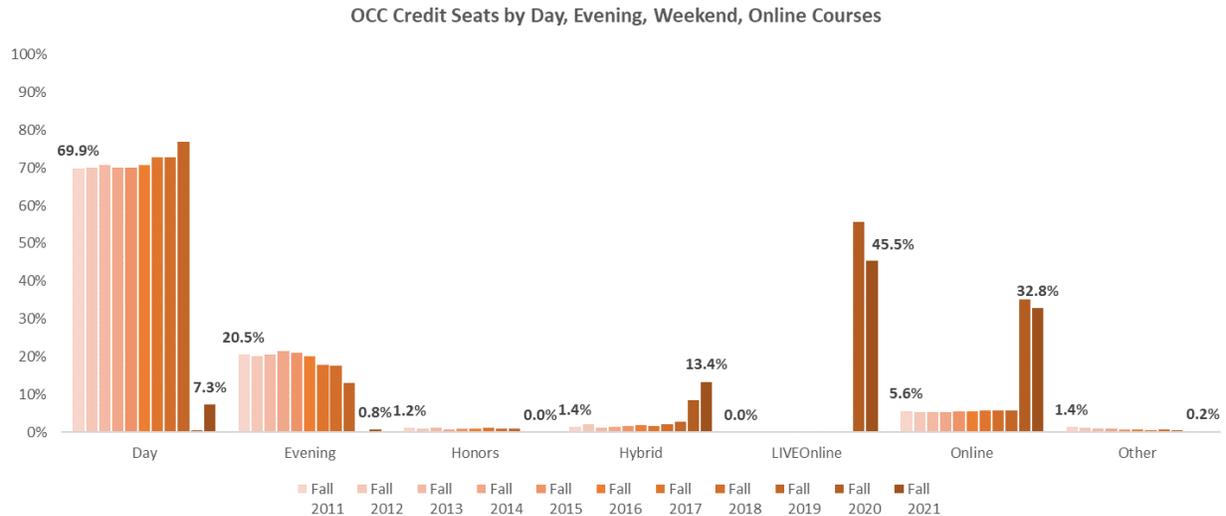
Table II.16: OCC Credit Seats by Day / Evening / Online Courses

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Day	48,599	45,093	47,275	46,059	46,680	46,047	47,443	44,650	46,172	280	3,609
Evening	14,277	12,948	13,692	14,183	13,962	13,118	11,688	10,766	7,820	0	388
Honors	838	674	760	535	684	644	743	612	638	0	10
Hybrid	958	1,404	866	993	1,136	1,248	1,082	1,337	1,709	4,480	6,585
LIVEOnline	0	0	0	0	0	0	0	0	0	29,301	22,430
Online	3,905	3,443	3,541	3,447	3,715	3,561	3,814	3,570	3,522	18,578	16,168
Other	979	816	737	647	525	459	409	485	254	61	93
Total	**69,556**	**64,378**	**66,871**	**65,864**	**66,702**	**65,077**	**65,179**	**61,420**	**60,115**	**52,700**	**49,283**

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Day	69.9%	70.0%	70.7%	69.9%	70.0%	70.8%	72.8%	72.7%	76.8%	0.5%	7.3%
Evening	20.5%	20.1%	20.5%	21.5%	20.9%	20.2%	17.9%	17.5%	13.0%	0.0%	0.8%
Honors	1.2%	1.0%	1.1%	0.8%	1.0%	1.0%	1.1%	1.0%	1.1%	0.0%	0.0%
Hybrid	1.4%	2.2%	1.3%	1.5%	1.7%	1.9%	1.7%	2.2%	2.8%	8.5%	13.4%
LIVEOnline	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	55.6%	45.5%
Online	5.6%	5.3%	5.3%	5.2%	5.6%	5.5%	5.9%	5.8%	5.9%	35.3%	32.8%
Other	1.4%	1.3%	1.1%	1.0%	0.8%	0.7%	0.6%	0.8%	0.4%	0.1%	0.2%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

NOTE: Online Assisted courses consist of traditional class meetings and online instruction

Source: OCC MIS Student Enrollment and Section Data, DIS Enstat Report, and Banner ODS Report, Fall 2011 – Fall 2021

II.17 Credit Sections Offered by Day / Evening / Weekend / Online Status

The majority of OCC sections are scheduled during the day (73.7% in fall 2019). The majority of Fall 2020 courses were changed to online (85.5%) due to Covid-19 closures. The proportion of day sections has trended upward from 2011 to 2019, while the proportion of evening and weekend sections have trended downwards (26.9% fall 2009 and 20.8% fall 2019). Fall 2020 was during the COVID-19 pandemic, therefore the majority of on campus courses were changed to online and/or hybrids.

OCC Credit Section Count
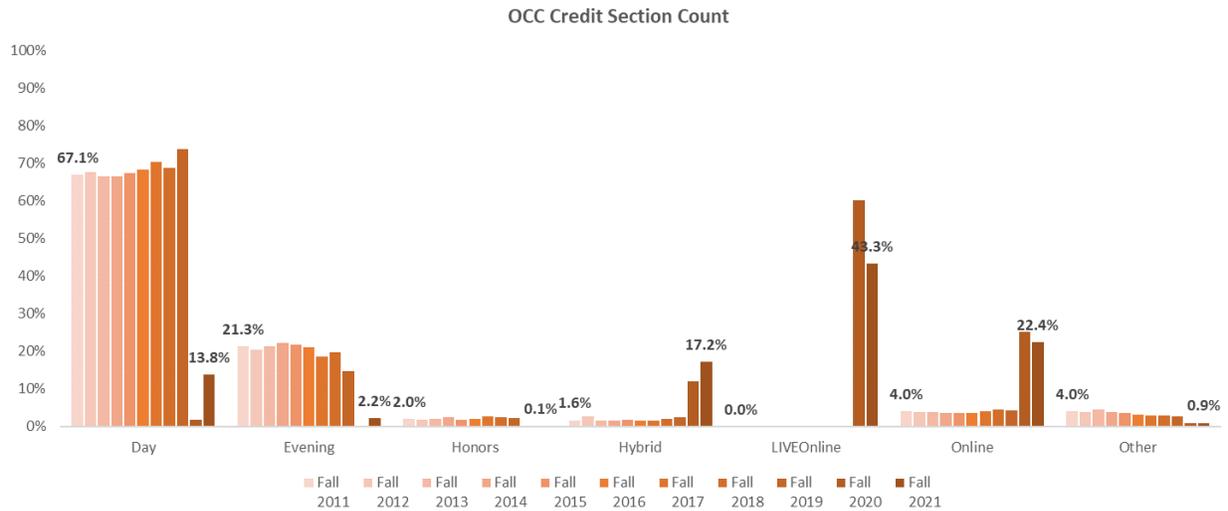
Table II.17: Credit Sections Offered by Day / Evening / Online Status

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Day	1,148	1,075	1,177	1,297	1,352	1,359	1,452	1,397	1,503	30	266
Evening	364	326	379	432	438	421	382	399	300	0	42
Honors	35	29	37	50	34	40	57	49	47	0	1
Hybrid	28	41	29	29	36	32	31	39	48	212	331
LIVEOnline	0	0	0	0	0	0	0	0	0	1,065	833
Online	69	59	68	71	72	73	82	90	86	447	431
Other	68	59	79	73	71	61	58	58	54	14	18
Total	**1,712**	**1,589**	**1,769**	**1,952**	**2,003**	**1,986**	**2,062**	**2,032**	**2,038**	**1,768**	**1,922**

Percent	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Day	59.7%	64.7%	63.6%	65.8%	63.8%	64.5%	64.8%	66.0%	65.5%	66.2%	37.3%
Evening	23.3%	22.1%	20.3%	21.6%	22.2%	22.4%	21.7%	22.1%	21.3%	20.8%	10.8%
Arrangeable Hours	11.0%	7.2%	10.0%	6.9%	8.1%	7.7%	7.9%	6.5%	6.8%	6.5%	16.3%
Weekend	1.1%	0.7%	0.5%	0.6%	0.9%	0.0%	1.2%	0.0%	0.0%	0.0%	0.8%
Online	3.4%	3.8%	3.3%	3.6%	3.6%	3.6%	3.1%	3.9%	4.4%	4.2%	22.7%
Hybrid	1.6%	1.5%	2.3%	1.5%	1.5%	1.8%	1.3%	1.5%	1.9%	2.3%	12.1%
Total Sections Offered	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Section counts are unduplicated and do not reflect multiple meeting patterns. Sections are categorized by their primary meeting pattern. Number of sections only shows one aspect of scheduling and offerings.

Sections offered need to be looked at in conjunction with other enrollment characteristics, such as class size (e.g., large lecture) and total enrollment.

Source: OCC MIS Student Enrollment and Section Data, DIS Enstat Reports and Banner ODS Report, Fall 2011 - Fall 2021

Non-Credit
Student Trends

Atlas
2021-2022

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III. Non-credit Student Trends

Orange Coast College started a new non-credit Adult Education program in Fall 2018, which partners with local adult schools and community organizations to help adults to transition to college.

III.1 City of Residency

In Fall 2018, OCC began enrolling students into non-credit courses. In Fall 2021 89.2% of OCC non-credit students live in Orange County. The majority of those live within the CCC district (63.9%).

Table III.1a: OCC Non-credit Student Enrollment Within District City of Residence

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Costa Mesa	32.1%	29.0%	17.4%	18.3%
Fountain Valley	3.7%	4.8%	6.3%	6.6%
Garden Grove	7.0%	5.0%	10.5%	11.0%
Huntington Beach	13.9%	18.3%	11.4%	13.8%
Newport Beach	10.2%	5.0%	3.3%	4.9%
Seal Beach	0.0%	0.2%	0.4%	0.0%
Westminster	4.3%	4.3%	7.3%	7.9%
Other CCCD	0.5%	0.4%	0.6%	1.3%
Total-Within District	71.7%	66.9%	57.3%	63.9%
Total-All Headcount	**190**	**541**	**696**	**535**

Source: OCC MIS Census Data, Fall 2018-Fall 2021

Table III.1b: OCC Non-credit Student Enrollment by Outside District City Residence with Over 500 Students Enrolled

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Anaheim	2.1%	1.5%	3.7%	2.5%
Irvine	8.0%	6.3%	6.2%	5.7%
Orange	0.0%	1.1%	2.0%	1.7%
Santa Ana	7.0%	10.5%	12.5%	8.1%
Tustin	0.5%	0.6%	2.0%	1.3%
Other Orange County	6.4%	8.9%	6.8%	6.0%
Total-Outside District (OC)	24.1%	28.8%	33.3%	25.3%
Total-Not in OC	4.3%	4.3%	9.4%	10.8%
Unknown Zip Code *	N/A	N/A	N/A	N/A
Total-All Headcount	**190**	**541**	**696**	**535**

Source: OCC MIS Census Data, Fall 2018-Fall 2021

III.2 OCC Non-credit Headcount and Seat Count

Non-credit headcount enrollment represents the total number of non-credit students attending OCC (each student counted only once). Seat count enrollment represents the total number of courses in which students were enrolled.

Table III.2a: OCC Non-credit Headcount and Seat Count Enrollments at First Census, Fall Term

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Headcount Enrollment	190	521	696	535
Seat Count Enrollment	397	1,050	1,030	666

Table III.2b: Average Class Size, Fall Term

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Class Size	23.35	18.42	14.9	14.7

Table III.2c: OCC Non-credit Headcount enrollment by Academic Year

Number	2018/2019	2019/2020	2020/2021	2021/2022
Headcount Enrollment	504	1,421	1,945	1,186
% Change (prior year)		181.9%	36.9%	-39.0%
Seat Count Enrollment	1,103	2,696	2,932	1,577
% Change (prior year)		144.4%	8.8%	-46.2%

NOTE: Academic year counts calculated based on prior summer, fall and spring semesters

Table III.2d: OCC Headcount and Seat Count of Students taking Credit and Noncredit Courses Fall Term

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Headcount Enrollment	26	161	603	729
Seat Count Enrollment	31	756	657	2472

Source: OCC MIS Student Basic Data, 2018 – 2021.

III.3 OCC Non-credit Race/Ethnicity

Fall 2021 OCC non-credit students who identify as Asian were the largest group at 35.9%, followed by Hispanic or Latinx at 30.8%.

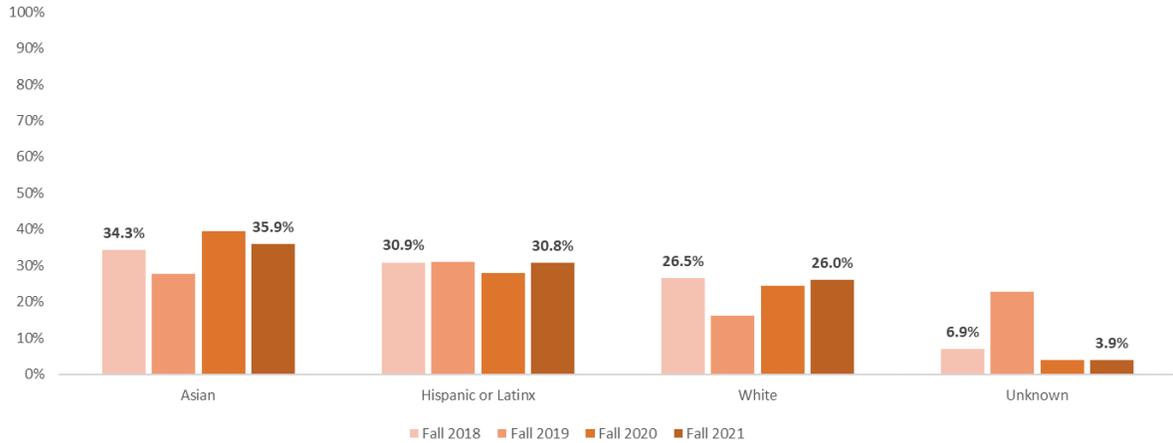**OCC Noncredit Students by Ethnicity/Race at First Census**

Table III.3: OCC Non-credit Students by Race/Ethnicity at First Census, Fall Terms

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021
American Indian or Alaska Native	<10	<10	<10	<10
Asian	70	144	274	192
Black or African American	<10	<10	<10	<4
Hispanic or Latinx	63	161	194	165
Two or More Races	<10	<10	24	12
White	54	84	169	139
Unknown	14	118	27	21
Total Headcounts	**204**	**521**	**696**	**535**

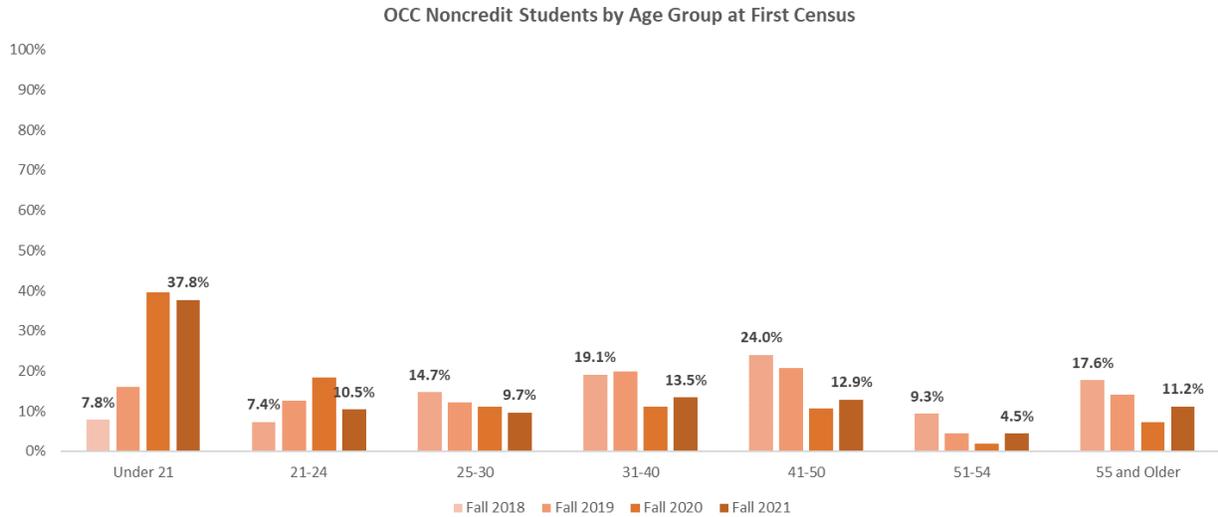| Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021
American Indian or Alaska Native	--	--	--	--
Asian	34.3%	27.6%	39.4%	35.9%
Black or African American	--	--	--	--
Hispanic or Latinx	30.9%	30.9%	27.9%	30.8%
Two or More Races	--	--	3.4%	2.2%
White	26.5%	16.1%	24.3%	26.0%
Unknown	6.9%	22.6%	3.9%	3.9%
Total Headcounts	**99%**	**97%**	**99%**	**99%**

Percentages do not total 100% because of races/ethnicities with less than 10 are not reported.
Source: OCC MIS Student Enrollment data, Fall 2018 – Fall 2021
*Asian includes individuals who identified as Asian, Filipino, and Native Hawaiian or Pacific Islander. Future publications will review the appropriateness of this categorization.

