



ORANGE COAST COLLEGE

## ACCREDITATION MIDTERM REPORT

SUBMITTED BY:

ORANGE COAST COLLEGE  
2701 FAIRVIEW ROAD  
COSTA MESA, CA 92626

SUBMITTED TO:

ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES,  
WESTERN ASSOCIATION OF SCHOOLS  
AND COLLEGES

DATE SUBMITTED:

MARCH 15, 2023







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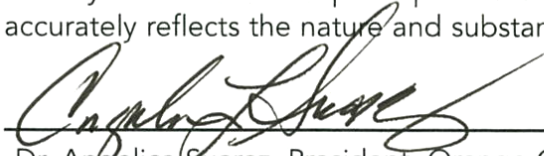
## **Certification of Midterm Report**

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Dr. Angelica Suarez, President

Orange Coast College  
2701 Fairview Road  
Costa Mesa, CA 92626

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.



Dr. Angelica Suarez, President, Orange Coast College

3/1/23

Date



Mary Hornbuckle, Board of Trustees President, Coast Community College District

3/1/23

Date



Dr. Whitney Yamamura, Chancellor, Coast Community College District

3/1/23

Date



Dr. Sheri Sterner, Dean, Research, Planning, and Institutional Effectiveness; Accreditation Liaison Officer; Co-Chair, Accreditation Coordinating Committee

3/1/23

Date



Dr. Anna Hanlon, Faculty; Co-Chair, Accreditation Coordinating Committee

3-1-23

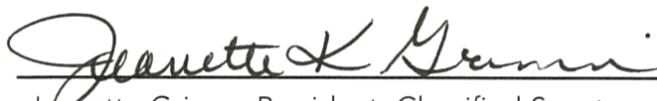
Date



Lee Gordon, President, Academic Senate

3-1-23

Date



Jeanette Grimm, President, Classified Senate

3/1/23

Date



Mylinh Nguyen, Vice President, Student Government

3/6/23

Date

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## **1. Statement of Report Preparation**

### **Process**

Orange Coast College relies on the Accreditation Coordinating Committee (ACC), a participatory governance committee, to oversee accreditation activities. The Orange Coast College *Decision Making Document: A Guide to Planning and Governance* outlines the ACC's responsibilities which include:

- Communicating accreditation standards and processes to the campus community and ensuring campus-wide participation.
- Overseeing the production of reports to the Accrediting Commission of Community and Junior Colleges (ACCJC) and ensuring the authenticity of these documents.
- Monitoring and reporting the College's progress in implementing accreditation recommendations and standards. [\(1.1\)](#)

While the work of the ACC is continuous and ongoing, ACC's focus on the Midterm Report began in the fall of 2021 with the development of the approach, process, and timelines for writing the Midterm Report. [\(1.2, 1.3, 1.4\)](#) Responsible parties were identified for the Student Learning Outcomes, Institution-Set Standards, Quality Focus Essay (QFE), and Fiscal Reporting sections of the Midterm Report based on the nature of the information needed. [\(1.5\)](#) The Institutional Effectiveness (IE) Committee was assigned SLOs and institution-set standards; the Instructional Planning Council (IPC) also provided a response and evidence for the SLO section. The QFE was assigned to those doing the work for each QFE activity, and fiscal reporting was assigned to the College Budget Committee. The ACC co-chairs met with each committee to ensure members understood the requirements of the inquiry and how to provide evidence. [\(1.6\)](#)

Appropriate participatory governance councils/committees were identified for each recommendation for improvement based on linkages established for the completion of the 2019 Institution Self-Evaluation Report between the accreditation standards and specific and appropriate participatory governance councils and committees. [\(1.5\)](#) The ACC developed a timeline, process, and documentation form for Midterm Report that guided the recommendation's inquiry and response. [\(1.5\)](#) The ACC co-chairs met with each council/committee to review their role in responding to the recommendations and collecting evidence. A faculty member was selected to write the draft and final report in coordination with the Accreditation Liaison Officer (ALO). [\(1.6\)](#)

The approach, processes, and timelines were vetted with constituency-based and participatory governance committees, including the Academic Senate [\(1.7, 1.8\)](#), Classified Senate [\(1.9\)](#), Instructional Planning Council [\(1.10\)](#), and College Council. [\(1.11\)](#)

## Accreditation Coordinating Committee Timeline

### Fall 2021

- Reviewed the ACCJC Commission Action Letter's recommendations for improving institutional effectiveness for the College and District.
- Reviewed the QFE progress report for activities achieved through Spring 2021; requested an update on activities completed for 2021-2022.
- Reviewed and discussed the ACCJC guidelines for Midterm Report preparation.
- Developed an approach for evidence collection, constituent participation, documentation, and spring timeline. [\(1.12\)](#)
  - Outlined approach for addressing each recommendation and collecting evidence.
  - Identified responsible parties based on existing linkages of council/committees to each recommendation's standard (IE Committee, IPC, Technology Committee, and Budget Committee); contacted Vice Chancellor Educational Services regarding district timeline.
  - Developed a common documentation form. [\(1.13\)](#)
  - Development of MOU for 2023 Midterm Report faculty writer; advertise through Academic Senate in Spring 2022. [\(1.14\)](#)

### Spring 2022

- Reviewed college and district recommendations and the process for responding and collecting evidence with each identified council/committee linked to a recommendation. [\(1.15\)](#)
- Finalized Midterm Report summer and fall timelines, including the Fall 2022 campus review cycle. [\(1.16\)](#)
- Reviewed the responses and evidence submitted by responsible council/committees for clarity and completeness. [\(1.17, 1.18\)](#)
- Advertised/selected Midterm Report faculty writer.

### Summer 2022

- ALO and Midterm Report faculty writer determined the approach and format to writing the draft.
- ALO and Midterm Report faculty writer examined evidence to determine gaps and areas needed for additional evidence.
- ALO and Midterm Report faculty writer created a draft of the Midterm Report and presentation for governance groups review in the Fall 2022. [\(1.19\)](#)

## Fall 2022

- Review the Midterm Report according to the campus review cycle determined by ACC and endorsed by the Academic Senate.
  - ACC first review of the draft; feedback to ALO and Midterm Report faculty writer for inclusion in the second draft. ([1.20](#))
  - Participatory governance councils/committees review the second draft: IE Committee, IPC, Technology Committee, and Budget Committee; feedback to ALO and Midterm Report faculty writer for inclusion in the third draft. ([1.21](#), [1.22](#), [1.23](#))
  - ACC review of the third draft before campus review. ([1.24](#))
- Campus-wide review
  - Academic Senate, Classified Senate, Administrative Leadership Team, Student Senate, College Council, and campus-wide feedback requested, resulting feedback to ALO and Midterm Report faculty writer for inclusion in the fourth draft. ([1.25](#), [1.26](#), [1.27](#))
  - Senate reviewed and endorsed the fourth draft.
  - Submitted the fourth draft to the Board of Trustees for review and feedback. ([1.28](#))
  - Campus review of the fourth draft. ([1.29](#), [1.30](#))
  - ACC reviewed the fourth draft and the feedback from the campus and Board of Trustees. ([1.31](#))
  - ALO & Midterm Report faculty writer incorporates final feedback into the final draft.

## Spring 2023

- Final Midterm Report document reviewed and endorsed by Academic Senate and College Council during the first two semester meetings. ([1.32](#), [1.33](#))
- Board of Trustees final review and approval of the Midterm Report. ([1.34](#))
- Submission to ACCJC of endorsed Midterm Report by March 15, 2023.



## **Campus Participation**

The following councils, committees, departments, and individuals facilitated the process and writing of the responses contained in this document, including the collection of evidence.

### *Process and Timelines*

Academic Senate, Classified Senate, ACC, College Council.

### *Improvement Recommendation #1*

IE Committee, Dean of Career and Technical Education, ACC.

## **Improvement Recommendation #2**

IE Committee, Manager of Student Equity, ACC.

## **Improvement Recommendation #3**

District Technology Committee, College Technology Committee, ACC.

## **Improvement Recommendation #4**

Vice Chancellor of Educational Services and Technology

## **Reflection on Student Learning Outcomes**

IE Committee, IPC, ACC.

## **Reflection on Institution-Set Standards**

IE Committee, ACC.

## **Quality Focus Essay**

Dean of Counseling, Dean of Literature and Languages, Dean of Mathematics and Science, Director of Financial Aid, English Faculty, English as a Second Language (ESL) and English Language Learner (ELL) Faculty, Mathematics Faculty, Guided Pathways Task Force, Dean of Student Success and Support Services, Manager of Student Equity, Manager of Student Success and Support Services, Vice President of Instruction; Vice President of Student Services, ACC.

## **Fiscal Reporting**

College Budget Committee, Vice President of Administrative Services, ACC.

## **2. Plans Arising from the Self-Evaluation Process**

After completing its Institutional Self Evaluation Report (ISER), the College relied on the Quality Focus Essay (QFE) to address areas identified for action improvement. The College did not provide separate institutional plans to strengthen alignment with specific standards in the 2018 ISER. Therefore, the update related to the self-identified areas for improvement is addressed in this report's QFE section.

## **Institutional Reporting on Quality Improvements**

### **3. Response to College Recommendation 1**

**In order to improve institutional effectiveness, the team recommends that the College systematically take appropriate measures to improve performance in programs and areas that fall below the College's institution-set standards. (I.B.3)**

#### **Background**

As recorded in the 2019 Peer Review Team report, Orange Coast College has established and regularly assesses institution-set standards for student achievement that are appropriate to the College's mission. However, several Career and Technical Education (CTE) programs had licensure and employment rates that did not meet the College's established institution-set standard. The recommendation was initiated when the peer review team could not find action plans to address rates that had fallen below the established standard for these programs. (3.1)

The College addressed the recommendation first through campus-wide announcements and publications. (3.2, 3.3) Before the start of the Fall 2019 semester, the ACCJC Commission letter was presented and discussed at a FLEX Day session. (3.4) During the Fall 2019 semester, the recommendation was reported and discussed in various participatory governance and constituent group meetings, including the Accreditation Coordinating Committee, Academic Senate, and College Council. (3.5, 3.6, 3.7) Actions identified through these discussions were collected and synthesized by the Accreditation Liaison Officer in collaboration with the Office of Institutional Effectiveness and Institutional Effectiveness Faculty Coordinators (IE Coordinators). (3.8)

#### **Actions**

After discussing how the College would address this recommendation for institutional improvement, the following actions were identified and implemented.

- Refined Comprehensive Program Review (CPR) to strengthen prompts addressing program set standards.
- Revised standard agenda template for CTE Advisory Committee meetings to include identifying programs with licensure and/or employment rates below the institution-set standard and developing improvement plans.
- Utilized Institutional IE Coordinators to monitor program set standards and follow up with programs.