III.4 OCC Non-credit Age

The largest age group for non-credit students was under 21 - (37.8%) in Fall 2021, followed by 31-40(13.5%). The average age for this semester was 32.2%.

OCC Noncredit Students by Age Group at First Census

Table III.4: OCC Non-credit Students by Age at First Census, Fall Terms

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Under 21	16	84	275	202
21-24	15	66	128	56
25-30	30	63	77	52
31-40	39	104	77	72
41-50	49	108	75	69
51-54	19	23	13	24
55 and Older	36	73	51	60
Total Headcounts	**204**	**521**	**696**	**535**

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Under 21	7.8%	16.1%	39.5%	37.8%
21-24	7.4%	12.7%	18.4%	10.5%
25-30	14.7%	12.1%	11.1%	9.7%
31-40	19.1%	20.0%	11.1%	13.5%
41-50	24.0%	20.7%	10.8%	12.9%
51-54	9.3%	4.4%	1.9%	4.5%
55 and Older	17.6%	14.0%	7.3%	11.2%
Total Headcounts	**100%**	**100%**	**100%**	**100%**

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Average Age (in years)	40.9	36.8	28.1	32.2

Source: OCC MIS Student Enrollment data, Fall 2018- Fall 2021

III.5 OCC Non-credit Student by Gender

In fall 2021, the non-credit students were largely comprised of female students (60.9%).

OCC Noncredit Student by Gender
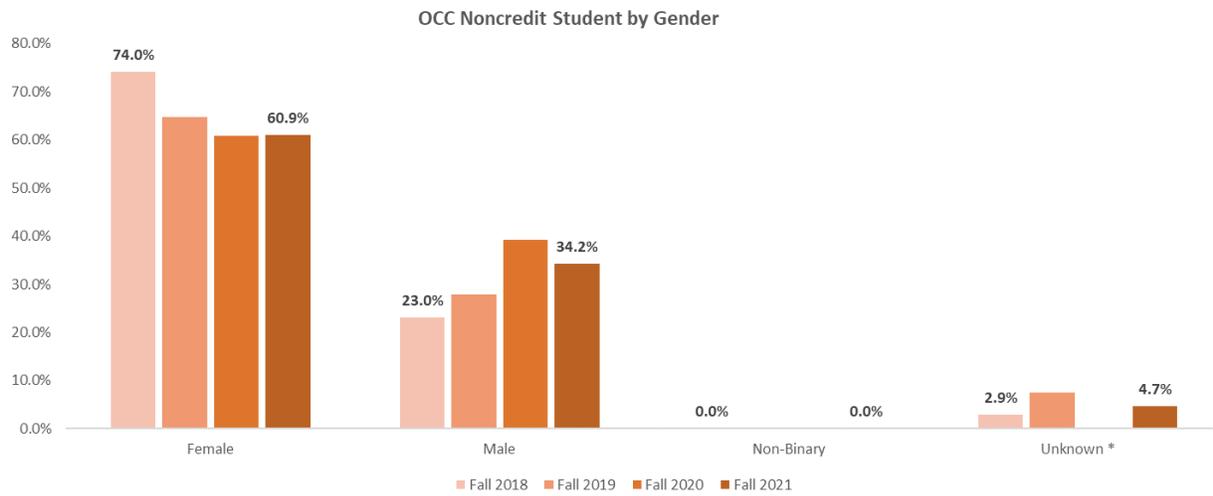
Table III.5: OCC Non-credit Students by Gender, Fall Terms

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	151	337	417	326
Male	47	145	268	183
Non-Binary	0	0	<10	<10
Unknown	6	39	<10	25
Total Headcounts	**204**	**521**	**696**	**535**

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	74.0%	64.7%	60.9%	60.9%
Male	23.0%	27.8%	39.1%	34.2%
Non-Binary	0.0%	0.0%	0.0%	0.0%
Unknown *	2.9%	7.5%	0.0%	4.7%
Total Headcounts	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2018 – Fall 2021.

III.6 OCC Non-credit Students by Enrollment Status at First Census

The majority of non-credit students in fall 2021 were first time students (32.9%), followed by continuing students (31.8%).

OCC Noncredit Students by Enrollment Status at First Census
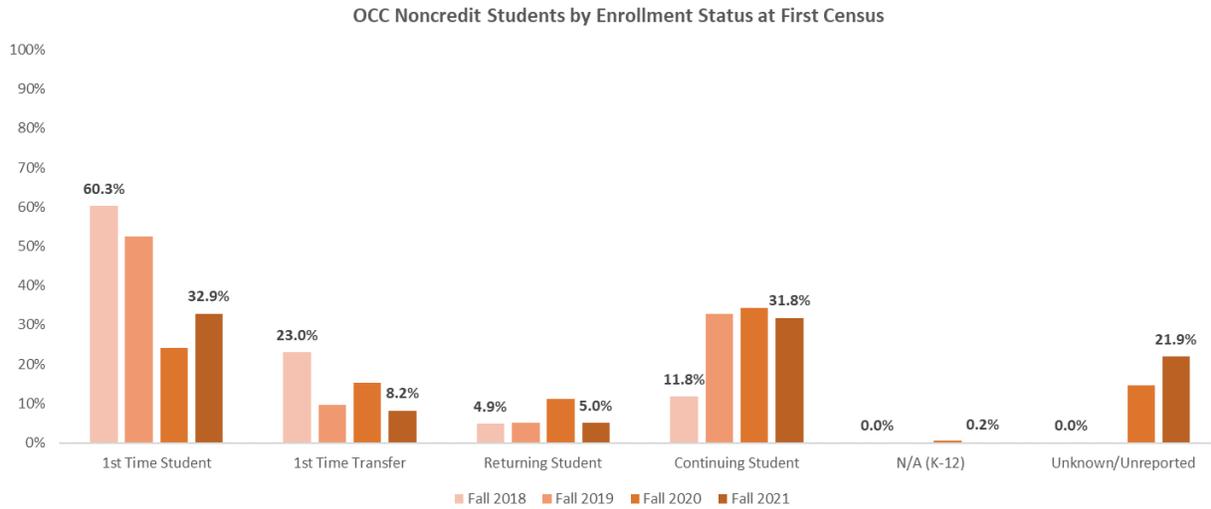
Table III.6: OCC Non-credit Student by Enrollments Status at First Census

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021
1st Time Student	123	273	168	176
1st Time Transfer	47	50	106	44
Returning Student	10	26	78	27
Continuing Student	24	171	239	170
N/A (K-12)	0	0	4	1
Unknown/Unreported	0	1	101	117
Total Headcounts	204	521	696	535

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021
1st Time Student	60.3%	52.4%	24.1%	32.9%
1st Time Transfer	23.0%	9.6%	15.2%	8.2%
Returning Student	4.9%	5.0%	11.2%	5.0%
Continuing Student	11.8%	32.8%	34.3%	31.8%
N/A (K-12)	0.0%	0.0%	0.6%	0.2%
Unknown/Unreported	0.0%	0.2%	14.5%	21.9%
Total Headcounts	100%	100%	100%	100%

Source: OCC MIS Student Enrollment data, Fall 2018 – Fall 2021

III.7 Non-credit Citizenship

44.1% of the non-credit students in fall 2021 did not list their citizenship status. US citizens also showed an increase from 16.2% (fall 2018) to 39.4% (fall 2021). Permanent Resident decreased from 19.1% (fall 2018) to 9.7% (fall 2021).

OCC Non-credit Citizenship Status
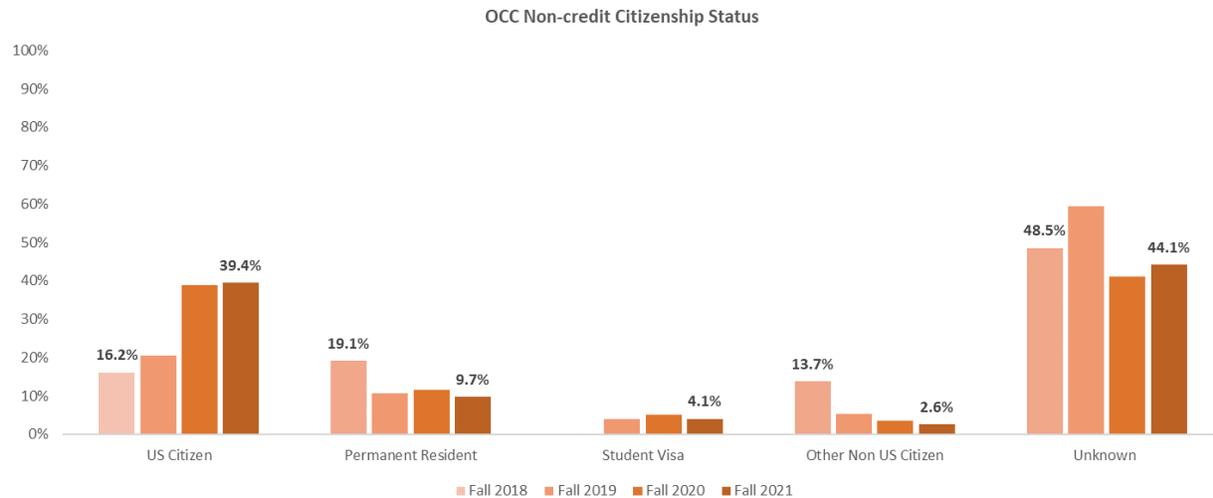
Table III.7: OCC Non-credit Students by Citizenship Status at First Census

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021
US Citizen	33	107	270	211
Permanent Resident	39	56	80	52
Student Visa	<10	21	35	22
Other Non US Citizen	28	28	25	14
Unknown	99	309	286	236
Total Headcounts	**204**	**521**	**696**	**535**

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021
US Citizen	16.2%	20.5%	38.8%	39.4%
Permanent Resident	19.1%	10.7%	11.5%	9.7%
Student Visa	--	4.0%	5.0%	4.1%
Other Non US Citizen	13.7%	5.4%	3.6%	2.6%
Unknown	48.5%	59.3%	41.1%	44.1%
Total Headcounts	**98%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2018 – Fall 2021

Other Non-US Citizen is defined as Temporary Resident, Refugee, and Other Status.

III.8 Non-credit Educational Attainment

The largest enrollment of OCC non-credit students (61.8%) were students who marked high school diploma or equivalent for their educational attainment.

OCC Non-credit Students by Educational Attainment

Legend: Fall 2018, Fall 2019, Fall 2020, Fall 2021
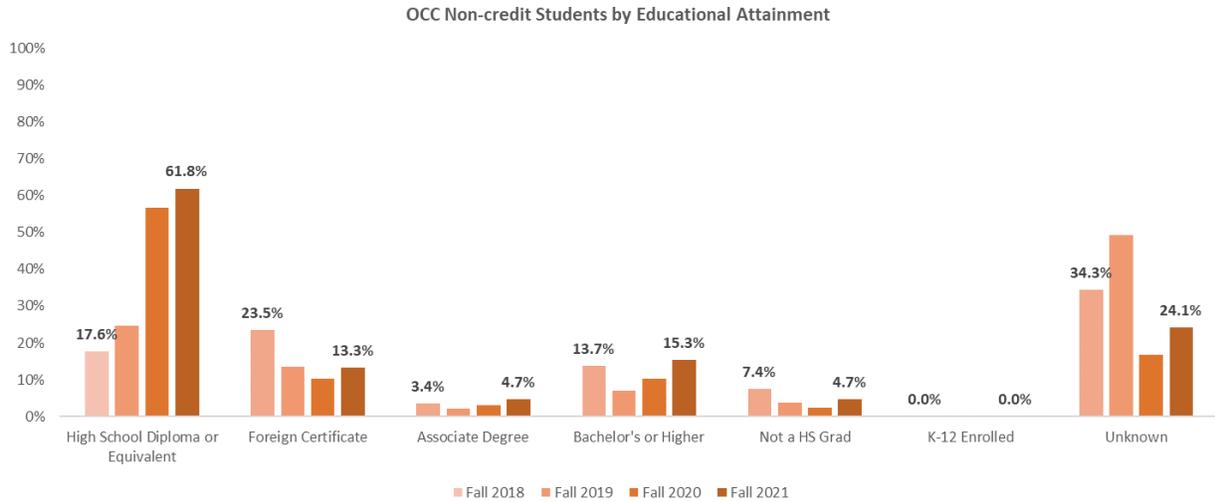
Table III.8: OCC Non-credit Students by Educational Attainment

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021
High School Diploma or Equivalent	36	128	394	251
Foreign Certificate	48	70	71	54
Associate Degree	7	11	22	19
Bachelor's or Higher	28	37	72	62
Not a HS Grad	15	19	16	19
K-12 Enrolled	0	0	<10	<10
Unknown	70	256	117	129
Total Headcounts	**204**	**521**	**696**	**535**

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021
High School Diploma or Equivalent	17.6%	24.6%	56.6%	61.8%
Foreign Certificate	23.5%	13.4%	10.2%	13.3%
Associate Degree	3.4%	2.1%	3.2%	4.7%
Bachelor's or Higher	13.7%	7.1%	10.3%	15.3%
Not a HS Grad	7.4%	3.6%	2.3%	4.7%
K-12 Enrolled	0.0%	0.0%	0.0%	0.0%
Unknown	34.3%	49.1%	16.8%	24.1%
Total Headcounts	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2018 – Fall 2021

III.9 Non-credit Educational Goal

The educational goal is the student's intent listed on their initial OCC application. Most non-credit students (40.4%) listed their goal as "Transfer" in fall 2021.

OCC Noncredit Student by Educational Goal

Fall 2018 ■ Fall 2019 ■ Fall 2020 ■ Fall 2021
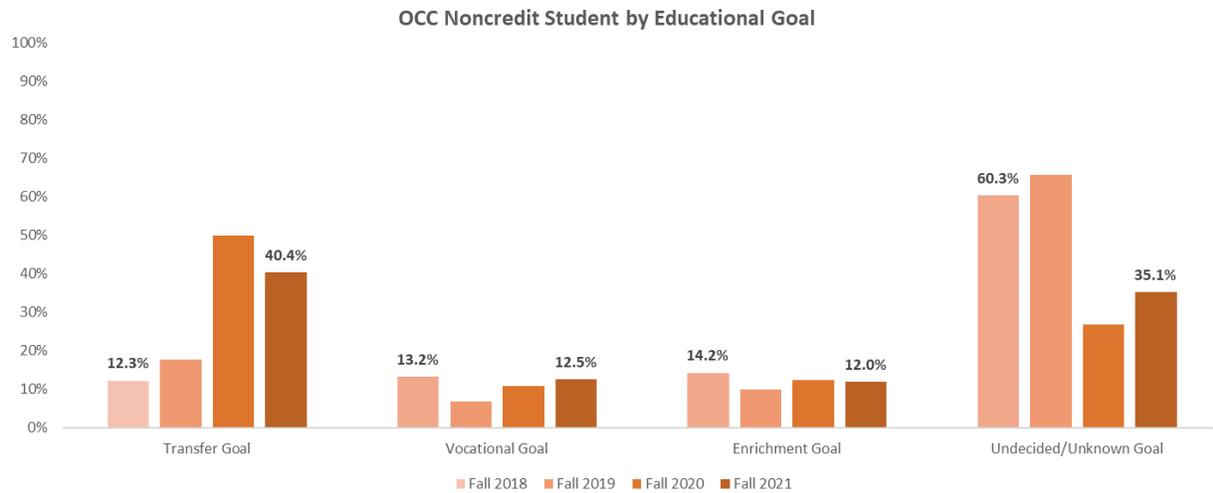
Table III.9: OCC Non-credit Students by Educational Goal

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Transfer Goal	25	92	348	216
Vocational Goal	27	35	76	67
Enrichment Goal	29	52	86	64
Undecided/Unknown Goal	123	342	186	188
Total Headcount	**204**	**521**	**696**	**535**

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Transfer Goal	12.3%	17.7%	50.0%	40.4%
Vocational Goal	13.2%	6.7%	10.9%	12.5%
Enrichment Goal	14.2%	10.0%	12.4%	12.0%
Undecided/Unknown Goal	60.3%	65.6%	26.7%	35.1%
Total Headcount	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2018 – Fall 2021

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Student Equity Outcomes

Atlas
2021-2022

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IV. Student Outcomes

IV.1 OCC Effectiveness Indicators and Targets

Orange Coast College's core indicators are the critical outcomes that illustrate progress towards meeting its goals. 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).

CLASS stands for Community, Learning, Access, Stewardship, and Student & Employee Engagement.

To access college's latest analysis on its progress towards its core indicators, click on the Core Indicators and Institution-Set Standards Report below.