#### **Process**

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##### *Refine Comprehensive Program Review*

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In response to the College's Comprehensive Review of Institutional Effectiveness Processes, completed in Spring 2021 (3.9), the Dean of Research, Planning, and Institutional Effectiveness collaborated with the three IE Coordinators to revise the 2021-2022 Comprehensive Program Review (CPR) process using the pillars of the Guided Pathways framework. (3.10) The four pillars are 1)

creating clear curricular pathways to employment or transfer; 2) assisting students in choosing and entering their educational pathway; 3) helping students to stay on their path; 4) ensuring students are learning and meeting intended outcomes. This alignment allowed for intentional language related to evaluating program set standards for program licensure and employment rates, which are reported to ACCJC as institution-set standards in these areas. (3.11) This language included in the CPR was deliberate and strategic, asking faculty to comment on licensure and/or employment rates that did not meet their set standard and to create action plans to mitigate gaps as appropriate. For programs with metrics below the set standard, the IE Coordinators reviewed the submitted CPR to verify that improvement plans were identified. If the rate was below the set standard and there was no improvement plan identified, program faculty were contacted by the IE Coordinators, who then facilitated the documentation and/or development of plans in the CPR. In line with the College's planning processes, these plans inform a departmental planning strategy to address gaps that is evaluated annually during the planning process.

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### *Revise the Standard Agenda Template for CTE Advisory Committee*

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The recommendation for improvement was also discussed with the Dean of Career and Technical Education. This prompted a revision of CTE processes. For example, the standard agenda for meetings of the annual advisory committees now includes an evaluation and discussion item related to the program's data for licensure and employment rates. The new process addresses the extent to which each program meets the institution-set standard. By including these data as a standard agenda item, the College created a sustainable approach that assures regular and constant monitoring of the program's set standards. It created a space for discussion and resulted in planning strategies for below-standard outcomes. (3.12)

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### *Monitoring by IE Coordinators*

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During CPR in the fall of 2022, the IE Coordinators took a more strategic and deliberate approach to the review of program standards. If a program's metrics fell below the institution-set standard, its CPR was reviewed to ensure the department faculty addressed the gaps. If a department did not address the substandard metric, the IE Coordinators contacted the department to document how it would be addressed and facilitate the identification of a mitigation plan. This review of the program set standards and follow-up by the IE Coordinators will continue as part of the College's planning strategy annual update process. (3.13, 3.14)

## **Status**

The College has modified and implemented processes to fully address this recommendation for improvement. CPR and CTE advisory meeting processes have been improved to include targeted and sustainable practices to address the performance of programs and areas that fall below the College's institution-set standards. When metrics do not meet the institution-set standard, departments address the deficiencies in their annual planning strategies. These strategies are updated each spring as part of the College's integrated planning processes.

## 4. Response to College Recommendation 2

**In order to improve institutional effectiveness, the peer review team recommends that the College more systematically implement strategies to mitigate performance gaps in learning outcomes and achievement for subpopulations of students. (I.B.6)**

### Background

As the 2019 Peer Review Team reported, Orange Coast College uses disaggregated achievement and outcome data through Comprehensive Program Review (CPR). However, the team did not find evidence that all programs were consistent in developing plans to address performance gaps. The team recommended that the College “implement strategies to mitigate performance gaps whenever they occur.” (4.1)

Once the recommendation was received, the College broadly communicated it to the campus through announcements and publications. (4.2, 4.3) During the Fall 2019 semester, the recommendation was reported and discussed in a wide range of participatory governance and constituent group meetings, including the Accreditation Coordinating Committee (ACC), Academic Senate, and College Council. (4.4, 4.5, 4.6) These discussions revealed that (ways to implement) strategies to mitigate performance gaps were not clearly identified or understood. To gain clarity on the barriers, a specific topic addressing faculty’s capacity for creating approaches to close performance gaps was included in the College’s Spring 2021 Comprehensive Evaluation of Institutional Effectiveness Processes. Responses provided insight into why some departments did not develop specific plans to mitigate performance gaps. (4.7) The Institutional Effectiveness Committee discussed these data findings and how the College could improve processes for implementing mitigation strategies. (4.8) The consensus was that an expanded, intentional, data-driven approach to identifying and addressing performance gaps be enhanced in CPR through augmented disaggregated data and intentional prompts. Additional training in developing strategies to mitigate performance gaps was also requested by the faculty.

### Actions

After discussing how the College would address this recommendation for institutional improvement, the following actions were identified and implemented.

- Revised the structure of CPR to include a variety of new interactive, disaggregated data dashboards along with prompts that supported the identification of performance gaps and the development of plans to mitigate these gaps.
- Increased professional development opportunities on equity and addressing barriers to students’ success.
- Rededicated efforts to strengthen existing plans that support student success.

### Process

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#### *Revise the Structure of CPR to Strengthen the Identification & Mitigation of Gaps*

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The College conducted its Comprehensive Evaluation of Institutional Effectiveness Processes in Spring 2017 and again in Spring 2021. (4.9, 4.10) Based on feedback and recommendations from these evaluations, the College revised the structure of its CPR processes. A fundamental structural change

was the framing of CPR through the lens of the pillars of the Guided Pathways framework. Using the pillar “ensure learning,” specific questions that focused on performance gaps and improvement plans were addressed by all programs. (4.11) These questions were supported by a wide range of improved and intentional data dashboards. The dashboards were interactive, allowing for the disaggregation of student demographic and achievement data and providing a visual representation of disparities among student groups. These data facilitated the identification of performance and learning gaps for subpopulations of students which led to action plans to mitigate the gaps. (4.12)

A targeted finding from the Spring 2021 Comprehensive Evaluation of Institutional Effectiveness Processes related to the CPR process revealed that while program faculty could identify performance gaps in the student achievement data that are provided as part of institutional processes, they desired greater confidence in their capacity to develop mitigation strategies. Faculty identified their need for “better communication between students and faculty to identify students’ needs and resources to support them” and “help with developing plans to close performance gaps. (4.13) Faculty also identified additional data that would improve their understanding of what students need to succeed.” (4.14) Based on this feedback, new data and information were provided as part of the CPR redesign. This included 1) the Community College Survey of Student Engagement (CCSSE) benchmarks “Student-Faculty Interaction” and “Support for Learners” (4.15); 2) student drop survey data identifying the main reasons students dropped a class (4.16); and 3) data reflective of OCC students’ basic needs such as food insecurities, housing insecurity, et cetera. (4.17) When possible, these data were disaggregated by characteristics such as gender, race/ethnicity, age, educational goal, financial aid status, and disability status. These data enhanced faculty members’ knowledge and understanding of the students’ narratives and provided a starting point for developing strategies for mitigating performance gaps for subpopulations of students.

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### *Increased Professional Development to Support the Identification and Mitigation of Gaps*

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As evidenced in the 2021 Educational Master Plan update (4.18), the Comprehensive Evaluation of Institutional Effectiveness Processes (4.19), and the College’s Diversity, Equity, Inclusion, and Accessibility (DEIA) plan (4.20), faculty, classified professionals, and managers expressed the need for more support from the College in developing evidence-based strategies to mitigate performance gaps, particularly for students of color. Faculty expressed the need for greater implementation of culturally responsive pedagogy. This is based on the current research available in the higher education field on the use of culturally responsive pedagogy as a tool for mitigating performance gaps. The College implemented a variety of professional development opportunities to support faculty in developing the knowledge, skills, and dispositions necessary to serve students from a wide range of racial, ethnic, and cultural backgrounds. Training was tailored for specific campus employee groups and the general campus employee population. They focused on identifying equity-minded approaches for creating strategies that address performance gaps, centering the action on the institution.

- Institutional Effectiveness: as part of the College’s continuous improvement processes, provided training and support related to identifying performance gap and developing mitigation plans to all campus constituents. (4.21)
- Classified Leadership Academy: sessions included a six-hour Unconscious Bias workshop that addresses how our biases potentially impact student success. (4.22)

- Tenure Track Faculty Academy: included discussions on how faculty members can address student learning and performance gaps through research-supported interventions. (4.23)
- Employee Learning Week: encouraged all employees to engage and utilize professional development resources on campus, including sessions on implicit bias, teaching and learning, and student equity. (4.24)
- Flex Day: presented a range of workshops focused on equity, barriers to success, and performance gaps. (4.25)
- Professional Development: provided training in the adoption and effective use of Starfish as an early intervention tool for faculty to address potential performance gaps before they occur and provide just in time support when individual student performance issues are identified in the class. (4.26)

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### *Rededicated Efforts to Strengthen Existing Plans that Support Student Success*

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Before the 2019 site visit, the College had initiated various initiatives to address performance gaps. The Commission's recommendation for improvement was a call to action for the College to reaffirm its commitment to these efforts. The College had implemented various new campus-wide plans and initiatives aimed at reducing performance gaps by increasing success and completion for underachieving subpopulations of students. These initiatives include targeted departmental strategies developed to engage specific traditionally underserved populations and improve outcomes.

The College's Educational Master Plan (EMP) was updated using a collaborative, participatory approach. Based on campus dialog, an overarching recommendation was a "strong commitment to closing equity and performance gaps." (4.29) This resulted in the creation of two objectives specifically targeting the closing of gaps. Under the College's goal of *Learning*, the following objectives were included:

- Objective 1: Increase completion rates to allow learners to reach their full potential with particular attention to minimizing educational equity gaps while preserving access and enhancing the quality of instruction.
- Objective 2: Streamline and integrate processes within and across academic and support services to reduce institutional barriers, particularly among historically underserved groups experiencing educational equity gaps.

As part of the EMP, there is a set of college-wide indicators with targets that outline the College's aspirational performance goals. Included in these targets is the closing of achievement/educational gaps by subpopulations of students.

Other examples include:

- The College's Student Equity Plan (4.30), which addresses gaps in performance and learning across student groups from an institutional level. Within this plan are well-developed and intentional strategies to mitigate and eradicate access and performance gaps. These strategies are implemented campus wide.
- An increased effort to provide just-in-time services led Student Services to create The Hub, the College's walk-in, one-stop shop for students' questions about support services and resources, including increased accessibility to the Success Matters program. (4.27, 4.28)

Under the leadership of the College President, the College has committed to developing a strategic plan to support diversity, equity, inclusion, and accessibility (DEIA). The plan's development and design were participatory across all the College's constituent groups, with a campus wide process for review, feedback, and revision. The plan outlines six overarching goals:

- Establishing a sustainable DEIA Infrastructure.
- Building a DEIA knowledge base among employees.
- Improving recruitment and retention of employees from underrepresented populations.
- Implement student-centered scheduling, support services, and programs.
- Provide culturally responsive curriculum.
- Evolve and expand data informed culture to address and close educational equity gaps.

The plan's implementation began in Fall 2022, with the goals being assigned to appropriate departments and committees that will develop and carry out specific action plans. [\(4.31\)](#)

### **Status**

The College has fully addressed this recommendation for improvement through a variety of approaches. The College revised the CPR processes, providing augmented disaggregated data, focusing on subpopulations with performance gaps, and developing plans to remedy performance gaps. All programs completed CPR in 2021-2022, using these augmented data that were disaggregated by various student demographics, including race/ethnicity, gender, age, student type, educational goal, financial aid status, veteran status, etc. Targeted professional development provided opportunities to discuss potential strategies based on data and evidence-based interventions. The College plans to continue offering sessions during FLEX day and throughout the year. The College has a variety of programs and initiatives that aim to reduce performance gaps by providing various resources to students in need. The identification of performance gaps and professional development to support mitigation strategies is structurally addressed in college-wide plans such as the EMP, Student Equity Plan, and DEIA plan, reflecting the College's long-term commitment to equity in outcomes.



## 5. Response to College Recommendation 3

**In order to improve institutional effectiveness, the team recommends that the College revise the existing process for the replacement of aging technology to ensure that technology can support college operations, programs, and services. (III.C.2)**

### Background

In the 2019 Peer Review Report to the ACCJC Commission for Orange Coast College (OCC), the visiting team reported that the College's technology is supported by centralized District Information Technology Services (ITS). The *District Technology Strategic Plan*, supported by the College's *Technology Plan*, guides ITS in the implementation, including hardware, software, and networking needs. At the local level, the *OCC Decision Making Document: A Guide to Planning and Governance* outlines the College's technology committee's responsibilities. The team reported that, based on interview with IT staff, replacement of computers was based on a warranty expiration. They found this approach impractical, as evidenced by the number of in-service computers with expired warranties. The Team recommended that, "the process for technology replacement be revised to ensure that aging technology is replaced appropriately." In the context of the recommendation, technology specifically refers to desktop computers.

This recommendation was presented to the OCC Technology Committee, co-chaired by an ITS director and a faculty member, for evaluation and remediation. Subsequently, the recommendation was placed on the Committee's agenda, allowing for continued conversation between the OCC Technology Committee and members of the OCC Accreditation Coordinating Committee. These discussions prompted the OCC Technology Committee to formulate a multifaceted approach (5.1), addressing current demands for technology and identifying improved processes moving forward.

### Actions

To address this recommendation, the OCC Technology Committee and ITS have taken the following actions to ensure the College continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

- Implemented the use of the Coast Asset Tracking system to manage technology refresh.
- Addressed immediate technology needs through a Flexibility First plan created by the move to virtual operations.
- Reviewed and revised the *Technology Master Plan 2022-2025* with emphasis on computer replacement based on the purchase date.
- Created a *Technology Refresh Strategy Plan 2022-2025* to define strategic principles for electronic device refresh.
- Identified and secured funding to fulfill the *Technology Refresh Plan Budget Proposal and Request*.
- Implemented the Desktop as a Service model to deliver instructional applications through cloud-based delivery.

## Process

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### *Coast Asset Tracking*

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The College has adopted an asset tracking software to improve inventory and refresh priorities through enhanced reporting capabilities. The Coast Asset Tracking system was designed by ITS to track technology and facilities assets. Using a variety of dashboards and reporting features, the system:

- Captures asset information like product details, purchasing details and dates, warranty information and expiration, location of asset, etc.
- Imports and reconciles inventory data from outside vendors hired to perform annual inventories.
- Generates reports for current inventories, classroom inventory, asset age, asset warranty, and more. ([5.2](#))

This system has been very effective in maintaining the refresh cycle of computers and devices used within the Coast Community College District and is now in use at OCC.

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### *Flexibility First*

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The sudden pivot to virtual operations in March 2020 prompted the College to address the immediate remote technology needs of faculty, classified professionals, managers, and students. Additional laptops and Chromebooks were purchased to provide necessary mobile access to the College's classes, resources, services, and overall operations. Acknowledging that external factors may continue to disrupt what was once considered to be the norm, the ability of the College to conduct instruction, student support services, and business functions onsite and/or remotely needs to be at the heart of Information Services planning. These principles shaped the creation of the *Flexibility First: A Framework to Ensure Resiliency in Uncertain Times* plan which was finalized in Spring 2021. This framework demonstrates the College's commitment to remain resilient and responsive to the impact and challenges the future may hold. The framework outlines four areas: device flexibility, application flexibility, support flexibility, and facility flexibility. It also outlines the underlying assumptions of maintaining security, sustainability, equity, and fiscal responsibility. Most recently, *Flexibility First* prompted the replacement of computers for classified professionals and managers with laptops beginning in Summer 2022 with anticipated completion by December 30, 2022. ([5.3](#))

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### *Updated Technology Master Plan*

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The *Orange Coast College Technology Master Plan* (TMP) is being updated for 2022-2025 to reflect a new refresh strategy that will base replacement rates on age (purchase date) instead of on warranty status. The new refresh strategy will place an emphasis on replacing desktops and laptops used for both instruction and administrative purposes every five years. This new refresh strategy also places an emphasis on the replacement of audio-visual equipment used for instruction every seven to ten years.

The new TMP directly addresses technology principles in Standard III.C. This linkage keeps the standard's requirements at the forefront of the College's technology planning, such as the technology initiatives, resource allocation process, and the Information Services project prioritization process.

These items also provide transparency on how ITS and the OCC Technology Committee work together to provide a clear and documented strategy in the support of OCC faculty, classified professionals, managers, and students. ([5.4](#))

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### *Technology Refresh Strategy*

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The OCC Technology Committee created a *Technology Refresh Strategy Plan 2022-2025* that defined the strategic principles in how devices will be refreshed to maintain compliance with ACCJC standard III.C.2. This document outlines the refresh prioritization criteria (age, needs, location, etc.), the areas most in need of immediate technology, the current device standards, and the approved method of disposal. The Technology Refresh Strategy Plan document expands upon the details provided in the TMP regarding refresh cycle and standards. ([5.5](#))

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### *Technology Refresh Budget*

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To ensure funding for the ongoing refresh strategy, a *Technology Refresh Budget Plan* ([5.6](#)) was created and presented to the OCC Budget Committee for approval in 2022. This document outlines the current technology index of instructional and administrative desktops and laptops, and it provides a listing of the areas in greatest need of replacement based on device age. The Refresh Budget Plan defines the per device cost for replacement and proposes a total annual cost to replace 20-percent of the device fleet as to maintain a five-year refresh cycle.

The current annual financial request is \$1,000,000 annually to provide:

- \$369,586.00 for the replacement of 374 classroom and lab computers per year
- \$484,305.48 for the replacement of 201 administrative computers per year
- \$146,108.52 for an estimated 17-percent overhead allocation to be used if needed per year

As the College may not be able to commit the full amount requested at this time, it was necessary to find additional solutions beyond merely purchasing new machines to ensure that technology can support college operations, programs, and services. The following section describes the College's approach to innovative technology solutions.

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### *Introduction of Desktop as a Service (DaaS)*

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In March of 2021, all Coast Community College District colleges, including OCC, began piloting the delivery of most instructional applications through cloud-based delivery. Much of this pilot planning was conducted through the District Consultation Council's Technology Subcommittee. ([5.7](#), [5.8](#)) The two solutions piloted, Apporto and Amazon AppStream, were implemented to handle the wide-ranging environments across the college. ([5.9](#)) Comprehensive resources and training were provided as part of the implementation. ([5.10](#), [5.11](#)) The Desktop as a Service model was introduced to mitigate two growing issues:

- The large number of Virtual Desktop devices (VDI) and the supporting datacenter that had reached end of life.
- Funding to immediately replace the large number of outdated instructional devices at OCC was not available.

A mechanism that provided the required level of computing performance on older devices was needed. By using cloud-based infrastructures to perform computing and storage functions, the user experience is improved for students. Users are no longer hampered by the slow computing speeds of older devices. Performance is now based primarily on internet speed, which the College more easily accommodates. By moving the computing requirement (CPU/GPU/RAM) into the cloud, the computer accessing the content does not require much computing power, and as such these devices. These devices, such as instructional computers in a lab or classroom, can have a longer refresh cycle. This mitigation effort gives the College time to plan, budget, and deliver a quality refresh cycle solution.

### **Status**

The College has addressed the recommendation for improvement. Short-term needs were addressed through a multifaceted and strategic approach, and long-term solutions were identified. The College has created a structure and its underlying processes, including a *Technology Refresh Budget Plan* and funding structure, to ensure that technology can support college operations, programs, and services.

## 6. Response to District Recommendation

**In order to improve institutional effectiveness, the team recommends the District should ensure audit findings are responded to and resolved in a timely manner. (III.D.7)**

### Background

The 2019 External Peer Review Report noted that: "Institutional responses to external audit findings are comprehensive and communicated appropriately to constituency groups, including the District Audit and Budget Committee as well as other internal and external stakeholders. The District has demonstrated an ability to generally remedy audit findings in a reasonable timeframe; however, one particular finding related to monthly reconciliations and closing procedures has been repeated and not remedied for four independent audits (2014-15 through 2017-18). (III.D.7)"

### Process

The specific finding referenced by the External Peer Review Team was noted on page 84 of the 2017-18 "Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2018." (6.1) The finding noted, "the lack of a systematic method to ensure complete monthly reconciliations and closing procedures take place." The District Fiscal Services, in its response to this finding, noted:

There has been significant turnover in the District Fiscal Department resulting in a delay of our implementation plan. However, our original plan is sound and entails full staffing to implement a system of monthly closing procedures. These procedures will include account reconciliations to ensure accounts are reviewed, reconciled, and adjusted monthly. The plan includes the following:

- a) Documentation supporting the reconciliation of bank balance to the account balance in the general ledger.
- b) Monthly account reconciliations completed and reviewed by specified due dates; a review of the unidentified differences; and posting the necessary adjustments in a timely manner.
- c) Procedures established to reconcile auxiliary charges to District Fund 81 balances. In addition, we will implement procedures and timelines to ensure all audit adjusting entries are posted when required. (6.1)

Subsequently, District Fiscal Services has implemented the plan noted above. The 2018-19 *Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2019* no longer identified this as an audit finding. (6.2) The June 30, 2019 report identified a different finding related to closing procedures. Specifically, the finding was that "the Measure M General Obligation Bond Fund incurred expenses related to services and equipment received prior to June 30, 2019 that were not accrued. Sixty-five invoices were identified as not accrued, resulting in an adjustment of \$3,720,732 to the Measure M General Obligation Bond Fund." (6.2) Effective July 1, 2019, the District underwent a conversion of its financial system which resulted in an error in the accruals for the June 30, 2019 financial statements. Processes that were normally automatic in the system had to be replicated manually and the manual system was untested and inadequate to capture all of the required accruals. Subsequently, the issues related to this system conversion were resolved. In addition, the District updated the closing procedures to include campus

facility construction managers listing of outstanding payment applications as well as additional documentation and training for accounts payable staff. An internal review of the closing process was also performed by District Fiscal Services outside of the accounts payable department to identify any errors or omissions.

### **Status**

The recommendation has been met. As a result of changes and improvements made by District Fiscal Services, the 2019-20 annual external audit report found that this finding was resolved. [\(6.3\)](#) There were no additional or new findings in the 2019-20, 2020-21, or 2021-22 annual external audit reports. [\(6.3, 6.4, 6.5\)](#)

## **7. Reflection on Student Learning Outcomes**

### **What are the strengths of the process that helps the College to improve teaching and learning?**

#### **Background**

In preparation for the writing of this Midterm Report, feedback was gathered from participatory governance committees related to the strength and growth opportunities in the College's assessment processes. (7.1, 7.2, 7.3) The main themes that emerged were: 1) Student Learning Outcomes' (SLOs) and Administrative Unit Outcomes' (AUOs) fundamental nature in the College's processes; 2) the ways these processes have matured over time; and 3) the availability and use of intentional, disaggregated data in assessment.