CORE INDICATORS updated May 20 2021.pdf
OCC Atlas 2019-2020 January 2021.pdf
OCC Vision for Success Overall and DI Targets Infographic updated 5-12-2021 ada.pdf
2019 SEA Targets Summary Revised 11-18-2019 ada.pdf

Additional OCC reports are located on the OCC website at Documents & Reports. These reports cover Institutional Research, Planning & Decision-Making, Educational Master Plan 2016-2021, and Midterm Program Review.

IV.2 Overall Grade Distribution

Most OCC students were successful in their classes, with 73.5% receiving a passing grade (e.g., A, B, C, or P) in fall 2021. The percentage of A grades has been trending up over the last 10 years and stood at 40.2% in fall 2021. The percentage of F grades has been steady over this time and stood at 9.4% in fall 2021.

Grade Distribution for Credit Courses
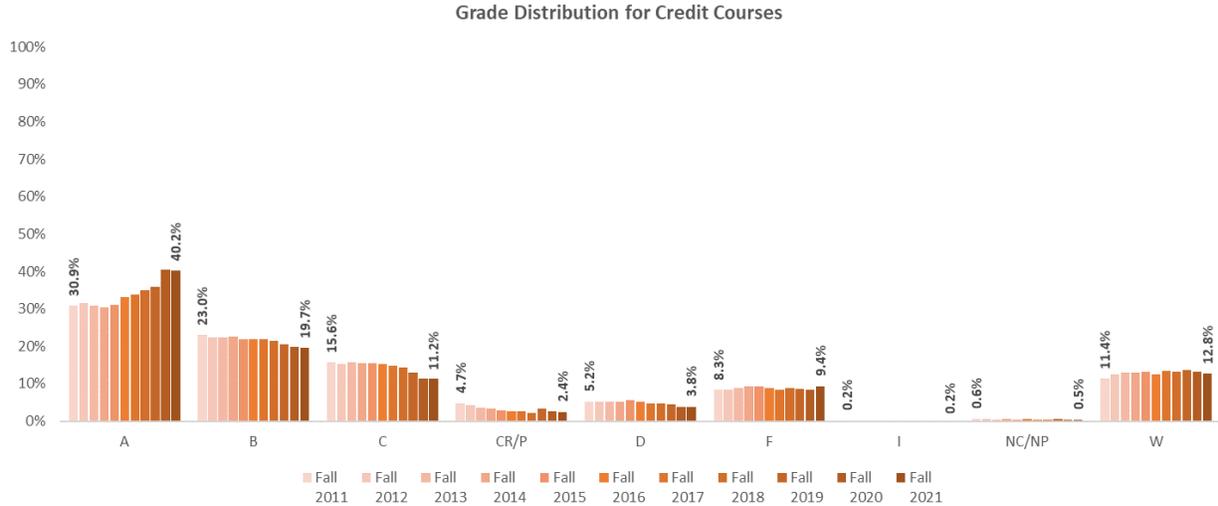
Table IV.2: OCC Grade Distribution for Credit Courses

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
A	21,399	20,187	20,603	19,956	20,729	21,485	22,027	21,365	21,667	21,307	19,815
B	15,940	14,367	14,861	14,886	14,638	14,319	14,238	13,157	12,422	10,445	9,690
C	10,838	9,840	10,441	10,127	10,247	9,858	9,621	8,767	7,745	5,917	5,541
CR/P	3,248	2,679	2,349	2,235	1,958	1,790	1,666	1,366	2,016	1,392	1,174
D	3,630	3,258	3,378	3,374	3,722	3,406	2,993	2,885	2,673	1,972	1,858
F	5,723	5,348	5,945	6,123	6,239	5,731	5,514	5,379	5,158	4,428	4,611
I	112	115	127	104	79	94	74	56	68	44	77
NC/NP	440	302	296	315	296	317	243	158	357	238	222
W	7,929	8,070	8,701	8,523	8,800	8,094	8,803	8,137	8,169	6,885	6,286
Total	**69,259**	**64,166**	**66,701**	**65,643**	**66,708**	**65,094**	**65,179**	**61,270**	**60,275**	**52,628**	**49,274**

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
A	30.9%	31.5%	30.9%	30.4%	31.1%	33.0%	33.8%	34.9%	35.9%	40.5%	40.2%
B	23.0%	22.4%	22.3%	22.7%	21.9%	22.0%	21.8%	21.5%	20.6%	19.8%	19.7%
C	15.6%	15.3%	15.7%	15.4%	15.4%	15.1%	14.8%	14.3%	12.8%	11.2%	11.2%
CR/P	4.7%	4.2%	3.5%	3.4%	2.9%	2.7%	2.6%	2.2%	3.3%	2.6%	2.4%
D	5.2%	5.1%	5.1%	5.1%	5.6%	5.2%	4.6%	4.7%	4.4%	3.7%	3.8%
F	8.3%	8.3%	8.9%	9.3%	9.4%	8.8%	8.5%	8.8%	8.6%	8.4%	9.4%
I	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%
NC/NP	0.6%	0.5%	0.4%	0.5%	0.4%	0.5%	0.4%	0.3%	0.6%	0.5%	0.5%
W	11.4%	12.6%	13.0%	13.0%	13.2%	12.4%	13.5%	13.3%	13.6%	13.1%	12.8%
Total	**69,259**	**64,166**	**66,701**	**65,643**	**66,708**	**65,094**	**65,179**	**61,270**	**60,275**	**52,628**	**49,274**

Note: Excludes (IP) In Progress, (UD) Ungraded Dependent, (EW) Excused Withdraw, (MW) Military Withdraw, (U) Ungraded, and (RD) Report Delayed
Source: OCC MIS Student Enrollment data, Fall 2011-Fall 2021

IV.3 GPA of OCC Students by Student Enrollment Status

The average term GPA of OCC students has increased slightly over the last 10 years and in fall 2021 stood at 2.85, up from 2.72 in 2011. Full-time students carried a higher GPA on average than part-time students (2.92 vs. 2.76, respectively).

GPA for OCC Students by Student Enrollment Status
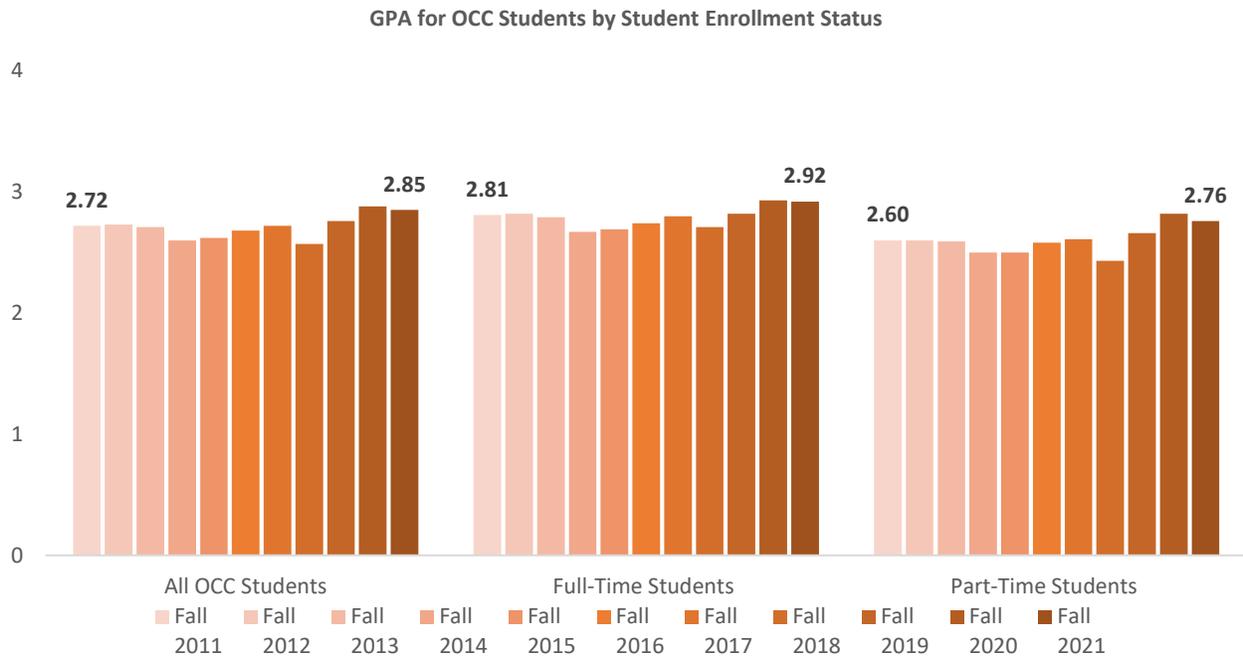
Table IV.3: Credit Grade Point Average (GPA)

GPA	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
All OCC Students	2.72	2.73	2.71	2.60	2.62	2.68	2.72	2.57	2.76	2.88	2.85
Full-Time Students	2.81	2.82	2.79	2.67	2.69	2.74	2.80	2.71	2.82	2.93	2.92
Part-Time Students	2.60	2.60	2.59	2.50	2.50	2.58	2.61	2.43	2.66	2.82	2.76

Source: OCC MIS Student Basic Data, Enrollment Data, and Course Basic Data Fall 2011-Fall 2021
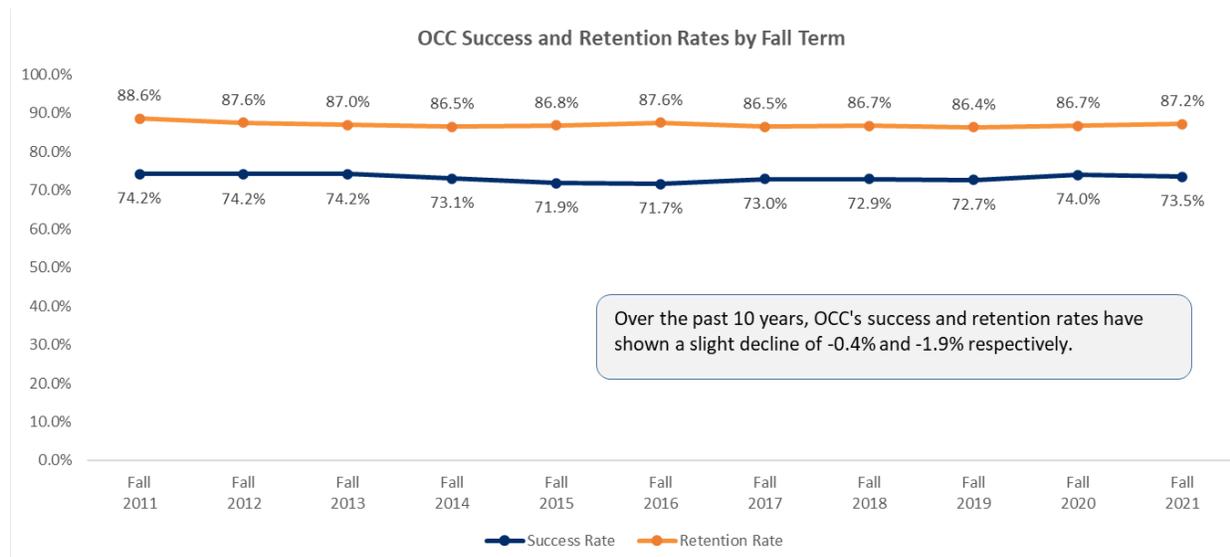
IV.4 Overall Credit Success and Retention Rates

OCC's definitions for success and retention are the same as those used by the State Chancellor's Office:

Success *is defined as a passing grade (A, B, C, IA, IB, IC, IP, IPP, and P). Those who are not successful receive the following grades: D, NP, F, I, and W. The success rate is calculated by dividing the number of successful students by the number of students enrolled at census.*

Retention *denotes those who remain in a class and includes those who may or may not have been successful. Thus, retention includes the following grades: A, B, C, P, D, NC, F, and IA, IB, IC, ID, IF, INP, IPP, NP, IP, and MW. The retention rate is calculated by dividing the number of students retained (excluding those who withdrew with a 'W') by the number of students enrolled at census.*

Commensurate with overall grade distribution trends, most OCC students continue to be successful in their classes. OCC's success rate remained constant in the past 10 years, landing on 73.5% in fall 2021. Retention rates hit a ten year high in fall 2011 (88.6%) but have since declined slightly to 87.2% in fall 2021. This may have been affected by the slight increase in withdrawals due to a change in the withdrawal deadline that went into effect in fall 2012.
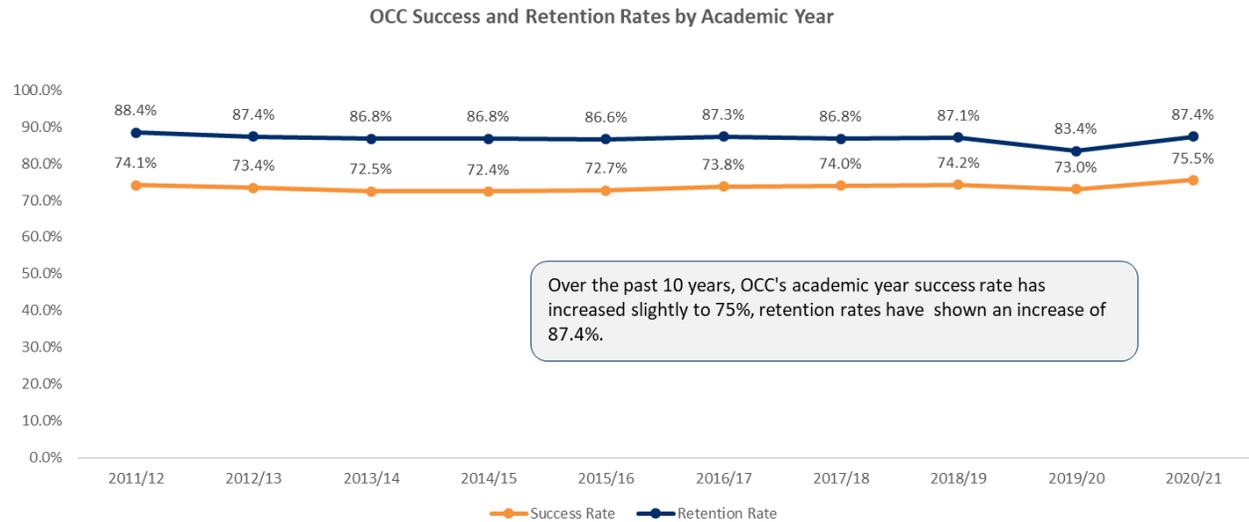

OCC Success and Retention Rates by Fall Term

Over the past 10 years, OCC's success and retention rates have shown a slight decline of -0.4% and -1.9% respectively.

Table IV.4: OCC Credit Success and Retention Rates

Performance	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Successful Enrollments	51,518	46,695	48,694	47,805	47,438	46,781	47,427	44,666	43,717	38,655	36,220
Total Enrollments	69,414	62,931	65,626	65,397	65,978	65,245	64,968	61,270	60,133	52,236	49,274
Success Rate	**74.2%**	**74.2%**	**74.2%**	**73.1%**	**71.9%**	**71.7%**	**73.0%**	**72.9%**	**72.7%**	**74.0%**	**73.5%**

Performance	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Retention Enrollments	61,530	55,128	57,095	56,568	57,269	57,155	56,197	53,121	51,955	45,289	42,987
Total Enrollments	69,414	62,931	65,626	65,397	65,978	65,245	64,968	61,270	60,133	52,236	49,274
Retention Rate	**88.6%**	**87.6%**	**87.0%**	**86.5%**	**86.8%**	**87.6%**	**86.5%**	**86.7%**	**86.4%**	**86.7%**	**87.2%**

Source: OCC MIS Student Enrollment data, Fall 2012-Fall 2015; Program Review Access & Success Cube Fall 2009-Fall 2011 and Fall 2017-Fall 2021 Rates for Fall 2009 through Fall 2012 were revised from prior versions of the OCC Atlas due to a change in census and withdrawal dates.

IV.5 Overall Credit Success and Retention Rates by Academic Year

Most OCC students continue to be successful in their classes. OCC's success rate has slightly increased from 74.1% in 2011/2012 to 75.1% in 2021/2022. Retention rates hit a ten-year high in 2011/2012 (88.4%) but have since slightly declined to 87.4% in 2021/2022. This may have been caused by an increase in withdrawals due to a change in the withdrawal deadline that went into effect in fall 2012.

OCC Success and Retention Rates by Academic Year

Over the past 10 years, OCC's academic year success rate has increased slightly to 75%, retention rates have shown an increase of 87.4%.