#### **Foundational Nature**

Outcomes assessment is one of the foundations of the College's integrated and strategic planning processes. Course-level SLO (CSLO) and AUO assessment occurs on a systematic and regular cycle, with processes firmly rooted in the departmental and College culture. Results of CSLO and AUO assessments inform plans for improvement; this information is embedded into Comprehensive Program Review (CPR). The College's integrated planning processes rely on assessment as the underpinning of program review, planning, annual resource requests, and funding allocations. (7.4) CSLO and AUO processes are supported by the Office of Institutional Effectiveness (IE) and three faculty members, confirmed by the Academic Senate, who receive release time to work within the office of Institutional Effectiveness as IE faculty coordinators. (7.5) The IE Coordinators support both AUO and SLO assessment within the instructional areas; AUO Coordinators for Student Services, Administrative Services, and President's Wing support AUO assessment within service areas. A finding of the 2017 Comprehensive Evaluation of Institutional Effectiveness Processes indicated that the instructional and service wings felt the training provided by the Office of IE and IE Coordinators related to collecting and analyzing CSLOs and AUOs was adequate to support the processes. (7.6) Using IE and AUO Coordinators who are well-versed in the College's program review and integrated planning processes provides peer-to-peer support for CSLO and AUO assessment that reinforces the foundational nature of assessment and continuously matures the College's assessment processes. (7.7, 7.8)

#### **Matured Processes**

As a result of continued feedback and repeated and systematic Comprehensive Evaluation of Institutional Effectiveness Processes, which includes an evaluation of assessment processes and practices, the College has refined and clarified outcome assessment practices. Outcome development processes are collaborative, with departments encouraged to engage all appropriate constituent groups in creating and assessing outcomes. This supports the identification of outcomes and methods of assessment that are most appropriate for the intended population served. The College encourages thoughtful reflection on CSLO and AUO statements, measurements, and analysis. (7.9) The expected result of this reflection is integrating assessment into departments' functions and connecting assessment to departmental and institutional goals, objectives, and strategies. This creates ownership and agency for the processes. Examples of steps taken to strengthen connection, ownership, and agency include:

- The College has an endorsed definition of authentic assessment, which guides the development of outcome statements and assessment methods. (7.10)
- For instructional programs, CSLOs are aligned with the “Ensure Learning” pillar of CPR, and CSLOs are linked directly to student success by modality (face-to-face, hybrid, asynchronous online, synchronous remote, etc.). (7.11)
- For support areas, each of the categories of AUOs (size and scope, effectiveness, and efficiency) are directly linked and aligned with the relevant pillar of Guided Pathway within CPR. (7.12)
- There is broad faculty participation in assessment, which has become a standard part of the faculty evaluation processes. (7.13)
- With an increased sophistication of technology, training has moved from discussions about the technology to discussions about how to improve assessment and student success.
- Within training and meeting sessions, meaningful dialog about learning outcomes and assessment has increased.
- Outcomes assessment leads to planning strategy development. If a planning strategy requires resources, they are identified during the annual planning update process. Annual resource requests are systematically prioritized starting at the department level. These prioritizations are then combined by wing, then campus wide. (7.14)

As a result, faculty, classified professionals, and management’s increased capacity to create and apply methods and procedures for evaluating learning and service outcomes have made CSLOs and AUOs more efficient, effective, and meaningful. As reported by a faculty member, “Just being able to speak formally with full-time and part-time faculty about their course assessments. It’s a great check-in time and allows part-time faculty to step back and actually look at their assessment process.” (7.15)

### **Intentional Disaggregated Data**

Linking and presenting CSLO and AUO assessment results in specific areas of CPR provided departments and programs the opportunity to view assessment data in conjunction with and parallel to their desired mission and goals. Viewing assessment data in relationship to the outcomes for the population being served explicated the usefulness of outcome assessment and highlighted the need for further disaggregation of data. For example, departments were asked to describe their intended population’s characteristics and consider where the department’s key performance indicators (the metrics used to assess an AUO), should be disaggregated by these characteristics. These findings have prompted programs and departments to reflect on the types of data they are collecting and consider processes to gather additional characteristics of the intended population. (7.16)

Additionally, the College has made a commitment to the use of data with an equity-minded approach as outlined in the Diversity, Equity, Inclusions, and Accessibility (DEIA) plan. This commitment emanated from dialog and conversations within the campus community about data, leading to the expectation of the augmentation and disaggregation of data across the College’s processes, including CSLO and AUO data. (7.17) The continuous improvement approach to the College’s assessment processes provides a pathway for outcome assessments to be a vital and responsive processes leading to strategic improvement and resource allocation, as needed.



## **What growth opportunities in the assessment process has the College identified to further refine its authentic culture of assessment?**

Feedback from the IE Committee and the Instructional Planning Council in Spring 2022 on the growth opportunities in the College's assessment processes was collected and compiled. The main themes that emerged were: 1) assuring all employees understand the College's integration of assessment into planning processes; 2) identifying ways to sustain a consistent culture of authentic assessment; and 3) continuing to support efforts to expand opportunities for dialog about assessment. These themes aligned with the College's last Comprehensive Evaluation of Institutional Effectiveness Processes.

### **Continue to Improve Understanding of the College's Integrated Processes**

As previously stated, assessment is one of the structural foundations of the College's integrated planning processes. Training and materials presented through a variety of modalities support employees understanding and execution of assessment processes. (7.18) However, during the College's Comprehensive Evaluation of Institutional Effectiveness Processes, some employees expressed that the connection between assessment results and planning was not completely clear to them. (7.19) This prompted the creation of additional training, workshops, and seminars. Consistent messaging and graphics of the integrated process cycle are included on printed and electronic process documents and in training and workshops related to integrated planning. (7.20) The College continues to be committed to improving all employees' understanding that assessment is foundational to the planning processes.

### **Create a Consistent Culture of Authentic Assessment**

While the College's Academic Senate has developed and approved a definition of authentic assessment (7.21), the need to support, establish, and sustain a pervasive culture of authentic assessment for continuous improvement remains. As the College is beginning a new assessment cycle, the IE Coordinators are engaging faculty in discussions about their use of authentic assessment methods across modalities and instructional methods. The College has also increased FLEX day discussions on assessment methodology. (7.22) Dialog about authentic assessment supports the College's progression towards its wider use.

### **Continued Efforts to Expand Opportunities for Dialog About Assessment**

Dialog about assessment results generally happens at the department/division level, with results being discussed in the department's meeting and within their CPR, and then shared at the division meeting. Dialog also occurs at the institutional level within participatory governance committees. However, there is still an opportunity to improve dialog between levels and across areas. A planning strategy has been created by the Office of IE in their CPR to collect feedback from the campus to identify sustainable actions to increase dialog. These data will be used to develop an approach and a regular systematic annual timeline. This will create a greater synergy across departments and programs and continue the progression of making assessment more relevant. (7.23)

**Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.**

The Office of Institutional Effectiveness conducted a qualitative analysis of the plans for improvement that resulted from the closing the loop for the College's 4<sup>th</sup> cycle of CSLO assessment (2018 – 2021). The analysis involved an evaluation of all submitted plans for improvement across all divisions. (7.24) Common themes for improvement included:

- Modifying course materials and lecture content to improve understanding of class topics; maintaining updated technologies, software and equipment to maintain relevance to course content.
- Increasing student collaboration and engagement, including increased peer-to-peer engagement (discussion, group projects, group meetings, etc.) and improved instructor and student communication.
- Scheduling courses in a variety of modalities as appropriate for class content.
- Enhancing student's learning experience by incorporating video instruction, writing assignments, field trips, individual critique, and project base assignments.
- Providing students with the resources needed to be successful, including specialized presentations, larger classroom screens, office supplies, and tutors.

A similar analysis was completed for the College's 4<sup>th</sup> cycle of AUO assessment (2018-2021). The analysis again involved an evaluation of all submitted plans for improvement across all departments within Administrative Services, Instruction, Student Services, and the President's Wing. (7.25) Common themes for improvement included:

- Monitor staffing needs to see where support is needed.
- Acquire additional resources needed for high volume projects and refined process for tracking/ training are needed.
- Implement new computer software/ new computers for staff and faculty.
- Increase marketing and social media presence to bring awareness to department's offerings.
- Utilize new campus facilities to better serve students and staff.
- Develop outside partnerships for increased funding to academic programs and expanded advertising to increase enrollment in academic programs.
- Implement additional student satisfaction surveys that collect more detailed information about their experiences. Also, request disaggregated student demographic data to see trends.

### **In those areas where assessment may be falling behind, what is the College doing to complete the assessments per the College's schedule?**

In the case of CSLO assessments, progress is monitored by way of a data dashboard which presents process metrics including the progress on reporting assessment data, documentation of discussions about the data, and the identification of next steps. The dashboards are updated daily and display CSLO assessment progress at the division, department, and course level. The IE Coordinators work with the Division Deans to provide all support needed to complete CSLO assessment during the cycle. AUOs are supported by AUO coordinators identified within each wing (i.e., Instruction, Student Services, Administrative Services, President's Office). Progress of AUO assessment is also monitored with a data dashboard updated daily. CSLOs/AUOs are a regular occurring item on each wing's planning council agendas. [\(7.26\)](#)

During the third year of each CSLO assessment cycle, the IE Coordinators more closely monitor assessment progress and purposefully follow up with departments that have unassessed CSLOs and assist as needed. If there is not a sufficient response from the department faculty, the Dean intervenes. If a CSLO has not been addressed during a three-year cycle, the department is required to identify the reason for non-assessment and provide a plan that outlines when the delinquent CSLOs will be assessed.

For AUOs, a similar process for monitoring and follow-up is conducted by the wing's AUO coordinator. The AUO Coordinators monitor the progress and completion of AUOs through the cycle. [\(7.27\)](#) If insufficient progress is being made, the AUO Coordinator follows up and coordinates with the IE Office for any additional support needed for the department. For programs experiencing delays after intervention by the AUO Coordinator, additional follow-up is provided by either a vice-president or the president.

Completion rates of CSLOs and AUOs by area for the fourth cycle (2018-19 through 2020-21) are as follows:

- Instruction (CSLOs): 97.3%
- Instruction (AUOs): 98.7%
- Student Services (CSLOs): 100%
- Student Services (AUOs): 100%
- Administrative Services (AUOs): 100%
- President's Wing (AUOs): 100%

## **8. Reflection on Institution-Set Standards**

### **Background**

As reported by the 2019 Peer Review Team, the College has established institution-set standards for student achievement that are appropriate to the College's mission. These standards are reviewed annually by participatory governance committees and are available online. The review of instructional program set standards has been strengthened by proactive processes that call on the IE Coordinators to review the program set standards each year. For programs that have fallen below the standard, the IE Coordinators work with the program faculty to discuss implications and develop plans for mitigation.

### **Has the College met its floor standards?**

Floor standards for college-level metrics have been set by the Office of Institutional Effectiveness (IE) with review by College Council. Program-level floor standard for success metrics have been set by department faculty. For the 2022 annual reporting to ACCJC, floor standards were met for success rates, certificates, degrees [Associate of Arts (AA), Associate of Science (AS), Associate Degrees for Transfer (ADT)], transfer rates, and program licensure. (8.1) However, there were six programs that did not meet the floor standard for job placement rates.

- Aeronautical and Aviation Technology (Airframe & Powerplant/Airframe /Powerplant)
- Architecture and Architectural Technology
- Commercial Art
- Interior Design and Merchandising (Narrative Illustration)/Interior Design
- Computer Software Development
- Construction Crafts Technology

The faculty leads and corresponding Deans were notified directly by the IE Coordinators and mitigation plans were created. (8.2, 8.3)

### **Has the College achieved its stretch (aspirational) goals?**

Stretch goals for college-level metrics have been set by the Office of IE with review by College Council. The College achieved its stretch goal for transfer. Prior to COVID, the College also met its stretch goals for certificates and AA/AS/ADT degrees but found a decrease as the pandemic impacted students' ability to take and complete coursework. Department faculty recently identified program-set standards for certificates and degrees, which will be monitored annually. Department will identify structural barrier and develop action plans to address awards that all below the standard. The College did not meet its stretch goal for successful course completion rates, missing it by two percentage points (stretch goal is 77%; actual was 75%).

Program-level stretch goals for success metrics have been set by department faculty. The College partially met its stretch goals for program licensure, with 12 out of 14 programs meeting their defined stretch goal. The same held for job placement rates, where 11 out of 24 programs met their stretch goal. In fall, 2022, program faculty were asked to set floor and stretch (aspirational) goals for certificates and degrees at the program level. These will be monitored each year during planning updates. Awards with few completers will be evaluated by the faculty to identify significant structural barriers that are preventing students from completion. (8.1)

## What initiative(s) is the college undertaking to improve its outcomes?

### Institutionalization of Set-Standards

The College has developed and supported a variety of activities to improve outcomes. At the college-level, the institution-set standards have been aligned with the Educational Master Plan (EMP), increasing the campus' awareness of the institution-set standards and college-wide outcomes. This was accomplished during multiple campus-wide reviews and feedback sessions conducted for the EMP's renewal process. The embedding of the institution-set standards into the central planning documents for the College demonstrates its commitment to their use as a foundational structure of planning. (8.4)

The reframing of Comprehensive Program Review (CPR) using the Guided Pathways framework provided an opportunity to further institutionalize the institution-set standards. Based on four-year trend data of awards conferred, all disciplines identified program standards set for certificates, associate of arts and associate of science degrees, and associate degrees for transfer. Suggested program standards based on the College's rate of improvement for the corresponding institution-set standard were supplied to discipline faculty for their review and consideration as part of their decision-making process. Adjacent to the CPR process, Career Technical Education (CTE) program faculty reviewed their existing floor program set standards and identified stretch goals. The set standards will be assessed each spring as part of the program's annual update, with plans created if a program falls below the floor standard. (8.5)

More recently, the College has crafted its Diversity, Equity, Inclusion, and Accessibility (DEIA) Plan. The intentional and expanded disaggregation of data is highlighted as a goal in this plan. The College also received a grant to complete campus-wide awareness around holistic enrollment planning. This grant will allow the College to provide extended data coaching around all aspects of the student's experience, including the review and use of disaggregated data that is actionable in enrollment, persistence, and completion measures. The grant will also support a Strategic Enrollment Management Plan that will be focused on equity and builds on the EMP, Student Equity Plan, and our DEIA work. (8.6)

### Addressing Subpopulations

Subpopulations are addressed at the institutional level through the goals and metrics outlined in the Student Equity Plan. At the department level, the College's CPR requires that instructional department analyze student success indicators by subpopulations for courses and awards. The disaggregated data provided allows for the identification of performance gaps for specific groups of students. As the College is committed to equity and closing performance gaps, the College has implemented strategically targeted programs to assist traditionally underachieving populations of students such as the Hispanic Serving Institution (HSI) STEM Grant - STEM Academy and Providing Resources to Encourage Student-Athlete Success (PRESS) programs.

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#### *Student Equity Plan*

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The Student Equity Plan is the College's comprehensive plan that was developed to address all historically underrepresented populations on campus. Its primary focus is on student populations that experienced a disproportionate impact (DI), in at least three of the five success indicator areas: 1) access - the proportion of applicants who enrolled in the selected year; 2) retention - the proportion

retained from fall to spring; 3) transfer to four-year institution - the number who transferred to various types of postsecondary institutions (UC, CSU, private, and out-of-state); 4) completion of transfer level Mathematics and English - the proportion who completed transfer-level Mathematics and English in their first academic year; 5) completion - among all students, the number of students who earned a credit certificate over 18 units, associate degree. (8.7)

DI is defined in Title 5 Section 55502(d) as, "the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting." DI populations include: Native Hawaiian/Pacific Islander, Black/African American, Hispanic/Latinx, Foster Youth, First Generation, LGBTQ, and homeless students.

To best serve these student groups, the College, in collaboration with the Office of IE, is working to identify opportunities for integrating disproportionate impact data with the College's EMP, campus-wide goals, and program review. Through integrated data collection and planning informed by the equity plan indicators, the College will leverage efforts to ensure collaboration. The Student Equity Plan will serve as a framework for ongoing discussion, action, and evaluation of our efforts to ensure equitable student success.

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#### *HSI STEM Grant - STEM Academy*

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The STEM Academy was established based on demonstrated gaps in student success in entry-level STEM courses (Biology, Chemistry, Mathematics, Physics) for LatinX students versus the general population through a federally funded Title V HSI grant. As Mathematics is fundamental to STEM courses, a refined goal of closing performance gaps for underrepresented students in Mathematics emerged. Interventions include supplemental instruction/group tutoring, Mathematic preparation courses, dedicated counseling, and peer mentoring. The College evaluates the impact of these programs by comparing course success rates, degree attainment, and transfer of students who voluntarily join the STEM Academy versus the general STEM population. (8.8)

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#### *Providing Resources to Encourage Student-Athlete Success (PRESS)*

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To assist student athletes in completing their academic goals, the PRESS program connects them to the resources they need to succeed in the classroom. The program offers holistic support to student-athletes through dedicated, supervised study hall, one-on-one support for addressing study strategies, time management and academic persistence, tutors from the Student Success Center, and a speaker's series with topics related to their athletic and academic identities. Metrics used to evaluate the program are service usage, GPA, and satisfaction data. (8.9)

**How does the College inform its constituents of this information?**

The College uses a variety of methods to inform constituents of progress on meeting institution-set standards. Institution-set standards and college performance metrics are made available on the College's public-facing website. (8.10) Job placement and licensure rates are discussed annually with industry and community partners as a standing agenda item for all advisory meetings. (8.11, 8.12) Institution-Set Standards are also accessible to employees via the College's internal portal, (8.13) and they are reviewed and discussed in participatory governance committees such as the IE Committee and College Council in the context of their linkages in the assessment of the Educational Master Plan (8.14, 8.15) Though the standards are not included, the achievement data is published in the College's fact book, the *OCC Atlas*, (8.16) with a separate report produced on the College's performance on meeting its institution-set standards. (8.17)

## **9. Report on the Outcomes of the Quality Focus Projects**

### **Background**

After completing its Institutional Self Evaluation Report (ISER), the College chose to use the Quality Focus Essay (QFE) to address areas identified for action improvement. The QFE encompassed three main activities aimed at increasing student success.

1. Improving Transfer Level Mathematics and English
2. Guided Pathways
3. College (Pirate's) Promise

The Accreditation Coordinating Committee (ACC) recommended in May 2020 that progress updates be provided on an annual basis by a primary lead identified for each activity. The updates were compiled into a summary of progress through Spring 2022. The progress report also included information related to challenges due to COVID pandemic and how the challenges were mitigated. The QFE Progress Report was endorsed by the ACC and the College Council.

### **Progress Reports for Action Plan Area**

#### **Improving Transfer Level Mathematics and English Completion**

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*Activity 1: Develop placement methods using high school metrics (MMP) to determine if students go into transfer level with no support, transfer level with some support, or transfer level with greater support.*

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### **Background**

Faculty members in the Mathematics and English departments investigated various tools and processes for placing students into college-level courses using high school metrics with the intent to bypass pre-collegiate courses. Both departments wanted to provide ample support to students who might need concurrent remediation. Mathematic and English department faculty implemented different approaches for placing students into accelerated transfer level course completion beginning in Fall 2019. (9.1) Their work was supported by the Dean of Mathematics and Science and the Dean of Literature and Languages.

### **Process:**

On the recommendation of the Mathematics faculty, students are placed into one of four college-level Mathematics courses (college algebra, trigonometry, liberal arts Mathematics, or statistics) based on high school GPA and course taking patterns. Those in the lowest tier are placed in required co-requisite support courses specifically designed for the course the student selected; those who are in the middle tier receive a recommendation for support. All students have the opportunity to sign up for co-requisite support if they desired. English faculty place students in Freshman Composition (English A100) with recommendation for concurrent support (or not) based on high school GPA. (9.2, 9.3, 9.4)



**Status:**

The use of the established placement methods that provide students with direct access to transfer level English and Mathematics have been developed and implemented. Faculty continue with the developed placement model and methods of open access with potential recommendation for support. The faculty are working with the Office of Institutional Effectiveness (IE) to further evaluate the effectiveness of the placement model. Initially the implementation showed larger numbers of students going into transfer level English and Mathematics, but as the College's overall enrollment has waned, the original high enrollments had also declined. However, throughput rates have increased for all subpopulations of students with 10 or more students enrolled. (9.5)

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*Activity 2: Develop co-curricular or embedded classroom support corresponding to each support level.*

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**Background**

The placement model adopted by the Mathematics faculty included corequisite support courses. Factors such as credit status, total hours of instruction, scheduling, and faculty assignment guided the development of the Mathematics support courses. The English Department's support strategy utilized tutors embedded into selected sections. Those students requiring additional support would be directed to these classes. Additionally, English developed a sequence of noncredit courses to provide support. This work was supported by the Dean of Mathematics and Science and the Dean of Literature and Languages.

**Process**

The Mathematics faculty created four 2-unit (credit) corequisite support courses that corresponded with the four college-level entry courses. The support courses provided foundational skills to complement the content of the main Mathematics course and were graded as pass/no pass. The goal was to provide seamless continuity between the lecture and support course, with both courses being taught by the same instructor. The department faculty developed foundational material for the corequisite support course to be shared with the many part-time faculty teaching the course, providing for a uniform teaching and learning experience. (9.6)

The English Department created noncredit courses that students may take while they are enrolled in Freshman Composition to receive targeted support. Four of the courses address common areas that students struggle with when taking composition classes: grammar, reading, writing paragraphs, and building essays. A fifth noncredit course allowed students to meet as a class with their instructor and receive additional instructional help outside of their scheduled class time. (9.7) In addition to these support courses, the department placed embedded tutors in approximately ten sections of Freshman Composition to aid those students requiring support. Lastly, the department revised the outline for Freshman Composition, creating a requirement that states every student enrolled in the course must visit the College's Writing Center for at least three hours. (9.8)

**Status**

The Mathematics faculty continues to evaluate, revise, and develop standard practices for implementing support courses on an annual basis. The department has submitted multiple course revisions through the curriculum process to incorporate feedback from faculty. Topics were

streamlined to support the needs of students more directly in the transfer level classes.