Table IV.5: Overall Credit Success and Retention Rates by Academic Year

Performance	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Successful Enrollments	107,784	97,641	101,384	100,657	102,328	101,361	101,365	95,131	91,483	84,753	76,906
Total Enrollments	145,437	132,937	139,912	139,029	140,754	137,346	136,980	128,209	125,319	112,255	102,405
Success Rate	74.1%	73.4%	72.5%	72.4%	72.7%	73.8%	74.0%	74.2%	73.0%	75.5%	75.1%

Performance	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Retention Enrollments	128,639	116,170	121,423	120,677	121,893	119,903	118,899	111,670	104,433	98,111	89,502
Total Enrollments	145,437	132,937	139,912	139,029	140,754	137,346	136,980	128,209	125,219	112,255	102,405
Retention Rate	88.4%	87.4%	86.8%	86.8%	86.6%	87.3%	86.8%	87.1%	83.4%	87.4%	87.4%

Source: OCC Program Review Access & Success Cube AY 2011/12-AY 2021/22
NOTE: Academic year data was calculated based on prior summer, fall and spring semesters.

IV.6 Success Rates by Academic Year and Modality

Traditional courses exhibited a 1.3% increase in success rates over the past 10 years, while both online and hybrid modalities exhibited a substantial increase over the past decade (online: 7.9% increase, hybrid: 11.6% increase).

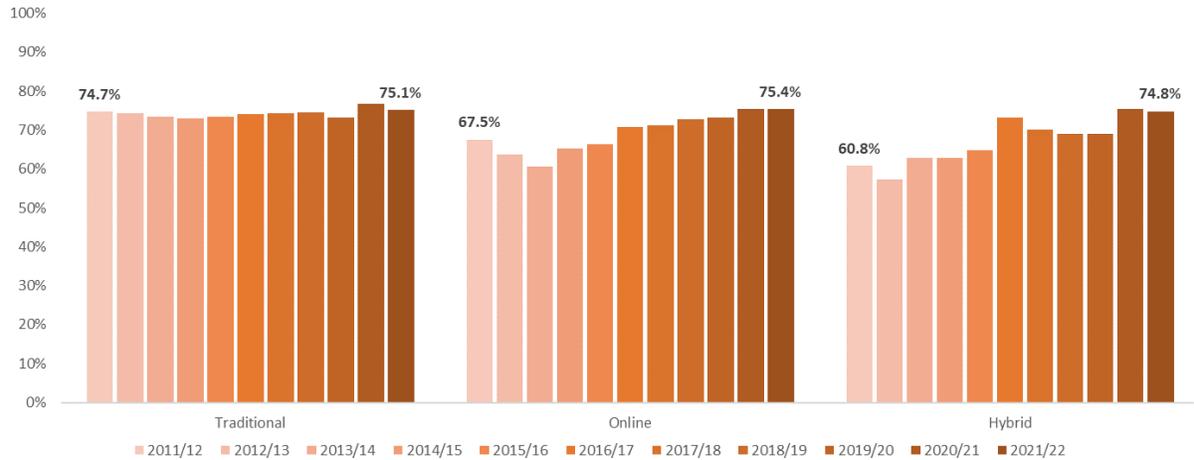**OCC Credit Succes Rates by Academic Year by Modality**

Table IV.6a: OCC Success Rates by Academic Year - Traditional Modality

Performance	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Successful Enrollments	101,156	91,855	95,582	93,951	95,096	93,440	93,005	86,226	81,899	23,313	42,928
Total Enrollments	135,406	123,605	130,416	128,743	129,698	126,267	125,101	115,740	112,079	30,395	57,161
Success Rate	74.7%	74.3%	73.3%	73.0%	73.3%	74.0%	74.3%	74.5%	73.1%	75.5%	75.1%

Table IV.6b: OCC Success Rates by Academic Year - Online Modality

Performance	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Successful Enrollments	5,308	4,333	4,468	5,324	5,652	5,718	6,692	6,692	6,961	53,985	9,539
Total Enrollments	7,860	6,793	7,373	8,163	8,532	8,088	9,414	8,935	9,511	71,789	12,651
Success Rate	67.5%	63.8%	60.6%	65.2%	66.2%	70.7%	71.1%	72.7%	73.2%	75.2%	75.4%

Table IV.6c: OCC Success Rates by Academic Year - Hybrid Modality

Performance	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Successful Enrollments	1,320	1,453	1,334	1,335	1,635	2,187	1,722	1,722	2,604	8,078	9,463
Total Enrollments	2,171	2,539	2,123	2,123	2,524	2,991	2,460	3,534	3,781	10,895	12,651
Success Rate	60.8%	57.2%	62.8%	62.9%	64.8%	73.1%	70.0%	69.0%	68.9%	73.8%	74.8%

Source: Program Review Access & Success Cube AY 2011/12-AY 2021/2022
NOTE: Academic year data was calculated based on prior summer, fall and spring semesters.

IV.7 Retention Rates by Academic Year by Modality

Retention rates are very similar across traditional (86.9%), online (88.6%), and hybrid (86.6%) modalities. In spring 2020, the COVID-19 pandemic occurred, and a high number of student withdrawals were observed as the college transitioned to emergency remote learning environments mid-semester.

OCC Credit Retention Rates by Academic Year by Modality
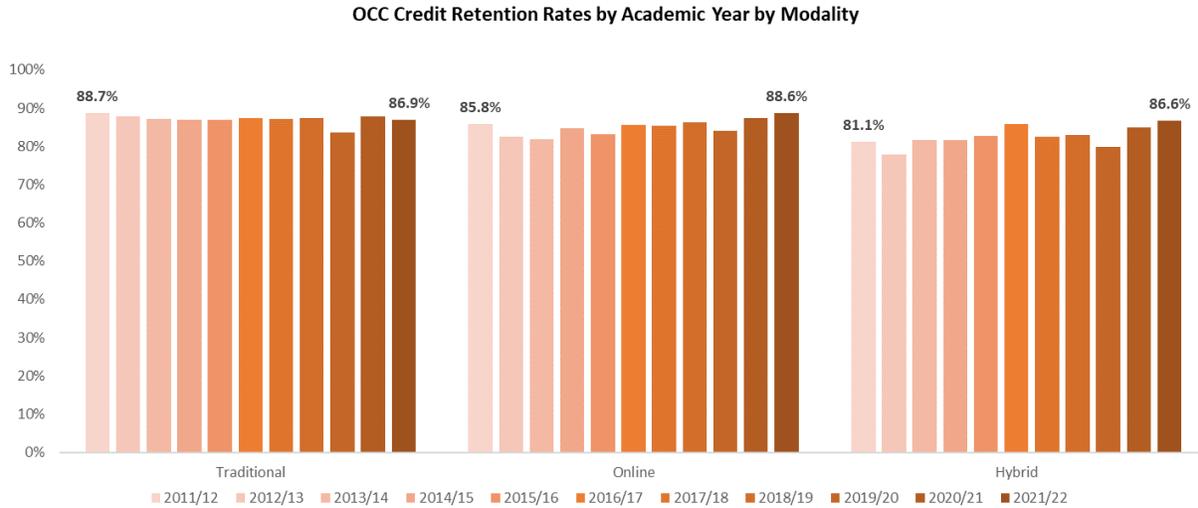
Table IV.7a: OCC Credit Retention Rates by Academic Year by Traditional Modality

Performance	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Retention Enrollments	120,133	108,591	113,664	111,989	112,684	110,407	108,893	101,041	93,587	26,650	49,596
Total Enrollments	135,406	123,605	130,416	128,743	129,698	126,267	125,106	115,740	112,079	30,395	57,097
Retention Rate	88.7%	87.9%	87.2%	87.0%	86.9%	87.4%	87.0%	87.3%	83.5%	87.7%	86.9%

Table IV.7b: OCC Credit Retention Rates by Academic Year by Online Modality

| Performance	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Retention Enrollments	6,746	5,603	6,027	6,920	7,089	6,931	8,030	7,702	7,992	62,169	28,884
Total Enrollments	7,860	6,793	7,373	8,163	8,532	8,088	9,414	8,935	9,511	71,132	32,593
Retention Rate	85.8%	82.5%	81.7%	84.8%	83.1%	85.7%	85.3%	86.2%	84.0%	87.4%	88.6%

Table IV.7c: OCC Retention Rates by Academic Year by Hybrid Modality

Performance	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Retention Enrollments	1,760	1,976	1,732	1,734	2,089	2,569	2,028	2,930	3,022	9,108	10,955
Total Enrollments	2,171	2,539	2,123	2,123	2,524	2,991	2,460	3,534	3,781	10,728	12,651
Retention Rate	81.1%	77.8%	81.6%	81.7%	82.8%	85.9%	82.4%	82.9%	79.9%	84.9%	86.6%

Source: Program Review Access & Success Cube AY 2011/12-AY 2021/22. NOTE: Academic year data was calculated based on prior summer, fall and spring semesters.

IV.8 Success Rates by Course Type

In fall 2021, OCC student's success rates were highest for CTE courses (77.1%), followed by UC and CSU Transferable courses (73.0%) and Basic Skills courses (62.2%). The rates for UC and CSU transferable and CTE courses have been trending slightly upwards over the last 10 years, with considerable variability. While Basic Skills courses has decreased.

OCC Success Rates by Course Types
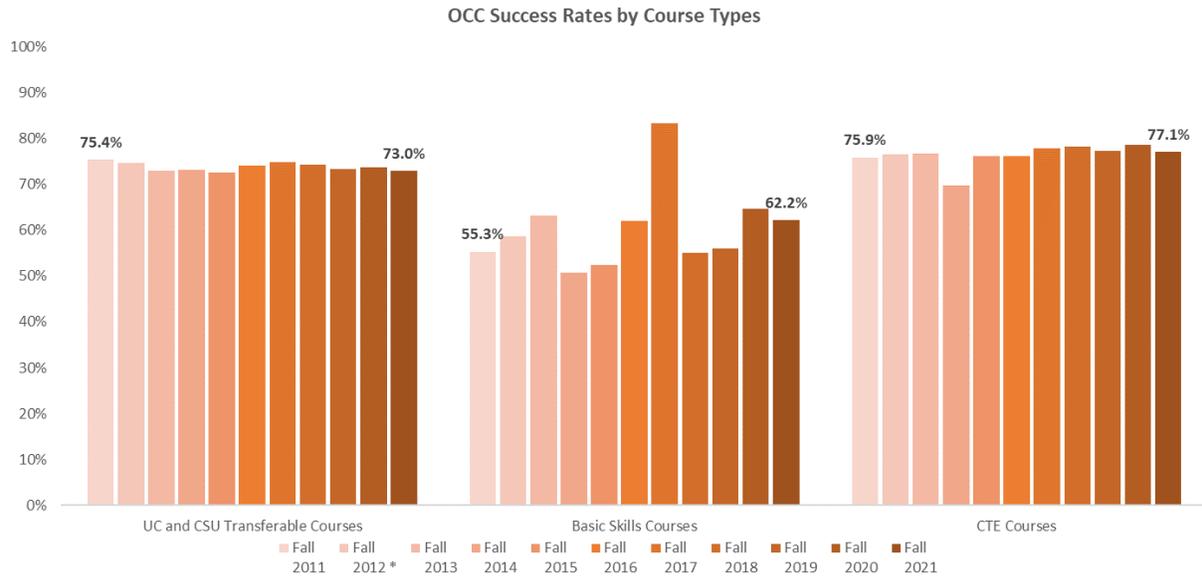
Table IV.8a: OCC Success Rates by UC and CSU Transferable Courses

Performance	Fall 2011	Fall 2012 *	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Successful Enrollments	48,220	43,721	44,346	43,639	43,888	43,616	43,981	41,728	41,981	30,686	28,531
Total Enrollments	63,955	58,614	60,734	59,691	60,511	58,901	58,811	56,191	57,284	41,655	39,087
Success Rate	75.4%	74.6%	73.0%	73.1%	72.5%	74.0%	74.8%	74.3%	73.3%	73.7%	73.0%

Table IV.8b: OCC Success Rates by Basic Skills Courses

Performance	Fall 2011	Fall 2012 *	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Successful Enrollments	1,239	2,915	3,431	1,022	1,105	1,885	2,512	2,531	1,245	1,125	834
Total Enrollments	2,239	4,966	5,429	2,013	2,111	3,039	3,014	4,598	2,224	1,740	1,341
Success Rate	55.3%	58.7%	63.2%	50.8%	52.3%	62.0%	83.3%	55.0%	56.0%	64.7%	62.2%

Table IV.8c: OCC Success Rates by CTE Courses

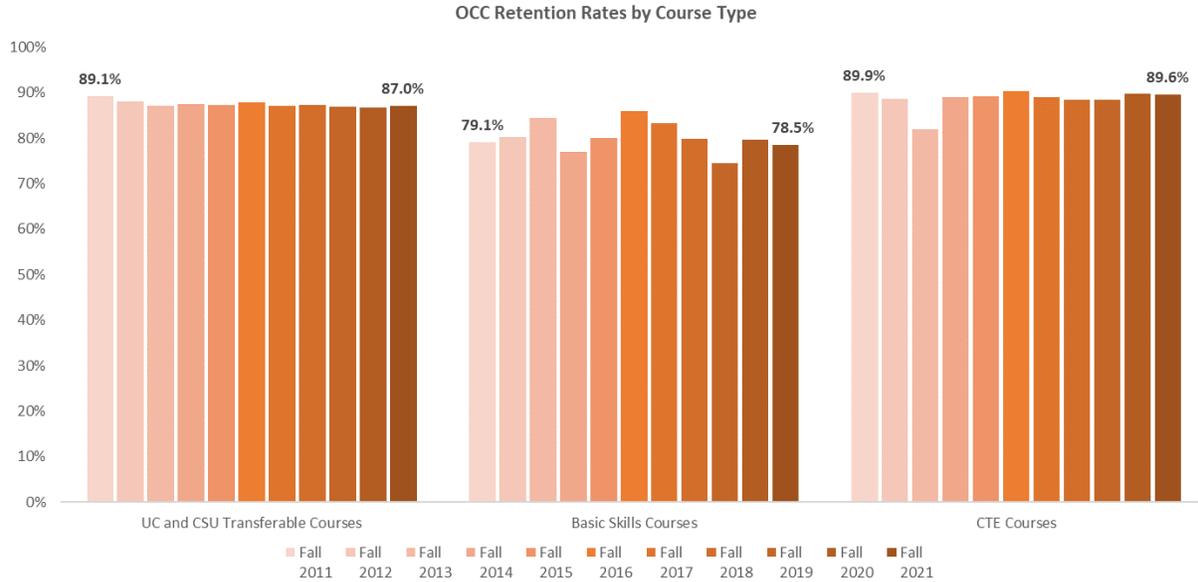| Performance	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Successful Enrollments	14,536	13,435	12,612	12,903	12,790	13,350	13,598	13,751	14,062	6,916	6,538
Total Enrollments	19,160	17,564	16,414	18,496	16,774	17,535	17,459	17,592	18,209	8,795	8,479
Success Rate	75.9%	76.5%	76.8%	69.8%	76.2%	76.1%	77.9%	78.2%	77.2%	78.6%	77.1%

Source: OCC MIS Student Enrollment data, Fall 2010-Fall 2020

*Note: The MIS coding for some basic skills courses changed in 2009 and 2012

Some CTE courses may also be UC/CSU transferable, so these categories and related data are not mutually exclusive

IV.9 Retention Rates by Course Type

In fall 2021, OCC student's retention rates were highest for CTE courses (89.6%), followed by UC and CSU transferable courses (87.0%) and Basic Skills courses (78.5%). The rates for Basic Skills and UC & CSU courses have been trending downwards over the last 10 years, with considerable variability.

OCC Retention Rates by Course Type

Table IV.9a: OCC Retention Rates by UC and CSU Transferable Courses

Performance	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Retention Enrollments	56,995	51,626	52,889	52,242	52,775	51,762	51,186	49,057	49,761	36,071	33,990
Total Enrollments	63,955	58,614	60,734	59,691	60,511	58,901	58,811	56,191	57,284	41,655	39,087
Retention Rate	89.1%	88.1%	87.1%	87.5%	87.2%	87.9%	87.0%	87.3%	86.9%	86.6%	87.0%

Table IV.9b: OCC Retention Rates by Basic Skills Courses

Performance	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Retention Enrollments	1,770	3,983	4,581	1,548	1,689	2,613	2,512	3,666	1,658	1,386	1,053
Total Enrollments	2,239	4,966	5,429	2,013	2,111	3,039	3,014	4,598	2,224	1,740	1,341
Retention Rate	79.1%	80.2%	84.4%	76.9%	80.0%	86.0%	83.3%	79.7%	74.6%	79.7%	78.5%

Table IV.9c: OCC Retention Rates by CTE Courses

Performance	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Retention Enrollments	15,789	14,534	15,142	14,931	15,624	15,764	15,657	15,148	16,104	7,894	7,596
Total Enrollments	17,564	16,414	18,496	16,774	17,535	17,459	17,592	17,117	18,209	8,795	8,479
Retention Rate	89.9%	88.5%	81.9%	89.0%	89.1%	90.3%	89.0%	88.5%	88.4%	89.8%	89.6%

Source: OCC MIS Student Enrollment data, Fall 2011-Fall 2021

*Note: The MIS coding for some basic skills courses changed in 2009 and 2012

Some CTE courses may also be UC/CSU transferable, so these categories and related data are not mutually exclusive

IV.10 Student Academic Standing

In fall 2008, academic standing categories changed. Students who did not accrue at least 12 units were not assigned an academic standing. Prior to 2008, these students were included in the good standing category. Trends are noted from fall 2011 to present. There has been an increase in students in good standing from fall 2011 (74.8%) to fall 2021 (84.1%).
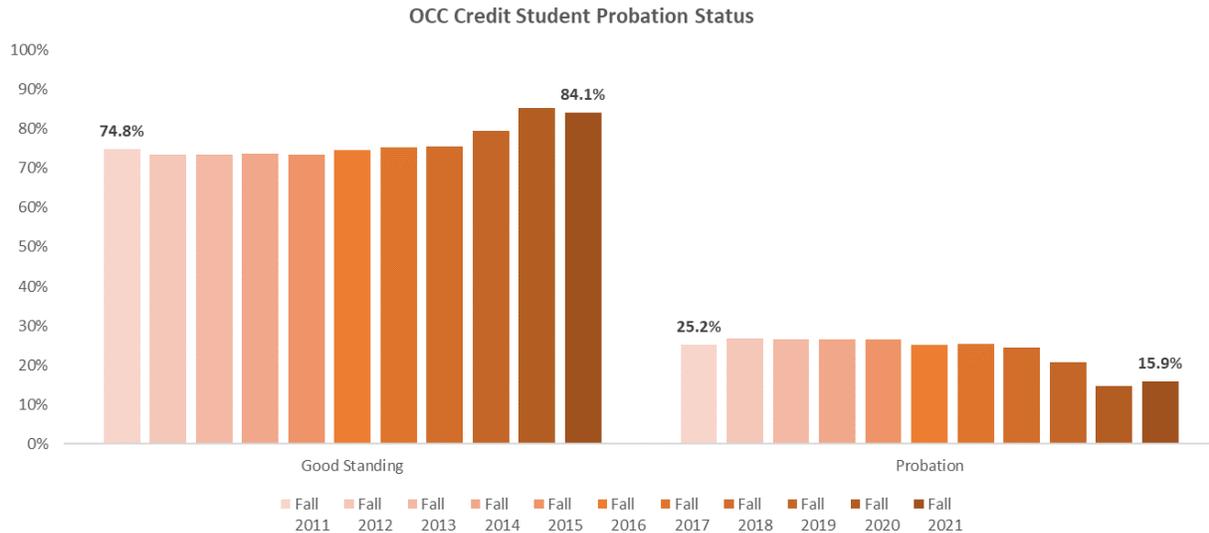

Table IV.10: OCC Student Academic Standing

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Good Standing	13,543	12,469	13,114	13,145	13,367	13,390	13,847	13,273	13,306	13,215	11,951
Progress Probation	147	141	261	261	267	233	294	273	828	319	338
Academic Probation	3,272	3,142	3,286	3,235	3,346	3,217	3,108	2,950	1,364	1,613	1,508
Progress & Academic Probation	165	153	182	177	171	189	187	162	362	178	209
Progress Dismissal / Disqualification	70	85	80	86	90	83	81	92	192	7	11
Academic Dismissal / Disqualification	889	987	913	949	927	800	860	808	672	155	192
Progress & Academic Dismissal / Disqualification	16	24	18	17	21	23	28	24	46	0	2
No Academic Standing Assigned*	5,042	4,410	4,326	4,020	4,068	3,934	3,887	3,653	3,391	2,954	2,547
Total Headcount	23,144	21,411	22,180	21,890	22,257	21,869	22,292	21,235	20,161	18,441	16,758

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Good Standing	74.8%	73.3%	73.5%	73.6%	73.5%	74.7%	75.2%	75.5%	79.3%	85.3%	84.1%
Progress Probation	0.8%	0.8%	1.5%	1.5%	1.5%	1.3%	1.6%	1.6%	4.9%	2.1%	2.4%
Academic Probation	18.1%	18.5%	18.4%	18.1%	18.4%	17.8%	17.3%	16.8%	8.1%	10.4%	10.6%
Progress & Academic Probation	0.9%	0.9%	1.0%	1.0%	0.9%	1.0%	1.0%	0.9%	2.2%	1.1%	1.5%
Progress Dismissal / Disqualification	0.4%	0.5%	0.4%	0.5%	0.5%	0.5%	0.5%	0.5%	1.1%	0.0%	0.1%
Academic Dismissal / Disqualification	4.9%	5.8%	5.1%	5.3%	5.1%	4.4%	4.8%	4.6%	4.0%	1.0%	1.4%
Progress & Academic Dismissal / Disqualification	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%	0.3%	0.0%	0.0%
No Academic Standing Assigned*	N/A	25.9%	24.2%	22.5%	22.4%	21.7%	21.7%	20.8%	20.2%	19.1%	17.9%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: MIS Student Enrollment and Student Basic data, Fall 2011-Fall 2021

*No Academic Standing Assigned: Beginning spring 2008, students are not assigned an academic standing until they have accrued 12 or more semester units. Calculations for percentage table are based off of a modified denominator where total headcount excludes counts for the "no academic standing assigned" category.

IV.11 AA/AS Degrees and Certificates Awarded

The total number of AA/AS/AA-T/AS-T Degrees awarded increased from 1,589 in from 2011/2012 to 2,370 in 2021/2022. The addition of the AS degree in 2006/2007 and the AA/AS-Transfer degrees in 2011/2012 increased the total number of associate degrees awarded. In 2021-2022, Orange Coast College was ranked 28th in the state for AA-T/AS-T degrees awarded (2,366).[2] Certificates of Achievement experienced more than a 251% increase between 2013/2014 and 2014/2015 when the CSU Breadth or IGETC certificate was introduced. The proportion of Certificates of Skills/Specializations declined in this 10-year period. Non-Credit Awards were new in 2018/2019and comprised 1.1% of awards and certificates awarded. In 2021/2022, Non-Credit awards were 1.0% of the awards and certificates awarded.
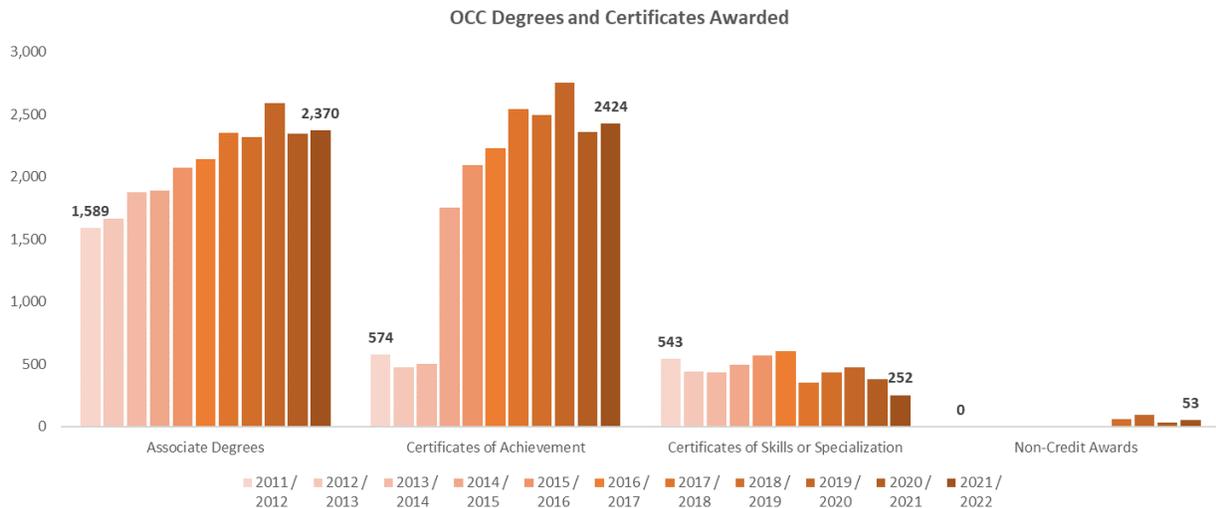

Table IV.11: OCC AA Degrees and Certificates Awarded

Number	2011 / 2012	2012 / 2013	2013 / 2014	2014 / 2015	2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022
Associate Degrees	1,589	1,663	1,876	1,889	2,070	2,137	2,348	2,316	2,586	2,342	2,370
AA Degrees	1,042	940	981	693	648	555	537	535	527	462	494
AA-T Degrees	40	144	213	329	398	468	627	632	720	658	602
AS Degrees	507	579	574	616	685	729	732	680	769	746	744
AS-T Degrees	N/A	N/A	108	251	339	385	452	469	570	476	530
Certificates of Achievement	574	477	499	1,753	2,095	2,231	2,543	2,491	2,750	2,357	2,424
Certificates of Skills or Specialization	543	439	431	495	572	603	352	436	473	378	252
Non-Credit Awards								58	91	34	53
Total Awarded	2,706	2,579	2,806	4,137	4,737	4,971	5,243	5,243	5,809	5,111	5,099

Percent	2011 / 2012	2012 / 2013	2013 / 2014	2014 / 2015	2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022
Associate Degrees	58.7%	64.5%	66.9%	45.7%	43.7%	43.0%	44.8%	44.2%	44.5%	45.8%	46.5%
AA Degrees	38.5%	36.4%	35.0%	16.8%	13.7%	11.2%	10.2%	10.2%	9.1%	9.0%	9.7%
AA-T Degrees	N/A	N/A	N/A	8.0%	8.4%	9.4%	12.0%	12.1%	12.4%	12.9%	11.8%
AS Degrees	18.7%	22.5%	20.5%	14.9%	14.5%	14.7%	14.0%	13.0%	13.2%	14.6%	14.6%
AS-T Degrees	N/A	N/A	N/A	N/A	N/A	7.7%	8.6%	8.9%	9.8%	9.3%	10.4%
Certificates of Achievement	21.2%	18.5%	17.8%	42.4%	44.2%	44.9%	48.5%	47.5%	47.3%	46.1%	47.5%
Certificates of Skills or Specialization	20.1%	17.0%	15.4%	12.0%	12.1%	12.1%	6.7%	8.3%	8.1%	7.4%	4.9%
Non-Credit Awards								1.1%	1.6%	0.7%	1.0%
Total Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: MIS Student Program Awards data, 2011/2012 - 2016/2017, Program Review Degree Certificate Cube 2018/2019 – 2021/2022.
*In 2019/2020 one division transition its recording of Certificates of Skills or Specializations and was not able to complete the transition. That division was unable to provide its award numbers. Certificates of Skills or Specializations are awarded for programs requiring minimal units.
Data was updated on April 1, 2013 to include AA-Transfer Degrees and to correct data.

[2] California Community Colleges Chancellor's Office (2016). Management Information Systems Data Mart, Program Awards Summary Report. Retrieved from CCCCO Datamart Outcomes Program Awards

IV.12 OCC Transfers to Four Year Institutions

The majority of OCC transfers are to the CSU and UC systems. Transfers to UC institutions have decreased 18.7% from 2011-12 (578) through 2021-22 (470), transfers to CSU institutions have decreased 18.1% in the same time period (1,424 in 2011-12 to 1,116 in 2021-22). In 2021-2022, OCC ranked 13th in CSU transfers statewide, 7th in UC transfers statewide, and 9th in overall transfers to CSU and UC schools combined. Compared to the previous year's totals, the 2020-21 results reflect a stable trend in total transfers. Despite the decreases, OCC's rankings have remained strong.

For students transferring from OCC to other 4-year universities, there has been a shift from in-state private institutions (down from 237 to 187 in 2021-2022) to out-of-state institutions (down from 289 to 47 in 2021-2022) over this ten-year period. The 2021-2022 data is not currently available the electronic version of the Atlas will be updated when the data becomes available.

OCC Transfer to Four Year Institutions
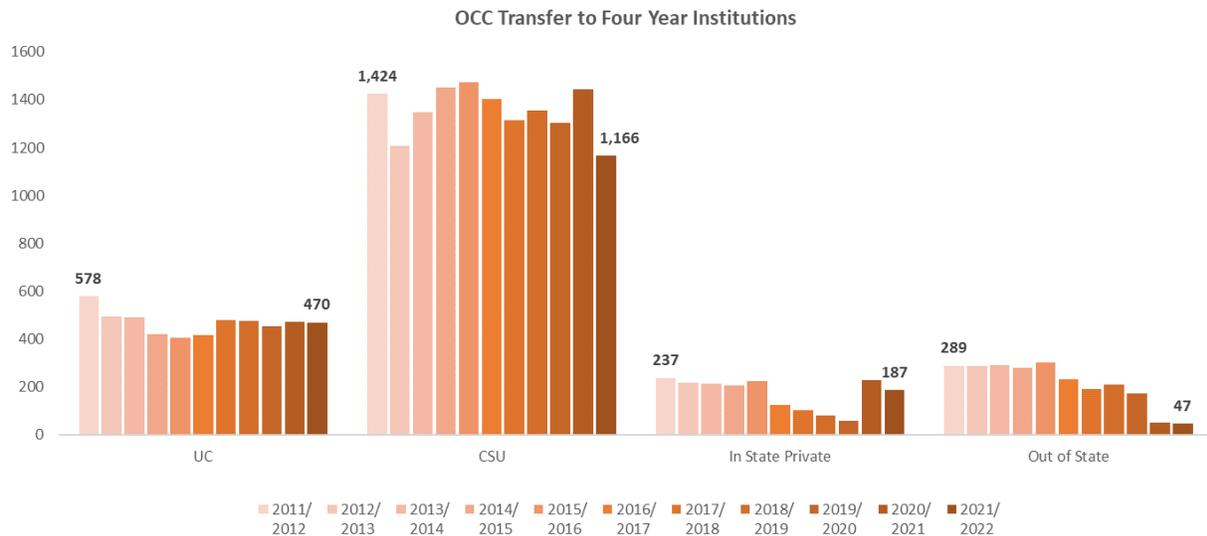
Table IV.12a: OCC Transfers to CSU and UC Systems

Number	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
UC	578	493	490	422	405	415	481	477	452	473	470
CSU	1,424	1,207	1,349	1,451	1,474	1,402	1,316	1,356	1,302	1,444	1,166
Subtotal	2,002	1,700	1,839	1,873	1,879	1,817	1,797	1,833	1,754	1,917	1,636

Table IV.12b: OCC Transfers to In-State Private (ISP) and Out-of-State (OOS) Institutions[1]

Number	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
In State Private	237	219	213	208	226	124	104	79	57	230	187
Out of State	289	288	290	281	303	232	191	211	172	53	47
Subtotal	526	507	503	489	529	356	295	290	229	283	234
Grand Total	2,528	2,207	2,342	2,362	2,408	2,173	2,092	2,123	1,983	2,200	1,870

Source: CCCCO Data
CSU Data Retrieved from CSU Community College Transfer Information
UC Data Retrieved from UC Community College Transfer Information
1 ISP and OOS Retrieved from CCCCO Datamart CCCCO Datamart Student Transfer Volume.
*Data for the In-State/Out-of-State will be available in the following spring. The Atlas electronic version will be updated at that time.

Student Outcomes

Atlas
2021-2022

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V. Student Equity Outcomes

V. Student Equity Plan

The Student Equity Plan ([State of CA Education Code 78220](#)) is a standard method across all California Community Colleges that ensures equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances. In the 1990s, the California Community Colleges Board of Governors legislated that colleges adopt a student equity plan to ensure that historically underrepresented student groups have an equal opportunity for access, success, and transfer in higher education. More recently, in 2014, the Chancellor's Office charged colleges to review and update student equity planning and tied the efforts to formal funding. As such, each college was instructed to conduct a self-evaluation of student equity outcomes on their campus and create a plan for improving successful outcomes for all students.

Five metrics are used to measure the student pipeline. Those metrics include

- Successful Enrollment
    - Percent of applicants who enroll
- Retention
    - Percent of students retained from fall to spring
- English/Math Completion
    - Proportion of students completing transfer-level Math & English in their first academic year
- Transfer
    - Number of students who transfer to UC, CSU, private & out of state schools
- Completion
    - Number of students who earn a credit certificate (over 18 units) or associates degree

Summary of Target Outcomes for 2022-25

Successful Enrollment

- Black or African American
    - 1- year outcome: Alongside Umoja and key programs with high participation from African American students, explore current and new ways of engaging the Black/ African American community. Asses front-end and onboarding services that incorporate populations' needs.
    - 2-year outcome: Implement outreach and onboarding structures according to assessments.
    - 3-year outcome: Increase the number of students who successfully enroll by 2% each year.

Completed Transfer-Level Math & English
- First Generation College Students
    - 1-year outcome: Work with Guided Pathways planning efforts to establish necessary resources.
    - 2-year outcome: Align efforts with SEMP and Guided Pathways.
    - 3-year outcome: Increase the number of students completing English/Math by 2% each year.
- Hispanic or Latino/a/x
    - 3-year outcome: increase the number of students completing English/Math by 2% each year.