The English faculty continue to evaluate the impact of the embedded tutoring, noncredit support courses, and the required use of the Writing Center. The English department continues to offer the noncredit support courses and to requires students to utilize the College's Writing Center per the COR for Freshman Composition. Faculty are evaluating the efficacy and feasibility of embedded tutoring. (9.9)

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*Activity 3: Develop revised and integrated skills (grammar/writing/reading) curriculum pathway for ESL culminating into transfer level English within six semesters.*

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## **Background**

The English as a Second Language (ESL) faculty accelerated student's time to college-level English through re-imagining the curriculum. As the literature on English language learning advocates for integrated skills curriculum, the ESL faculty reviewed the existing sequence to assure the integration of reading, writing, and grammar. Effective Fall 2021, the ESL department began offering its revamped curriculum designed to accelerate completion. This work was facilitated through the administrative support of the Dean of Literature and Languages.

## **Process**

The ESL Department revised its curriculum to include courses that teach integrated skills to move students more effectively through the curriculum to transfer level. These courses progress across five levels and cover grammar, reading, and writing. Prerequisites were also removed, and guided self-placement initiated to expedite time to completion. (9.10) The culmination of the program sequence is "ESL Freshman Composition," a new course, which is equivalent to a transfer-level Freshman Composition course. ESL Freshman Composition is transferable to the California State University and University of California institutions and satisfies the general education requirement for written communication for CSU GE Breadth and IGETC. (9.11)

## **Status**

The ESL department intends to continue offering the revamped curriculum with emphasis on integrated skills while using data, including SLO assessments, to monitor their success. (9.12) The revamped curriculum and sequencing assure students starting at the entry level can complete within three years.

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*Activity 4: Develop guided self-assessment placement for students whose HS transcripts are not available or exceed 10 years from graduation.*

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## **Background**

The use of self-placement tools has been shown to be effective for placing students in Mathematics, English, and ESL courses. The Mathematics, English, and ESL faculty investigated existing self-placement tools and assessed if any were appropriate for the students at Orange Coast College. This work was facilitated through the administrative support of the Dean of Mathematics and Sciences and the Dean of Literature and Languages.

## Process

Students have the option of self-reporting information such as GPA or other scores for English and Mathematics placement. The self-reported information is applied to the established placement model. Otherwise, if students choose not to self-report and their high school transcripts are not available or exceed 10 years from graduation, they receive a default placement recommendation, providing them access to the first-level transfer course with the recommendation of concurrent support. The Mathematic and English faculty have explored and reviewed guided self-placements models to be offered to students as an additional option. Both departments have decided to continue with GPA based placement into college-level courses at this time. ([9.13](#))

As students are placed directly into transfer level English with or without support, the ESL Department created a tool for guided self-placement into ESL curriculum which culminates with the transfer level ESL-English Composition course. Students can access it via a page on the college website. The page also contains a chart that has the ESL sequence of classes. ([9.14](#), [9.15](#))

## Status

The Mathematics and English Departments plan to reflect on their respective placement processes by looking at data to determine if the current placement model for students who have old or unavailable high school transcripts is working effectively. The ESL Department plans to continue using guided self-placement as opposed to returning to using standardized testing. Since its implementation in 2021, over 750 students have successfully used the ESL self-placement tool.

## Guided Pathways (GP)

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*Activity 1: Develop structured mechanisms for students to choose and enter their pathway with improved onboarding processes.*

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## Background

The implementation of the Guided Pathways framework was directed by a taskforce composed of four faculty and three administrators. The Dean of Student Success Programs was the taskforce facilitator. The taskforce focused on three areas, onboarding, intervention, and pathways. Each area was assigned a faculty member and administrator who led a design team for their assigned area. The Onboarding Design Team focused on Activity 1. The Onboarding Design Team was led by the Chair of Sociology and the Manager of Student Success and Support Services. ([9.16](#), [9.17](#)) The design effort began in Fall 2018 and continued through 2021-22. In 2022-23, as the College has begun implementation and institutionalization of the framework, the structure of the taskforce is being transitioned to one that is supporting and ongoing. ([9.18](#))

## Process

Led by the GP Onboarding Design Team, the College improved many of its onboarding components, including: 1) increased educational planning services at high schools; 2) in-person registration support; and 3) welcome events for new students with career exploration. Equity considerations were included in all onboarding improvements. Following are highlights of each approach.

### Educational Planning at High Schools

- During the pandemic, two virtual events for new students, Discover OCC and Pathways Career Fair, were conducted in an effort to increase students' and parents' capacity for navigating college onboarding. These events covered two weeks each across multiple days, allowing for access for prospective students, parents, guardians, and high school counselors. Discover OCC continues to offer on-demand online content, including presentations about programs and services, but has transitioned to an in-person event post-pandemic. ([9.19](#))
- High school students enrolled in dual enrollment are provided access to a Dual Enrollment Canvas shell to assist them with navigating campus resources and managing the expectations of college courses. The counseling department reestablished COUN A100, *Introduction to College*, to provide onboarding and career exploration to high school students prior to their transition year. ([9.20](#), [9.21](#))
- Dual Enrollment is supported by a formal structure that includes a director, counselors, outreach, and faculty coordinator. ([9.22](#)) Career Access Pathway (CCAP) courses are in place at local high schools starting Fall 2022. Navigate OCC is the major event for new students to make connections with faculty - the Future Pirate Team and Global Engagement Center are looking to partner with departments to host orientations during Navigate. The Fall 2022 Navigate OCC featured a resource fair with many academic departments represented. ([9.23](#))
- Two major challenges identified were communication with high school students and parents along with accessibility to technology for remote services. To address these challenges, social media, email campaigns, and support from high school college/career counselors helped to mitigate barriers created by the pandemic. ([9.24](#))

### In-person Registration Support

- The application and orientation processes were reviewed, and changes were made for an improved understanding of the matriculation process.
- Outreach, recruitment, orientation, and registration services were delivered remotely, using varied modes of technology to increase student accessibility to enrollment services. This was to mitigate the effects of the COVID-19 pandemic, but as it was found to be effective, has been adopted as a continuing approach.
- The Future Pirate Team continues to provide virtual outreach services in the form of application workshops via Zoom twice a week. However, post pandemic, most services have transitioned back to in-person, including visits to high schools to provide students with support through registration. Currently, the Future Pirate Team offers in-person and online registration support during open office hours, Monday through Thursday, and via workshops. Additionally, the College provides weekly registration support via Zoom. ([9.25](#), [9.26](#))

## Career Exploration

- The GP Task Force prioritized the creation of a comprehensive GP website that links students to career assessments, career opportunities (including wage information), and pre-advising information, supporting students in exploring and selecting programs of study. (9.27)
- Students were introduced to majors and their associated careers by specific orientations hosted by academic departments. Students have access to assessments and interactive career guidance tools via the Career Education/Career Center public facing website. (9.28)

## Status

The College improved many of its onboarding components, including the establishment of educational planning services at high schools, in-person registration support, support for dual enrollment, and welcome events for new students which also included career exploration.

A primary emphasis for future onboarding processes is to incorporate career planning at each point of the onboarding process. Planned strategies include developing dual enrollment opportunities that focus on career exploration, expanding majors' orientations to include more departments, integrating all support programs with career college decision making processes, and interfacing with the Pathways Career Fair. The College will continue to provide remote access as an option for outreach, recruitment, orientation, registrations, and enrollment services.

The augmentation of noncredit courses in supporting students who are academically underprepared is underway. Adult Education, Mathematics and English Departments, and a variety of other departments in Instruction are developing planning strategies that incorporate noncredit offerings into the onboarding process and develop clear bridges and pathways from noncredit to credit courses and programs. (9.29)

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*Activity 2: Create systems and processes to help students stay on their pathway with robust intervention strategies.*

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## Background

When developing the College's approach to implementing the GP framework, improved intervention processes was prioritized. The goal of the Intervention Design Team was to identify processes and structures that prevent students from completing their educational goals. The Intervention Design Team focused on Activity 2. The Intervention Design Team was led by the Faculty Coordinator of the Student Success Center and the Dean of Counseling.

## Process

Early intervention and keeping students on their pathway were critical foci of the Intervention Design Team. After intentional inquiry, the Intervention Design Team identified barriers to student success and completion. These findings prompted the development and implementation of programs to mitigate these barriers.

- The College developed a Stay the Course website to increase awareness and access to existing student success resources. This public facing website provided a one stop resource to locate and access both academic and service support programs. (9.30)
- The College implemented an early alert system, *Starfish*, to facilitate communication between instructors, counselors, and other student success resources. *Starfish* was integrated with and is accessible from inside the existing learning management system, Canvas. Implementation and training were facilitated by a faculty member. (9.31)
- Professional development created for and delivered to faculty in the effective use of *Starfish* supported and improved its adoption. The implementation team was comprised of GP team members as well as instructional faculty and Counseling faculty liaisons. (9.32)
- The Success Matters program was instituted to support continuing students, increasing their retention and successful course completion. (9.33)
- The College created the *Academic Improvement Movement* (AIM) program to support students on academic probation/disqualification to gain good-standing academic standing. (9.34)
- Improved program mapping was created to assist students in tracking their progress toward completing their educational goals. Mapping is described under Activity 3.
- The College created a dedicated space, *The Hub*, that provides tailored just-in-time support to students. (9.35)

## Status

The College has implemented *Starfish* as an early alert system. Training and implementation began in Summer 2021 and continues to date, with increased numbers of faculty using the early alert system to identify students who may need assistance. (9.36) The College continues to support the AIM and Success Matters programs. To increase accessibility to the Success Matters program, it has been incorporated into *The Hub*, the College's one-stop shop for students' questions about support services and resources. Support resource programs are outlined on the College's *Service and Support* website, making academic and service support programs accessible to students, faculty, and classified professionals. (9.37)

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*Activity 3: Develop clear course taking patterns with curricular pathways aligned with employment and/or further education (i.e., Career Clusters and/or Meta Majors).*

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## Background

A fundamental principle of the GP framework is the documentation of a clear path of courses required for certificates and degrees. This reduces the number of unnecessary courses a student

completes and improves the time to completion. The Career and Academic Pathways (CAP) Design Team focused on Activity 3. The CAP Design Team was led by the faculty chair of Philosophy (later, professor of Accounting) and the Dean of Kinesiology and Athletics.

### Process

The Career and Academic Pathways (CAP) Design Team facilitated the mapping of program courses into course sequence maps. The mapping was completed by the discipline program faculty working alongside counselors who collaborated in the consideration of prerequisites, general education, and course difficulty. The maps provide students a clear course sequence which aids in navigating course taking choices. The goal is to improve program completion and expedite students meeting their educational goals.

All programs have been organized in broader career-focused communities or “meta-majors.” These CAPs include: *Business, Management and Entrepreneurship; Careers in Healthcare; Computers and Computing; Hospitality, Food and Tourism; Industrial Technology; Kinesiology, Fitness and Wellness, Sports and Athletic Performance; Language and Communication; Mathematics, Science, and Engineering; Social Science and Humanities; Teaching and Education; and Visual Arts, Design and Performing Arts.* Undecided students may select *Find Your Pathway*. Using the College’s catalog software, *CourseLeaf*, the program maps are now housed in the college catalog which is accessible to the public via the College’s public-facing website. ([9.38](#), [9.39](#), [9.40](#))

### Status

As the next step, the GP Task Force has identified the creation of a comprehensive GP website accessible from the College website’s front page. The area will provide links to career assessments, career opportunities (including wage information), and pre-advising information. The GP Task Force will collaborate with the Career and Technical Education Office for recommendations related to the website’s content. These recommendations will aid the College Webmaster in designing the website. Groups of students will pilot and test, providing feedback on the design and layout of the website. Feedback will also be solicited on the effectiveness of the maps. The CAP Design Team will also be comparing courses presented in the maps with courses offered in the schedule to ensure that there are sufficient sections offered to allow students to complete the designed pathways. ([9.41](#))

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*Activity 4: Develop and measure key performance indicators, including term to term progression, college-level units earned, completion rates, equity analysis.*

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### Background

The overall intent of the GP framework is to improve outcomes. To institutionalize the work of the GP Task Force, the College engaged in discussions addressing the alignment of Comprehensive Program Review (CPR) with the GP framework. This alignment linked institution-set standards and other existing metrics to the evaluation of the effectiveness of the GP. Further, it provided a cohesive lens to provide context and meaning to the metrics.

### Process

Currently, the College’s CPR process uses GP as its foundational structure, allowing for many of the success, performance, and equity outcome metrics used in CPR to address areas of GP. ([9.42](#)) For

example, faculty reviewed the number of degrees and certificates awarded. For awards with low number, faculty discussed the possible reasons for the low numbers and identified action plans to improve. Suggested strategies included redesigning the curriculum; improving the course sequencing and scheduling practices; and identifying bottleneck courses that are impacting completions. Within the GP plan is the practice of aligning program SLOs with the requirement for success in the further education and employment outcomes of targeted students. This was assessed in CPR through the review and evaluation of job placement rates by program. Faculty also reviewed the number of the transfers by OCC program of study to 4-year institutions. For programs that were not seeing sufficient numbers of transfers in the major, plans were created to support more student transfers. The aim was to provide smoother matriculation and completion of baccalaureate degrees. Improvement plans included reviewing existing articulation agreements to ensure each program's required courses articulate with expected transfer institutions and determining if there are programs that are impacted at expected, common transfer institutions. Further, within CPR was the use of student surveys such as the Community College Survey of Student Engagement (CCSSE). By incorporating the student's voice, faculty were able to reflect on the level of student engagement in applied learning, critical thinking and problem solving. ([9.43](#), [9.44](#))

## Status

Currently, Guided Pathways aligns its indicators with the College's comprehensive set of core indicators. College-wide processes, such as CPR, include a review of these metrics at a program level and incorporate metrics for success, performance, transfer, job placement, and equity in outcomes. Analysis of these metrics provides a foundation for improvement plans. ([9.44](#)) The GP team completed a restructuring of its membership to ensure dedicated focus on pillar four of Guided Pathways. Three faculty coordinators and a manager will be the new members. ([9.45](#), [9.46](#)) This structure was vetted and endorsed by the Academic Senate. ([9.47](#))

## Pirate's Promise

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*Activity 1: Establish criteria for tuition assistance.*

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## Background

The cost of education is a barrier for many deserving students. The College established its Pirates' Promise as a vehicle to remove this barrier. This initiative was led by the Vice President of Student Services with the assistance of the Manager of Student Equity and the Director of Financial Aid.

## Process

The College implemented the Pirates' Promise (Promise) in Fall 2019 in the form of tuition waivers for students who qualified under the Promise guidelines. The criteria for inclusion aligned with those set by the state to receive tuition assistance, namely, recipients are first year/first time students who resided in California, have submitted a FAFSA and are enrolled in minimum of 12 units. The program was later extended to second year students who had participated in the program the prior year. As students' financial challenges often extend beyond tuition, the Promise was expanded to include other expenses such as the College's health fees and the College service charge; books and supplies; examination fees for certain programs that require licensing; emergency grants; technology grants, including technology related expenses; childcare at the OCC Children's Center; and housing support



for on-campus housing. The Promise is currently housed in the Student Equity Program with other programs providing direct support and collaboration, i.e., financial aid, enrollment services, housing, and residential education, etc. (9.48)

The Promise Team also added peer mentors to the program during the pandemic. Together, they presented virtual Promise information sessions, office hours, and orientations to keep new students engaged, informed, and prepared for their first semester in college. Peer mentors also held mid-semester workshop events for Promise participants tailored for first and second-year students. These events included alumni panels, scholarship writing, and campus resource workshops. (9.49)

Working with the College's public relations, the Promise launched a marketing campaign in the spring of 2022 to expand access to the program during a key recruitment time. The pandemic had created barriers to the in-person activities held with local high schools and community. Through this effort, close to 3,000 Promise care packages were sent to prospective students, including items to make them feel welcomed and connected to the campus. The first-year cohort reached over 400 students for the first time since the Promise's inception.

## Status

Between Fall 2019 and Spring 2022, the Promise program has supported students by providing a wide range of support for educational and basic needs by:

- Paying the Health Fees and College Service Charge for more than 6,650 students.
- Supplying more than 3,100 grocery cards to students in need (during the pandemic).
- Providing emergency technology grants to over 525 students.
- Approving approximately 150 students for on-campus housing.
- Assisting 27 students with childcare expenses.
- Providing over \$700,000 in textbook support from Fall 2019 through Spring 2022.

The peer mentors continue to support students in navigating and engaging in College. In collaboration with the College's Counseling Division, the Promise now offers dedicated counseling appointments for program participants. This helps ensure that students are on the path to completion in line with established educational plans.

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*Activity 2: Develop and measure key performance indicators, including term to term progression, college-level units earned, completion rates, equity analysis.*

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## Background

The identification of key performance indicators (KPIs) for the Promise program was completed at the launch of the program. These metrics are monitored by the Manager of Student Equity and the Dean of Institutional Effectiveness. (9.50)

## Process

The KPIs for the Promise program are persistence (fall to spring), average GPA, the number of college-level units earned, and completion rates. Metrics used to evaluate the Promise are also linked to program requirements: units enrolled/completed (a least 12), and completion of educational plans. Additional metrics measured to evaluate effectiveness are GPA and fall to spring retention. These data are reviewed each year for the students in the first year and second year cohorts.

**Table 1. Overall College Student and Promise recipients' persistence rates (fall to spring) and GPA, Academic Year 2019-2020 to 2021-2022**

Year	College Headcount	Promise Headcount	Persistence (Fall to Spring), College	Persistence (Fall to Spring), Promise	Average GPA College	Average GPA Promise	Average GPA, College (Fall)	Average GPA, Promise (Fall)
2019/20	27,075	408	71% (14,540/ 20,544)	92% (377/408)	2.63	2.96	2.56	2.85
2020/21	25,296	566	56% (10,423/ 18,663)	95% (538/566)	2.72	3.20	2.65	3.18
2021/22	23,309	704	67% (11,566/ 17,310)	93% (658/704)	2.67	3.16	2.59	3.12

**Table 2. Overall College Student and Pirates' Promise recipients' units completed, Fall 2019 through Spring 2022**

Term	Lowest Units Completed-College	Lowest Units Completed-Promise	Highest Units Completed-College	Highest Units Completed-Promise	Average Units-College	Average Units-Promise
Fall 2019	0	0	23.5	21	6.85	11.6
Spring/Intersession 2020	0	0	29	25	6.53	11.6
Fall 2020	0	0	25	20	6.79	12.4
Spring/Intersession 2021	0	0	28.5	24	6.93	12.7
Fall 2021	0	0	25	21	6.75	12.3
Spring/Intersession 2022	0	0	29	22	6.85	12.3

Students in the Promise program demonstrated a high level of persistence and higher GPA than the general student population at the College. (see Table 1) They also completed more units on average than the average student at the College. (see Table 2)

## Status

Since the inception of the Promise program, regular evaluation of the identified metrics occurs annually. In 2021-2022, the College augmented its analysis by disaggregating the retention and completion rates data by subpopulations of students. The results and findings provided directions on future program planning. In the upcoming evaluation, the data will be augmented to include the impact of providing Promise students basic need and other support. The Promise is also beginning to align analysis with the Student Equity Plan metrics, including completion of transfer-level English and Mathematics in the first year, transfer to a four-year educational institution, and obtaining a degree or certificate from Orange Coast College.

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*Activity 3: Investigate additional services and student assistance based on pilot.*

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**Background**

The Promise program originated as a tuition assistance program. As it was implemented it became readily clear that the program needed to be expanded and adjusted to meet all the conditions that challenge students to stay in school. This included expanding the financial assistance provided to students as outlined under Activity 1. In addition to the financial support, the Promise Team determined that other resources would improve Promise students' success. (9.51)

**Process**

To create synergy between the Promise program and existing support programs on campus, partnerships were formed with a variety of on campus program. EOPS hosted a support-programs Open House that outlined services available to incoming students and points of contact. The Promise program also collaborated with Future Pirate Registration Team to develop activities to support the completion of matriculation steps that include application, online orientation, student education plan, registration, and class attendance.

In addition, peer mentoring was identified as a service that showed to be beneficial, and the program will continue to provide this assistance. Mentors establish rapport with designated students and provide ongoing check-in via phone calls, in-person or Zoom meetings, text messaging, and workshops to engage students and connect them with valuable resources while maintaining confidentiality.

Students reported having difficulty reaching campus personnel across the College with limited in-person hours during the pandemic. As a response programs and services began offering Zoom hours to be available for students remotely. In the transition back to in-person, the program offers hybrid services to support both in-person and online inquiries.

To increase program capacity, a professional expert position was added to coordinate the Pirate's Promise assistance programs, housing, and childcare.

**Status**

The College has expanded the peer mentoring services for 2021-22. There is now a total of three peer mentors assigned to Promise.

During the pandemic, few students visited the Promise program's on campus department for in-person assistance as the campus was not fully opened for onsite support. It is expected that this will change now that the newest dedicated space for student support, called *The Hub, Support Services* opened in Summer/Fall 2022. The HUB serves as a central location for Promise Peer Mentors, the *Success Matters* team, and student engagement. (9.52)

The 2022-23 calendar of enrichment activities has been carefully planned to increase student engagement and participation in college life (9.53).

## **10. Fiscal Reporting**

On March 24, 2022, Orange Coast College submitted to the ACCJC the 2022 Annual Fiscal Report which did not identify any financial issues. The annual audit was “unmodified” and did not identify any material weaknesses or compliance issues. There were no findings in the annual report. [\(10.1\)](#) Orange Coast College meets the ACCJC requirements, and no action is required.