Persistence: First Primary Term to Secondary Term
- First Generation College Students
    - 1-year outcome: Inventory campus support programs working with first-generation students and formulate a plan for collaboration and support.
    - 2-year outcome: Assess additional programmatic needs for support of the population.
    - 3-year outcome: Increase the number of students retained by 2% each year.

Transfer

- First Generation College Students
  - 1-year outcome: Work with Guided Pathways planning efforts to establish necessary resources/
  - 2-year outcome: Align efforts with SEMP and Guided Pathways.
  - 3-year outcome: Increase the number of students transferring by 2% each year.

Completion

- First Generation College Students
  - 1-year outcome: Work with Guided Pathways planning efforts to establish necessary resources.
  - 2-year outcome: Align efforts with SEMP and Guided Pathways.
  - 3-year outcome: Increase the number of students completing by 2% each year.

OCC Student Equity Trends

This section presents an overview of the campus-based research conducted on the Student Success Metrics for Orange Coast College. To assess equity within each metric, a disproportionate impact (DI) analysis was conducted. For these analyses, DI is defined as a success or completion rate that is less than 80% that of a reference group or the overall group rate; in other words, "the 80% rule" has been applied.

Data for DI groups were categorized by ethnicity and special groups (e.g., Disability, Economically Disadvantaged, Homeless, First-Generation, Foster Youth LGBTQ+, and Veterans) and disaggregated by gender.

The results of the analyses are visually summarized in the Student Equity Dashboard (presented on the following page) for easy identification of impact across and within indicators and subpopulations.

- **Ethnicity:** Disproportionate impact observed for Black or African American students in Access, English/ Math, and Completion. Filipino and Hawaiian/Pacific Islander students showed DI in Access and Completion. Hispanic or Latino/a/x students showed DI in every metric except for Access. Lastly, White students showed DI in Retention.
- **Special Groups:** For students in special groups, disproportionate impact was observed in disabled students Completion, Homeless students showed DI in English/ Math, First Generation students showed DI in every metric except for Access. Foster Youth displayed DI in English/Math and Completion, LGBTQ+ students showed DI in Retention and Completion and lastly, DI was observed for Veterans in English/Math.
- **Gender:** Disproportionate impact was observed in Black or African American females in Access and English/Math, Hawaiian or Pacific Islander males in Completion, Hispanic or Latino/a/x males in Retention, English/Math, and Transfer. DI was also observed in White males. For special groups, First Generation males experienced DI in Retention and Transfer, Foster Youth males showed DI in English/ Math and Completion, LGBTQ+ females showed DI in retention while LGBTQ+ males showed DI in Completion and lastly, female veterans experienced DI in English/ Math.

Number of Students Needed to Close the Following Gaps

Ethnicity	Access	Total	Retention	Total	ENGL/MATH	Total	Completion	Total	Transfer	Total
American Indian or Alaska Native										
Asian										
Black or African American	13 -7%	178			13 -17%	75	6 -7%	83		
Filipino	24 -15%	166								
Hawaiian or Pacific Islander							3 -13%	23		
Hispanic or Latina/o/x			104 -7%	1,598	127 -9%	1,463	164 -9%	1,839	81 -10%	790
Two or more races										
All Masked Values										
White			64 -5%	1,272						

Special Groups	Access	Total	Retention	Total	ENGL/MATH	Total	Completion	Total	Transfer	Total
Disabiltiy							23 -8%	290		
Economically Disadvantaged										
Homeless					4 -16%	25				
First-Generation			100 -7%	1,431	80 -7%	1,170	107 -6%	1722	58 -7%	792
Foster Youth					5 -17%	29	7 -14%	49		
LGBT			17 -10%	164			14 -9%	156		
Veteran					6 -15%	40				

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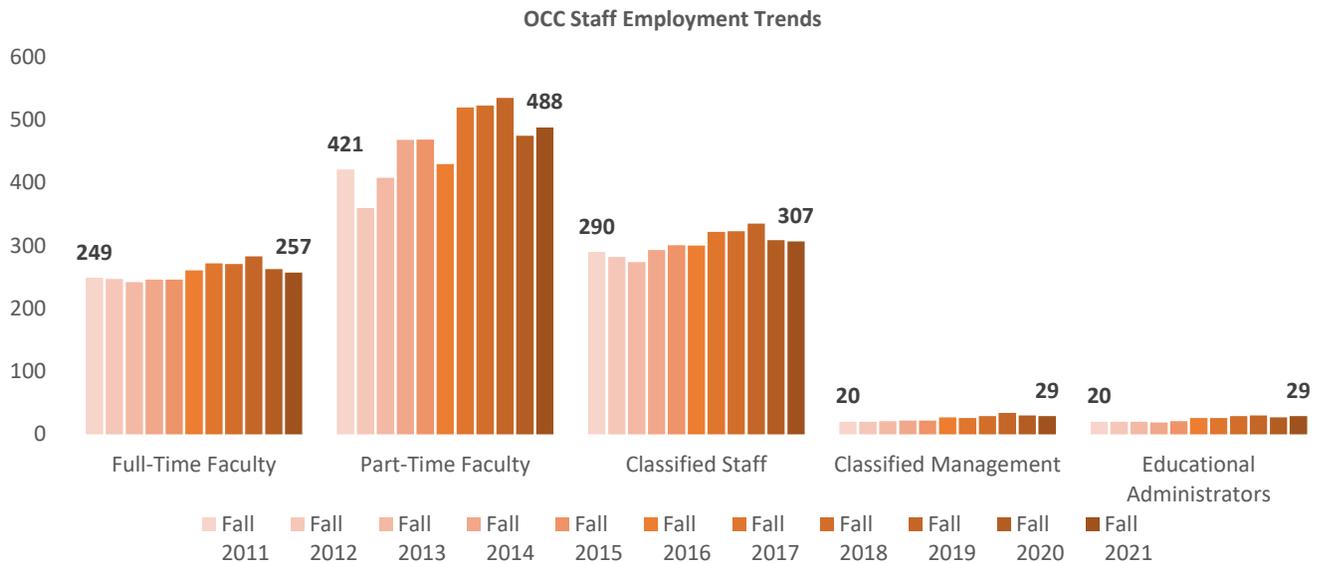
Employee
Data

Atlas
2021-2022

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VI. Employee Data

VI.1 OCC Staffing

The total number of employees has increased 11% between fall 2011 and fall 2021 (from 1,000 to 1,110). Disaggregation reveals that all employee classifications have experienced increase in the past ten years.

OCC Staff Employment Trends

Table VI.1: OCC Staff Employment Trends Comparison

Number	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	# Change (2011 to 2021)	% Change (2011 to 2021)
Full-Time Faculty	249	247	242	246	246	261	272	271	283	263	257	8	3.2%
Part-Time Faculty	421	360	408	468	469	430	520	523	535	475	488	67	15.9%
Classified Staff	290	282	274	293	301	300	322	323	335	309	307	17	5.9%
Classified Management	20	20	21	22	22	27	26	29	34	30	29	9	45.0%
Educational Administrators	20	20	20	19	21	26	26	29	30	27	29	9	45.0%
Total Headcount	**1,000**	**929**	**965**	**1,048**	**1,059**	**1,044**	**1,166**	**1,175**	**1,217**	**1,104**	**1,110**	**110**	**11.0%**

Source: Employee Profile Cube, except for Part-time faculty data taken from OCC MIS Staff Data. (For historical data, please refer to prior year OCC Atlas Reports.)

NOTE: Figures represent total number of employees as of October 15th of the stated year (not cumulative figures for the entire semester)

These figures represent headcounts only and do not reflect other workload measures such as faculty overload or staff overtime

Headcounts for classified staff do not differentiate between full-time and part-time status

Data since fall 2009 is presented for consistency in reporting after the transition to the Banner data system.

VI.2 OCC Staffing Trends by Gender

OCC full-time faculty have tended to be evenly split among males and females over the last 10 years, while there has been a slightly higher percentage of female part-time faculty. There has been a stable tendency for classified professional to be female (58.8% female vs. 41.2% male in fall 2021). Classified managers by fall 2021 males and females were equal (50.0%). The gender ratio among educational administrators has been more variable, possibly due to small numbers. In fall 2021 they were composed of 51.7% male and 58.8% female. The state did not start collecting a 3rd gender grouping of non-binary until summer 2019.

OCC Full-time Faculty by Gender

OCC Part-time Faculty by Gender

OCC Classified Professional Gender

OCC Classified Manager Gender

OCC Educational Administrator Gender
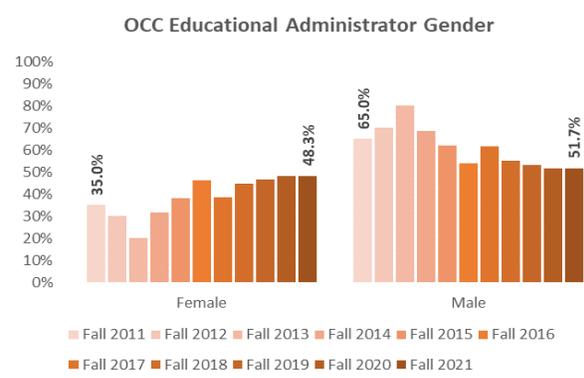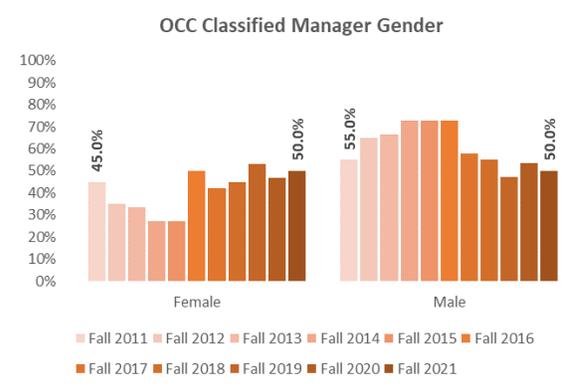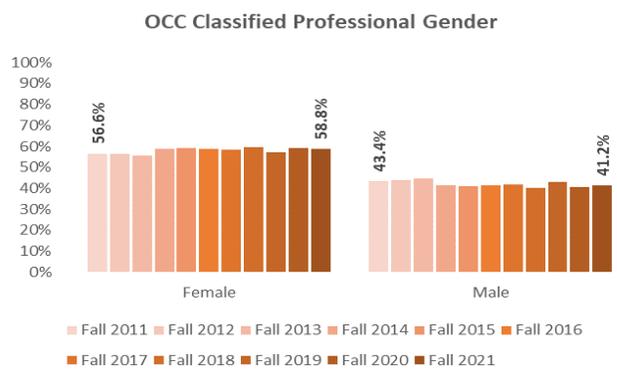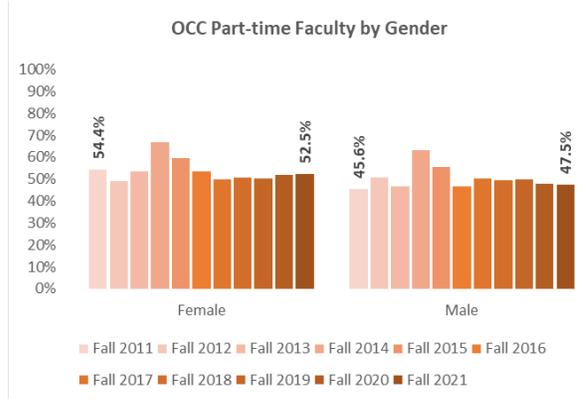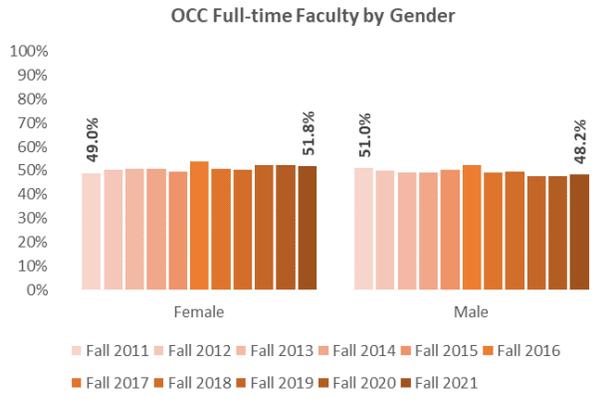
VI.2 OCC Staffing Trends by Gender (Cont.)

Table V.2a: OCC Full-Time Faculty Staffing Trends by Gender Fall 2011 - Fall 2021

Full-time Faculty	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	49.0%	50.2%	50.8%	50.8%	49.6%	53.7%	50.7%	50.6%	52.3%	52.5%	51.8%
Male	51.0%	49.8%	49.2%	49.2%	50.4%	52.4%	49.3%	49.4%	47.7%	47.5%	48.2%
Total Headcount	249	247	242	246	246	246	272	271	283	263	257

Table V.2b: OCC Part-Time Faculty Staffing Trends by Gender Fall 2011 - Fall 2021

Part-time Faculty	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	54.4%	49.2%	53.4%	66.7%	59.6%	53.5%	49.8%	50.7%	50.3%	52.0%	52.5%
Male	45.6%	50.8%	46.6%	63.3%	55.4%	46.5%	50.2%	49.3%	49.7%	48.0%	47.5%
Total Headcount	421	360	408	360	408	430	520	523	535	475	488

Table V.2c: OCC Classified Staff Trends by Gender Fall 2011 - Fall 2021

Classified Professional	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	56.6%	56.4%	55.5%	58.7%	59.0%	58.7%	58.4%	59.8%	57.0%	59.2%	58.8%
Male	43.4%	43.6%	44.5%	41.3%	41.0%	41.3%	41.6%	40.2%	43.0%	40.8%	41.2%
Total Headcount	290	282	274	293	300	300	322	323	335	309	308

Table V.2d: OCC Classified Manager Staffing Trends by Gender Fall 2011 - Fall 2021

Classified Manager	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	45.0%	35.0%	33.3%	27.3%	27.3%	50.0%	42.3%	44.8%	52.9%	46.7%	50.0%
Male	55.0%	65.0%	66.7%	72.7%	72.7%	72.7%	57.7%	55.2%	47.1%	53.3%	50.0%
Total Headcount	20	20	21	22	22	22	26	29	34	30	28

Table V.2e: OCC Educational Administrators Staffing Trends by Gender Fall 2011 - Fall 2021

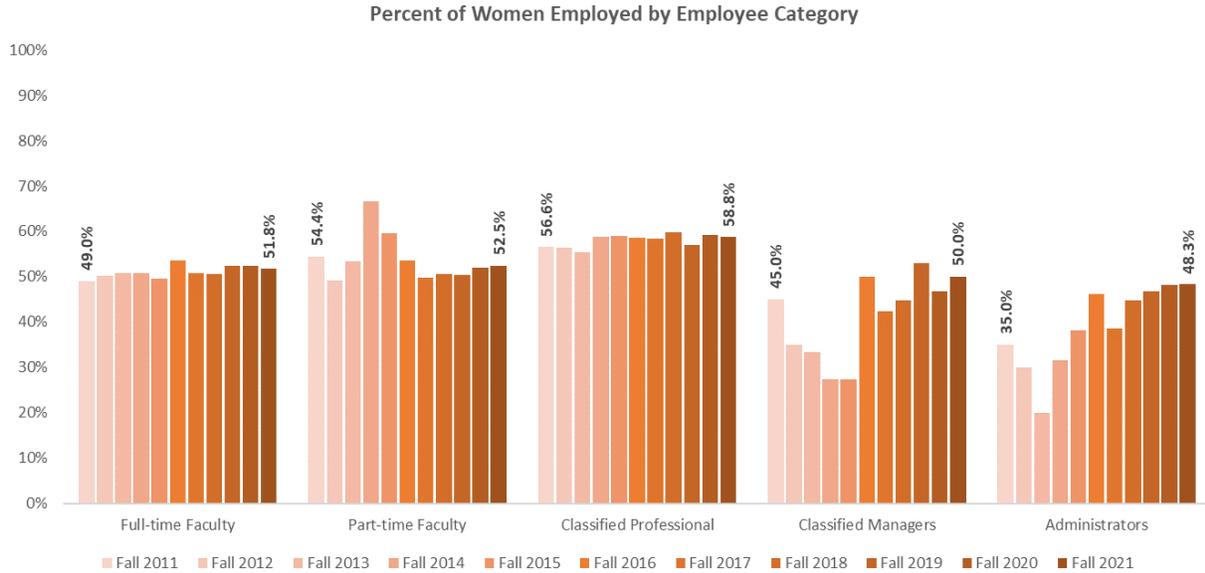| Educational Administrator	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	35.0%	30.0%	20.0%	31.6%	38.1%	46.2%	38.5%	44.8%	46.7%	48.1%	48.3%
Male	65.0%	70.0%	80.0%	68.4%	61.9%	53.8%	61.5%	55.2%	53.3%	51.9%	51.7%
Total Headcount	20	20	20	19	21	26	26	29	30	27	29

Source: Employee Profile Cube, except for Part-time faculty data taken from OCC MIS Staff Data (For historical data, please refer to prior year OCC Atlas Reports.)