## Evidence

### 1. Statement of Report Preparation

- [1.1](#) Orange Coast College Decision Making Document: A Guide to Planning and Governance, 5/17/2022, p. 32
- [1.2](#) Accreditation Coordinating Committee Minutes, 11/1/2021
- [1.3](#) Accreditation Coordinating Committee Minutes, 11/15/2021
- [1.4](#) Accreditation Coordinating Committee Minutes, 11/29/2021
- [1.5](#) Accreditation Coordinating Committee Minutes, 12/6/2021
- [1.6](#) Accreditation Coordinating Committee Minutes, 3/21/2022
- [1.7](#) Academic Senate Minutes, 2/1/2022
- [1.8](#) Academic Senate Minutes, 2/8/2022
- [1.9](#) Classified Senate Minutes, 4/27/2022
- [1.10](#) Instructional Planning Council minutes, 3/23/2022
- [1.11](#) College Council Minutes, 3/15/2022
- [1.12](#) Accreditation Coordinating Committee minutes, 11/1/2021
- [1.13](#) Midterm Report Participatory Governance Committee Template
- [1.14](#) Memorandum of Understanding, Midterm Report Faculty Writer, 2022
- [1.15](#) Accreditation Coordinating Committee Minutes, 3/21/2022
- [1.16](#) Accreditation Coordinating Committee Minutes, 3/21/2022
- [1.17](#) Accreditation Coordinating Committee Minutes, 4/4/2022
- [1.18](#) Accreditation Coordinating Committee Minutes, 5/16/2022
- [1.19](#) College Council Midterm Report Update, 9/20/2022
- [1.20](#) Accreditation Coordinating Committee FLEX Day, First Review of Midterm Report Draft, 8/26/2022
- [1.21](#) Institutional Effectiveness Committee Minutes, 9/12/2022
- [1.22](#) Instructional Planning Council Minutes, 9/14/2022
- [1.23](#) College Budget Committee Minutes, 9/14/2022
- [1.24](#) Accreditation Coordinating Committee Minutes, 10/17/2022
- [1.25](#) All Campus Review of Midterm Report Email
- [1.26](#) 5 Things to Know, week of October 11 through October 14, 2022
- [1.27](#) Midterm Report Feedback Form - First Campus Review
- [1.28](#) Coast Community College District Board Minutes, 11/16/2022
- [1.29](#) Second Review Weekly Emails for Classified Professionals
- [1.30](#) Second Review Email, 11/28/2022
- [1.31](#) Accreditation Coordinating Committee Minutes, 12/5/2022
- [1.32](#) Academic Senate Minutes, 2/7/2023
- [1.33](#) College Council Minutes, 2/7/2023
- [1.34](#) Coast Community College District Board Agenda, 3/1/2022

### 2. Plans Arising from the Self-Evaluation Process

None

### 3. Response to College Recommendation 1

- [3.1](#) External Peer Review Report for Orange Coast College, 2019, p. 5
- [3.2](#) Campus News ACCJC Action Letter, 6/28/2019
- [3.3](#) Reaffirmation announcement, 7/19/2019
- [3.4](#) FLEX Day Presentation, 8/23/2019
- [3.5](#) Accreditation Coordinating Committee Minutes, 9/16/2019
- [3.6](#) Academic Senate Minutes, 9/3/2019
- [3.7](#) College Council Minutes, 9/13/2019
- [3.8](#) Institutional Effectiveness Coordinator Meeting Notes, 9/1/2022
- [3.9](#) Instructional Program Review Delphi Survey Results, Spring 2021
- [3.10](#) Revisioning Board for Instructional Comprehensive Program Review
- [3.11](#) Ensure Learning Prompts and Help Texts, p. 4
- [3.12](#) Career Technical Education Advisory Agenda Template
- [3.13](#) Sample Email request to department faculty to address employment rates, 10/10/2020
- [3.14](#) Department responses, employment rates below institutional set standard, 11/18/2022

### 4. Response to College Recommendation 2

- [4.1](#) External Peer Review Report for Report Orange Coast College, 2019, p. 5
- [4.2](#) Campus News ACCJC Action Letter, 6/28/2019
- [4.3](#) Reaffirmation announcement, 7/19/2019
- [4.4](#) Accreditation Coordinating Committee Minutes, 9/16/2019
- [4.5](#) Academic Senate Minutes, 9/3/2019
- [4.6](#) College Council Minutes, 9/13/2019
- [4.7](#) Orange Coast College Instructional Delphi Report, 3/8/2021, p. 11
- [4.8](#) Institutional Effectiveness Committee Minutes, 3/8/2021
- [4.9](#) Comprehensive Evaluation of Program Review, SLO/AUOs, and planning, 2017
- [4.10](#) Orange Coast College Instructional Delphi Report, 3/8/2021
- [4.11](#) Orange Coast College Instructional Delphi Report, 3/8/2021, p. 25
- [4.12](#) Orange Coast College Instructional Delphi Report, 3/8/2021, p. 3
- [4.13](#) Orange Coast College Instructional Delphi Report, 3/8/2021, p. 11
- [4.14](#) Orange Coast College Instructional Delphi Report, 3/8/2021, p. 5
- [4.15](#) Community College Student Survey of Engagement Results, Student-Faculty Interaction and Support for Learner Benchmarks, 2018
- [4.16](#) Comprehensive Program Review Drop Dashboard
- [4.17](#) Real College Survey Results, Orange Coast College, 2018
- [4.18](#) Orange Coast College Educational Master Plan 2021-2027, p. 7
- [4.19](#) Instructional & Support Services Programs Recommendations, Spring 2021
- [4.20](#) Orange Coast College Diversity, Equity, Inclusion, and Accessibility Plan 2022, p. 16
- [4.21](#) Planning Strategy Brainstorm Ideas for Instruction
- [4.22](#) Unconscious Bias workshop (Classified Leadership Academy)
- [4.23](#) Tenure Track Faculty Academy, November 2020
- [4.24](#) Employee Learning Week, 2021-22
- [4.25](#) FLEX Offerings – Mitigating Gaps/Equity
- [4.26](#) Starfish Implementation Team Website

- [4.27](#) The HUB Student Resource Center Information Webpage
- [4.28](#) Success Matter Information Webpage
- [4.29](#) Orange Coast College Educational Masterplan 2021-2027 (p. 5)
- [4.30](#) Student Equity Plan
- [4.31](#) Diversity, Equity, Inclusion, and Accessibility Plan 2022

## 5. Response to College Recommendation 3

- [5.1](#) Orange Coast College Technology Committee Minutes, 4/7/2022
- [5.2](#) Coast Asset Tracking System
- [5.3](#) Flexibility First: A Framework to Ensure Resiliency in Uncertain Times
- [5.4](#) Orange Coast College Technology Master Plan (2022-2025)
- [5.5](#) Orange Coast College Technology Refresh Strategy, (2022-2025)
- [5.6](#) Orange Coast College Technology Refresh Budget Plan (2022-2025)
- [5.7](#) Meeting Summary DCC Technology Subcommittee, 1/22/2021, p 2
- [5.8](#) Meeting Summary DCC Technology Subcommittee, 4/16/2021, p 7
- [5.9](#) Desktop as a Service Information Webpage
- [5.10](#) How to use Horizon VDI
- [5.11](#) Desktop as A Service Training Videos

## 6. Response to District Recommendation

- [6.1](#) Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2018
- [6.2](#) Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2019
- [6.3](#) Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2020
- [6.4](#) Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2021
- [6.5](#) Report on Audit on Financial Statements and Supplementary Information Including Reports on Compliance June 30, 2022

## 7. Reflection on Student Learning Outcomes

- [7.1](#) Midterm Report Participatory Governance Committee Template -IE Committee, 5/13/2022
- [7.2](#) Instructional Planning Council Minutes, 5/18/2022
- [7.3](#) Instructional Planning Council (Jamboard), 5/18/2022
- [7.4](#) Orange Coast College Continuous Improvement Process presentation, 2/28/19
- [7.5](#) MOU between CCCD and CFE 1911- OCC Institutional Effectiveness Coordinators
- [7.6](#) Comprehensive Evaluation 2017 – Final Report
- [7.7](#) Program Review Support, Orange Coast College portal page
- [7.8](#) Administrative Unit Outcomes Resources, Orange Coast College portal
- [7.9](#) Developing and Assessing SLOs Resources, Orange Coast College portal page
- [7.10](#) Authentic Assessment Academic Senate, 10/29/2013
- [7.11](#) Comprehensive Program Review, Instruction, Ensure Learning Prompts
- [7.12](#) Comprehensive Program Review Prompts, Support Departments
- [7.13](#) Faculty Evaluation Form, 7/22/2022

- [7.14](#) Planning Orange Coast College portal page
- [7.15](#) Instructional Planning Council Feedback (Jamboard), 5/18/2022
- [7.16](#) Comprehensive Program Review Prompts, Support Departments
- [7.17](#) Orange Coast College Diversity, Equity, Inclusion, and Accessibility Plan 2022
- [7.18](#) Listing of training materials in multiple modalities
- [7.19](#) Spring 2020 Comprehensive Evaluation Survey Results
- [7.20](#) Continuous Improvement Processes
- [7.21](#) Authentic Assessment-Academic Senate, 10/29/2013
- [7.22](#) Course SLO Process FLEX Presentation, Fall 2021
- [7.23](#) 2022-2028 Planning Strategy, Institutional Effectiveness - Increased Dialog
- [7.24](#) Course Student Learning Outcome – Plans for Improvement, 5/25/2022
- [7.25](#) Administrative Unit Outcome Report on service improvement analysis, 1/9/2023
- [7.26](#) Course SLO Progress Dashboard
- [7.27](#) Administrative Unit Outcome Progress Dashboard

## 8. Reflection on Institutional Set Standards

- [8.1](#) Orange Coast College ACCJC Annual Report, 2022
- [8.2](#) Follow-up Employment Rates Below Institutional Set Standard
- [8.3](#) Summary of Responses to Employment Rates Below Institutional Set Standard
- [8.4](#) Core Indicators and Institutional Set Standards 2021-2027
- [8.5](#) Ensure Learning and Institutional Set Standards
- [8.6](#) Orange Coast College Diversity, Equity, Inclusion, and Accessibility Plan, 2022
- [8.7](#) Orange Coast College Student Equity Plan 2019-22
- [8.8](#) Hispanic Serving institutional STEM Grant Year End Report, 4/16/2021
- [8.9](#) Providing Resources to Encourage Student Athlete Success (PRESS) End of Year Report, 2022
- [8.10](#) Effectiveness Indicators Orange Coast College Website.
- [8.11](#) Career Education Advisory Meeting Standard Agenda
- [8.12](#) Career Education Advisory Mtg Summary-Radiologic Technology 2022-2023
- [8.13](#) Institutional Research Portal Page, Student Achievement Outcomes dashboards
- [8.14](#) Educational Master Plan, 2021-2027
- [8.15](#) Decision Making Document, College Council.
- [8.16](#) Orange Coast College Atlas, 2020-2021
- [8.17](#) Orange Coast College Core Indicators and Institutional Set Standards, 2016-2021

## 9. Report on Outcomes of Quality Focus Essay

- [9.1](#) College Council Meeting Summary, 10/5/2021
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# ORANGE COAST COLLEGE

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