NOTE: Figures represent total number of employees as of October 15th of the stated year.

Data since fall 2009 is presented for consistency in reporting after the transition to the Banner data system.

VI.3 Women Employed by Employee Category

Examining staffing data by gender across employee categories demonstrates classified professionals have consistently had the highest percent of women employed (approximately 55-59%), followed closely by full-time (approximately 48-52%) and part-time faculty (approximately 52-53%). Educational administrators have a lower percent of women compared to the other groups. Since 2013, the percentage of female educational administrators has been increasing and now stands at 48.3%. In fall 2021, female classified managers saw an increase to 50.0%.

Percent of Women Employed by Employee Category

Table VI.3: Percent of Women by Employee Category

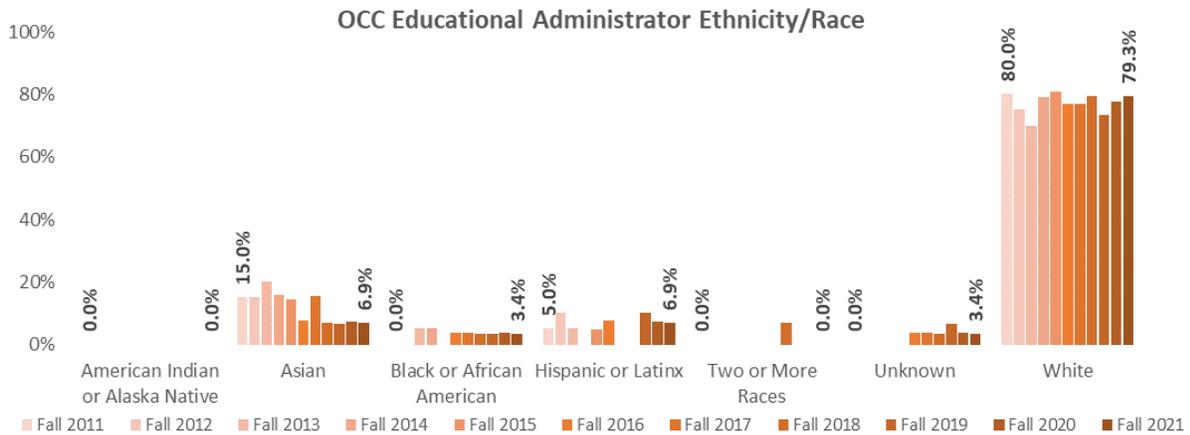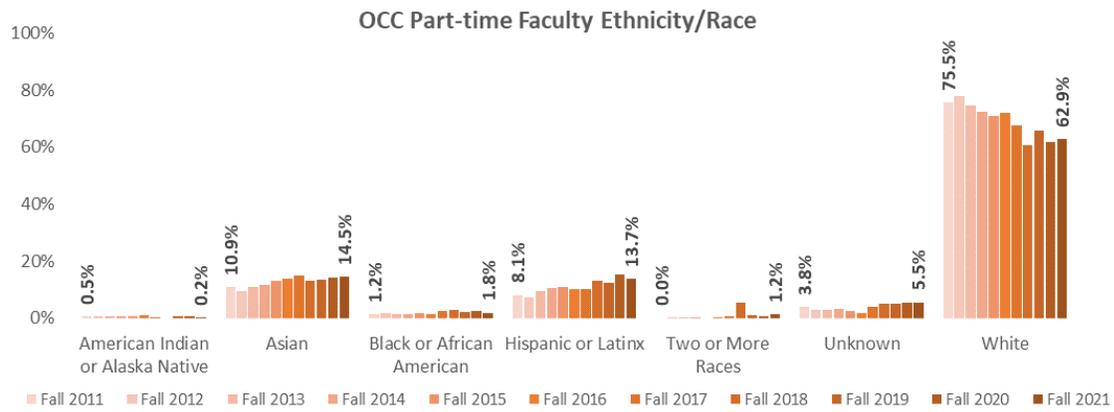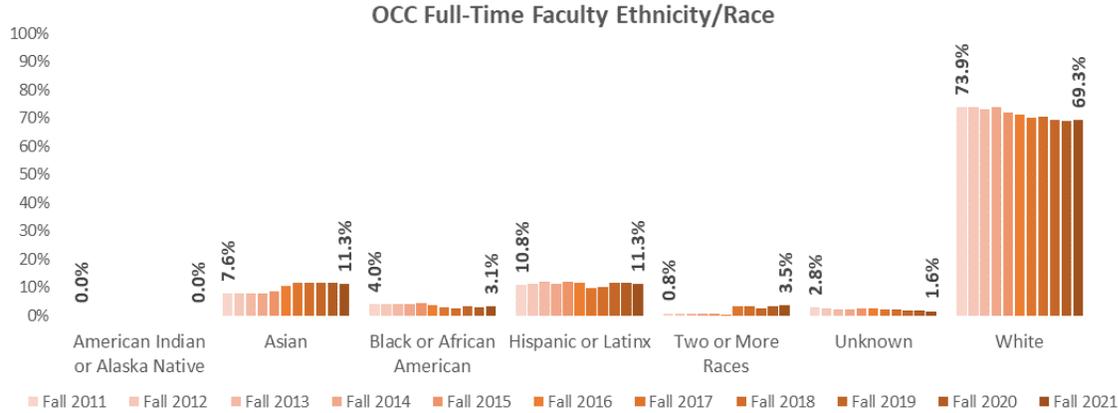| Women	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Full-time Faculty	49.0%	50.2%	50.8%	50.8%	49.6%	53.7%	50.7%	50.6%	52.3%	52.5%	51.8%
Part-time Faculty	54.4%	49.2%	53.4%	66.7%	59.6%	53.5%	49.8%	50.7%	50.3%	52.0%	52.5%
Classified Professional	56.6%	56.4%	55.5%	58.7%	59.0%	58.7%	58.4%	59.8%	57.0%	59.2%	58.8%
Classified Managers	45.0%	35.0%	33.3%	27.3%	27.3%	50.0%	42.3%	44.8%	52.9%	46.7%	50.0%
Administrators	35.0%	30.0%	20.0%	31.6%	38.1%	46.2%	38.5%	44.8%	46.7%	48.1%	48.3%

Source: Employee Profile Cube, except for Part-time faculty data taken from OCC MIS Staff Data (For historical data, please refer to prior year OCC Atlas Reports.)

NOTE: Figures represent total number of employees as of October 15th of the stated year.

Data since fall 2009 is presented for consistency in reporting after the transition to the Banner data system.

VI.4 OCC Staffing Trends by Ethnicity/Race – Faculty and Administrators

Over the past ten years, the ethnic/racial makeup of faculty and educational administrators has remained relatively stable. The majority of current (fall 2021) OCC full-time faculty, part-time faculty, and educational administrators are White (69.3%, 62.9%, and 79.3%, respectively). Compared to the adult population of the CCCD service area, there are less Hispanic or Latinx, Asian, Unknown, and American Indian or Alaska Native across OCC faculty and administrators. (see section 1.1).

OCC Full-Time Faculty Ethnicity/Race

OCC Part-time Faculty Ethnicity/Race

OCC Educational Administrator Ethnicity/Race

VI.4 OCC Staffing Trends by Ethnicity/Race – Faculty and Administrators (Cont.)

Table V.4a: OCC Full-time Faculty Ethnicity Fall 2011 - Fall 2021

Full-time Faculty	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	7.6%	7.7%	7.9%	7.7%	8.5%	10.3%	11.7%	11.4%	11.7%	11.4%	11.3%
Black or African American	4.0%	4.0%	4.1%	4.1%	4.5%	3.8%	2.9%	2.6%	3.2%	3.0%	3.1%
Hispanic or Latinx	10.8%	11.3%	12.0%	11.4%	11.8%	11.5%	9.9%	10.0%	11.7%	11.4%	11.3%
Two or More Races	0.8%	0.8%	0.8%	0.8%	0.8%	0.4%	3.3%	3.3%	2.5%	3.4%	3.5%
Unknown	2.8%	2.4%	2.1%	2.0%	2.4%	2.7%	2.2%	2.2%	1.8%	1.9%	1.6%
White	73.9%	73.7%	73.1%	74.0%	72.0%	71.3%	70.0%	70.5%	69.3%	68.8%	69.3%
Total Headcount	**249**	**247**	**242**	**246**	**246**	**261**	**273**	**271**	**283**	**263**	**257**

Table V.4b: OCC Part-time Faculty Ethnicity Fall 2011 - Fall 2021

Part-time Faculty	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
American Indian or Alaska Native	0.5%	0.6%	0.5%	0.6%	0.6%	0.9%	0.4%	0.0%	0.6%	0.6%	0.2%
Asian	10.9%	9.4%	11.0%	11.5%	13.2%	13.7%	14.8%	13.0%	13.5%	14.1%	14.5%
Black or African American	1.2%	1.7%	1.2%	1.5%	1.7%	1.2%	2.3%	2.8%	2.1%	2.5%	1.8%
Hispanic or Latinx	8.1%	7.2%	9.6%	10.5%	10.9%	10.2%	10.2%	13.0%	12.3%	15.2%	13.7%
Two or More Races	0.0%	0.3%	0.2%	0.2%	0.0%	0.2%	0.8%	5.4%	0.9%	0.6%	1.2%
Unknown	3.8%	2.8%	2.9%	3.2%	2.6%	1.9%	3.8%	5.0%	4.9%	5.3%	5.5%
White	75.5%	78.1%	74.5%	72.4%	71.0%	71.9%	67.7%	60.7%	65.8%	61.7%	62.9%
Total Headcount	**421**	**360**	**408**	**468**	**469**	**430**	**520**	**499**	**535**	**475**	**488**

Table V.4c: OCC Educational Administrators Ethnicity Fall 2011 - Fall 2021

Educational Administrators	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	15.0%	15.0%	20.0%	15.8%	14.3%	7.7%	15.4%	6.9%	6.7%	7.4%	6.9%
Black or African American	0.0%	0.0%	5.0%	5.3%	0.0%	3.8%	3.8%	3.4%	3.3%	3.7%	3.4%
Hispanic or Latinx	5.0%	10.0%	5.0%	0.0%	4.8%	7.7%	0.0%	0.0%	10.0%	7.4%	6.9%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.9%	0.0%	0.0%	0.0%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	3.8%	3.4%	6.7%	3.7%	3.4%
White	80.0%	75.0%	70.0%	78.9%	81.0%	76.9%	76.9%	79.3%	73.3%	77.8%	79.3%
Total Headcount	**20**	**20**	**20**	**19**	**21**	**26**	**26**	**29**	**30**	**27**	**29**

Source: Employee Profile Cube, except for Part-time faculty data taken from OCC MIS Staff Data (For historical data, please refer to prior year OCC Atlas Reports.)

NOTE: Figures represent total number of employees as of October 15th of the stated year.

*Asian includes individuals who identified as Asian, Filipino, and Native Hawaiian or Pacific Islander. Future publications will review the appropriateness of this categorization

VI.5 OCC Staffing Trends by Ethnicity/Race – Classified Professional and Managers

In 2021, a little less than half of all classified professionals were White (39.0%), 27.3% were Hispanic or Latinx, and 22.1% were Asian. In recent years, classified professionals have become more diverse, with decreasing percentages of White and increasing numbers of Asian and Hispanic or Latinx employees. The classified professionals have a similar ethnic/racial make-up as the adult population of the CCCD service area.

46.4% of classified managers were White in 2021. There has been an increasing percentage of Hispanic or Latinx managers from fall 2011 (20.0%) to fall 2021 (32.1%).

OCC Classified Professionals Ethnicity/Race

OCC Classified Manager Race/Ethnicity
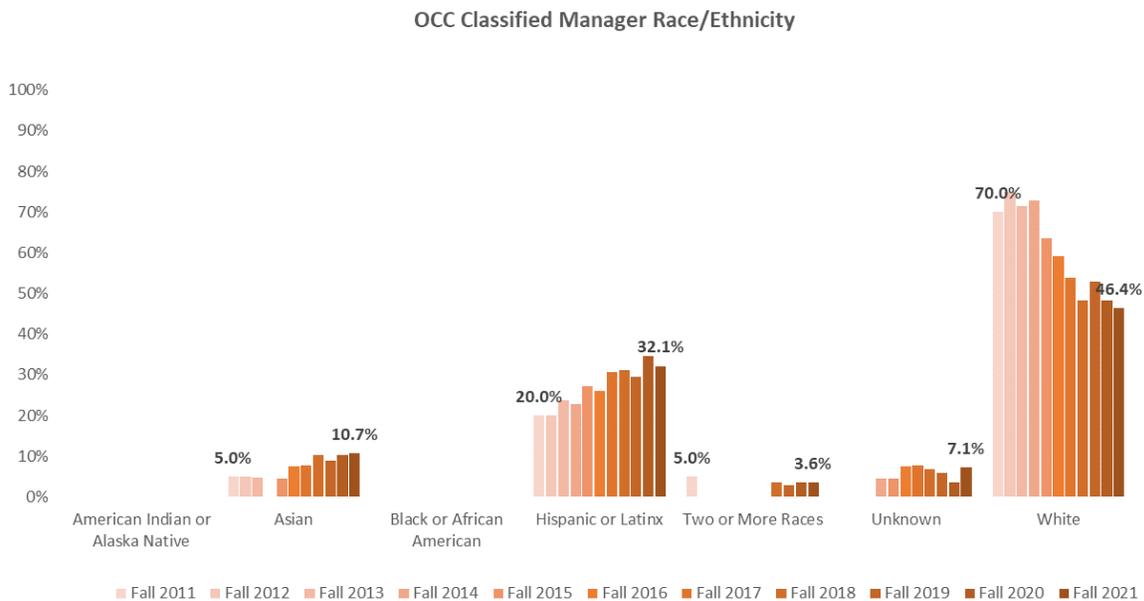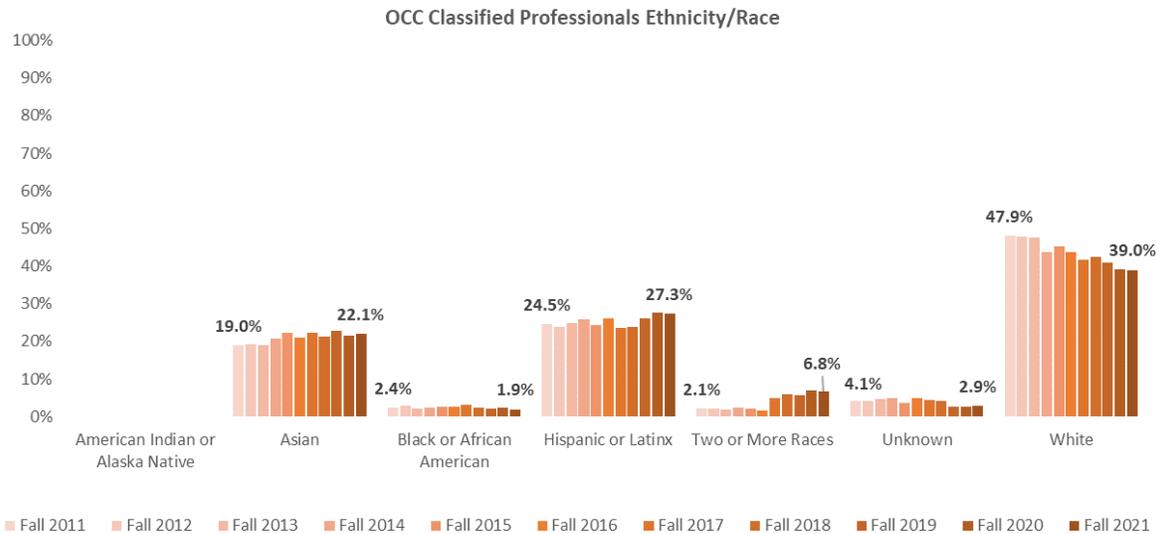
VI.5 OCC Staffing Trends by Ethnicity/Race – Classified Professionals and Managers (Cont.)

Table V.5a: OCC Classified Staff Ethnicity Fall 2011 - Fall 2021

Classified Professionals	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	19.0%	19.1%	19.0%	20.8%	22.2%	21.0%	22.4%	21.4%	22.7%	21.5%	22.1%
Black or African American	2.4%	2.8%	2.2%	2.4%	2.7%	2.7%	3.1%	2.5%	2.1%	2.3%	1.9%
Hispanic or Latinx	24.5%	23.8%	24.8%	25.9%	24.2%	26.0%	23.6%	23.8%	26.0%	27.7%	27.3%
Two or More Races	2.1%	2.1%	1.8%	2.4%	2.0%	1.7%	5.0%	5.9%	5.7%	6.8%	6.8%
Unknown	4.1%	4.3%	4.7%	4.8%	3.7%	5.0%	4.3%	4.0%	2.7%	2.6%	2.9%
White	47.9%	47.9%	47.4%	43.7%	45.1%	43.7%	41.6%	42.4%	40.9%	39.1%	39.0%
Total Headcount	**290**	**282**	**274**	**293**	**297**	**300**	**322**	**323**	**335**	**307**	**308**

Table V.5b: OCC Classified Managers Ethnicity Fall 2011 - Fall 2021

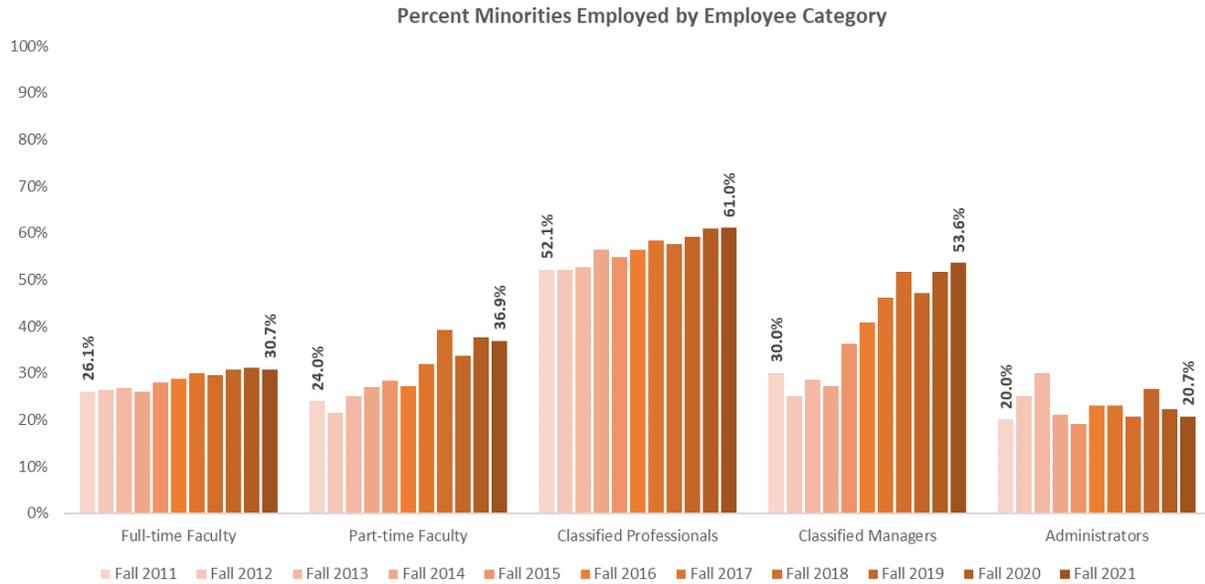| Classified Managers	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	5.0%	5.0%	4.8%	0.0%	4.5%	7.4%	7.7%	10.3%	8.8%	10.3%	10.7%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latinx	20.0%	20.0%	23.8%	22.7%	27.3%	25.9%	30.8%	31.0%	29.4%	34.5%	32.1%
Two or More Races	5.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.4%	2.9%	3.4%	3.6%
Unknown	0.0%	0.0%	0.0%	4.5%	4.5%	7.4%	7.7%	6.9%	5.9%	3.4%	7.1%
White	70.0%	75.0%	71.4%	72.7%	63.6%	59.3%	53.8%	48.3%	52.9%	48.3%	46.4%
Total Headcount	**20**	**20**	**21**	**22**	**22**	**27**	**26**	**29**	**34**	**29**	**28**

Source: Employee Profile Cube (For historical data, please refer to prior year OCC Atlas Reports.)
NOTE: Figures represent total number of employees as of October 15th of the stated year.
*Asian includes individuals who identified as Asian, Filipino, and Native Hawaiian or Pacific Islander. Future publications will review the appropriateness of this categorization.

VI.6 Ethnic/Racial Minorities by Employee Category

Examining the percent of people of color at OCC by employee category shows that over half of classified professional employees (61.0% in 2021) are people of color. All other groups employ people of color at rates of at least approximately 8% lower than classified professionals. All employee groups have increased in the percent of people of color since fall 2011.
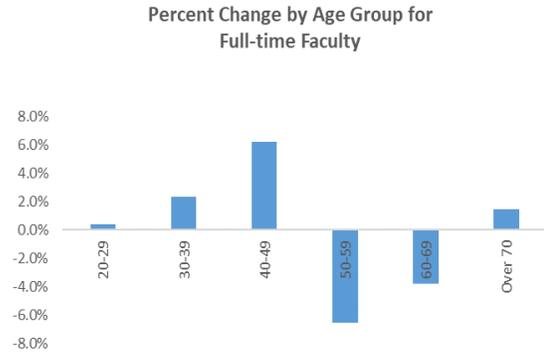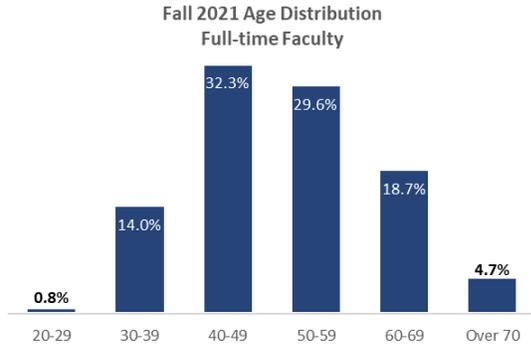

Percent Minorities Employed by Employee Category

Table VI.6: Percent of Minorities

Percent Minorities	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Full-time Faculty	26.1%	26.3%	26.9%	26.0%	28.0%	28.7%	30.0%	29.5%	30.7%	31.2%	30.7%
Part-time Faculty	24.0%	21.4%	25.0%	26.9%	28.4%	27.2%	31.9%	39.3%	33.6%	37.7%	36.9%
Classified Professionals	52.1%	52.1%	52.6%	56.3%	54.9%	56.3%	58.4%	57.6%	59.1%	60.9%	61.0%
Classified Managers	30.0%	25.0%	28.6%	27.3%	36.4%	40.7%	46.2%	51.7%	47.1%	51.7%	53.6%
Administrators	20.0%	25.0%	30.0%	21.1%	19.0%	23.1%	23.1%	20.7%	26.7%	22.2%	20.7%

Source: Employee Profile Cube (For historical data, please refer to prior year OCC Atlas Reports.)
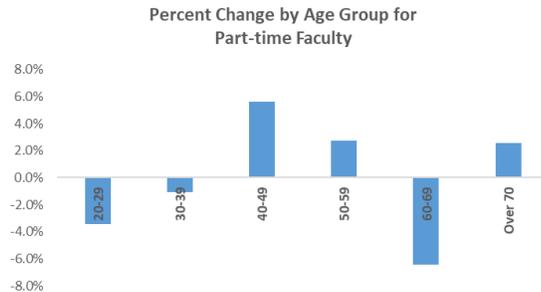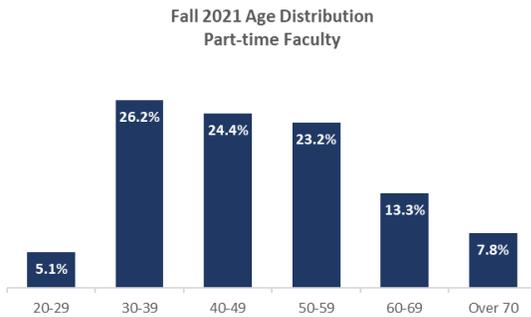NOTE: Figures represent total number of employees as of October 15th of the stated year.

VI.7 OCC Staffing Trends by Age – Faculty

The majority of full-time faculty (53.0%) were over the age 50 years in 2021, while part-time faculty were somewhat younger (55.7% were under 50). The largest changes for full-time faculty over the last 10 years have occurred for the 50-59 age group (-6.6% decrease) and the 40-49 age group (6.2% increase). For part-time faculty, the largest changes occurred for the 40-49 age group which increased 5.6% in this time period.

Fall 2021 Age Distribution Full-time Faculty

Percent Change by Age Group for Full-time Faculty

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Change 2011-2021
20-29	0.4%	0.4%	0.4%	0.8%	1.2%	1.1%	1.5%	0.7%	2.1%	1.9%	0.8%	0.4%
30-39	11.6%	13.0%	11.6%	10.2%	11.0%	16.5%	16.2%	16.6%	16.3%	17.1%	14.0%	2.4%
40-49	26.1%	26.7%	24.8%	25.6%	26.4%	28.4%	30.1%	30.6%	32.5%	34.6%	32.3%	6.2%
50-59	36.1%	31.2%	33.9%	33.7%	31.7%	28.0%	25.7%	25.8%	25.4%	27.0%	29.6%	-6.6%
60-69	22.5%	25.9%	25.6%	26.0%	25.6%	22.6%	23.2%	23.6%	21.6%	14.8%	18.7%	-3.8%
Over 70	3.2%	2.8%	3.7%	3.7%	4.1%	3.4%	3.3%	2.6%	2.1%	4.6%	4.7%	1.5%
Total Headcount	249	247	242	246	246	261	272	271	283	263	257	8

Fall 2021 Age Distribution Part-time Faculty

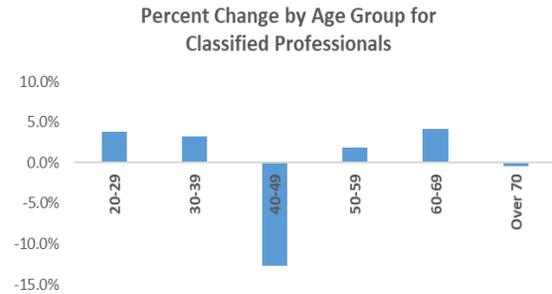Percent Change by Age Group for Part-time Faculty

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Change 2011-2021
20-29	8.6%	5.6%	8.6%	9.4%	7.0%	12.3%	17.7%	7.6%	7.5%	6.5%	5.1%	-3.4%
30-39	27.3%	26.4%	25.7%	27.6%	26.7%	27.2%	29.1%	27.0%	26.9%	27.8%	26.2%	-1.1%
40-49	18.8%	19.2%	22.3%	22.0%	25.6%	22.1%	19.1%	24.1%	23.6%	25.7%	24.4%	5.6%
50-59	20.4%	21.7%	18.9%	20.1%	19.6%	21.9%	19.8%	20.5%	21.3%	22.1%	23.2%	2.7%
60-69	19.7%	22.8%	18.6%	15.8%	15.4%	14.2%	11.9%	13.8%	13.6%	12.6%	13.3%	-6.4%
Over 70	5.2%	4.4%	5.9%	5.1%	5.8%	2.3%	2.3%	7.1%	7.1%	5.3%	7.8%	2.6%
Total Headcount	421	360	408	468	469	430	519	523	535	475	488	67

Source: Employee Profile Cube (For historical data, please refer to prior year OCC Atlas Reports.)
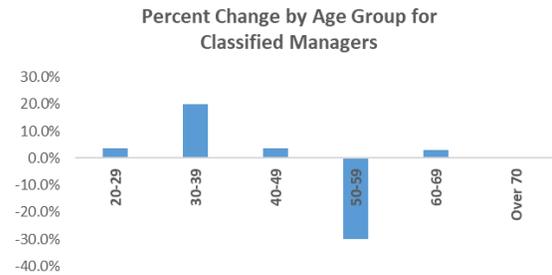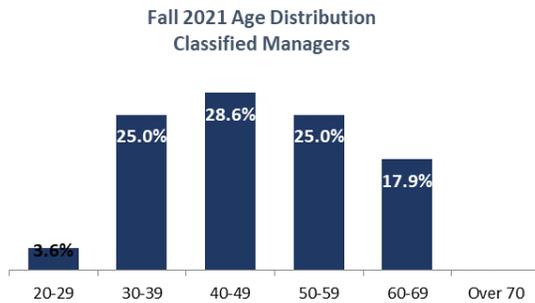NOTE: Figures represent total number of employees as of October 15th of the stated year.

VI.8 OCC Staffing Trends by Age – Classified Professionals and Managers

The largest percentage changes for classified professionals over the last 10 years occurred for the 40-49 age group (9.7% decrease) and the 20-29 age group (3.2% increase). Among classified managers there was a 19.3% increase in the 30-39 age group and a 21.3% decrease in the 50-59 age group over this time period.

Fall 2021 Age Distribution Classified Professionals

Percent Change by Age Group for Classified Professionals

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Change 2011-2021
20-29	2.4%	1.8%	4.4%	5.8%	7.3%	8.0%	9.6%	9.9%	9.6%	8.4%	6.2%	3.8%
30-39	21.7%	19.5%	16.8%	18.8%	18.0%	20.0%	20.5%	21.1%	21.5%	24.9%	25.0%	3.3%
40-49	33.8%	32.6%	32.8%	29.7%	30.0%	26.7%	25.8%	24.5%	24.5%	22.7%	21.1%	-12.7%
50-59	29.3%	30.5%	30.3%	30.4%	27.7%	28.0%	28.6%	28.5%	29.3%	30.4%	31.2%	1.9%
60-69	11.4%	13.8%	14.6%	14.3%	16.0%	16.0%	13.7%	13.9%	13.4%	12.9%	15.6%	4.2%
Over 70	1.4%	1.8%	1.1%	1.0%	1.0%	1.3%	1.9%	2.2%	1.8%	0.6%	1.0%	-0.4%
Total Headcount	**290**	**282**	**274**	**293**	**300**	**300**	**322**	**323**	**335**	**309**	**308**	**18**

Fall 2021 Age Distribution Classified Managers

Percent Change by Age Group for Classified Managers

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Change 2011-2021
20-29	0.0%	0.0%	4.8%	0.0%	0.0%	3.7%	0.0%	3.4%	2.9%	3.3%	3.6%	3.6%
30-39	5.0%	5.0%	4.8%	4.5%	18.2%	14.8%	19.2%	24.1%	32.4%	23.3%	25.0%	20.0%
40-49	25.0%	25.0%	23.8%	27.3%	27.3%	29.6%	38.5%	34.5%	23.5%	30.0%	28.6%	3.6%
50-59	55.0%	50.0%	47.6%	50.0%	31.8%	40.7%	23.1%	24.1%	29.4%	26.7%	25.0%	-30.0%
60-69	15.0%	20.0%	14.3%	18.2%	22.7%	11.1%	15.4%	13.8%	11.8%	16.7%	17.9%	2.9%
Over 70	0.0%	0.0%	4.8%	0.0%	0.0%	0.0%	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Headcount	**20**	**20**	**21**	**22**	**22**	**27**	**26**	**29**	**34**	**30**	**28**	**8**

Source: Employee Profile Cube (For historical data, please refer to prior year OCC Atlas Reports.)
NOTE: Figures represent total number of employees as of October 15th of the stated year.

VI.9 OCC Staffing Trends by Age – Administrative

The majority of educational administrators were age 50 years or older (44.8% in fall 2021), which has remained consistent over the past ten years. However, the proportion of administrators in the 30-39 age group has increased to 17.2%.

Fall 2021 Age Distribution Educational Administrators

Percent Change by Age Group for Educational Administrators

Table VI.9 Age of Educational Administrators

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Change 2011-2021
20-29	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%
30-39	0.0%	4.5%	0.0%	0.0%	0.0%	15.0%	10.5%	17.2%	16.7%	14.8%	17.2%	17.2%
40-49	22.7%	27.3%	21.1%	25.0%	25.0%	30.0%	26.3%	17.2%	13.3%	14.8%	13.8%	-8.9%
50-59	45.5%	40.9%	52.6%	45.0%	40.0%	50.0%	42.1%	34.5%	43.3%	48.1%	44.8%	-0.6%
60-69	22.7%	18.2%	31.6%	25.0%	40.0%	35.0%	47.4%	27.6%	23.3%	18.5%	24.1%	1.4%
Over 70	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%	3.4%	3.3%	3.7%	0.0%	0.0%
Total Headcount	22	22	19	20	20	20	19	29	30	27	29	7

Source: Employee Profile Cube (For historical data, please refer to prior year OCC Atlas Reports.)

NOTE: Figures represent total number of employees as of October 15th of the stated year.

Hyperlinks

California Labor Market Information
http://www.labormarketinfo.edd.ca.gov/

CCCCO Datamart Outcomes Program Awards
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

CCCCO Datamart Student Transfer Volume
http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx

CCCCO Scorecard Data
http://scorecard.cccco.edu/scorecard.aspx

CSU Community College Transfer Information
http://www.calstate.edu/as/ccct

OCC Student Equity Plan Final report
http://www.orangecoastcollege.edu/student_services/student-equity/Documents/2015-16_OCCStudent_Equity_Plan_FINAL.pdf

Projections of Education Statistics. National Center for Education Statistics.
https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020024

UC Community College Transfer Information
http://universityofcalifornia.edu/infocenter/admissions-source-school

Acknowledgments and Contact Information

The production of the OCC Atlas was greatly enhanced by a number of people on campus who diligently reviewed the Atlas for applicability, clarity, and ease of use.

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