

CORE INDICATORS & INSTITUTION SET STANDARDS

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

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

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

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

KEY TAKEAWAYS ON RECENT PERFORMANCE

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

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KEY: ↑ Performance goal met
 ↓ Performance goal NOT met



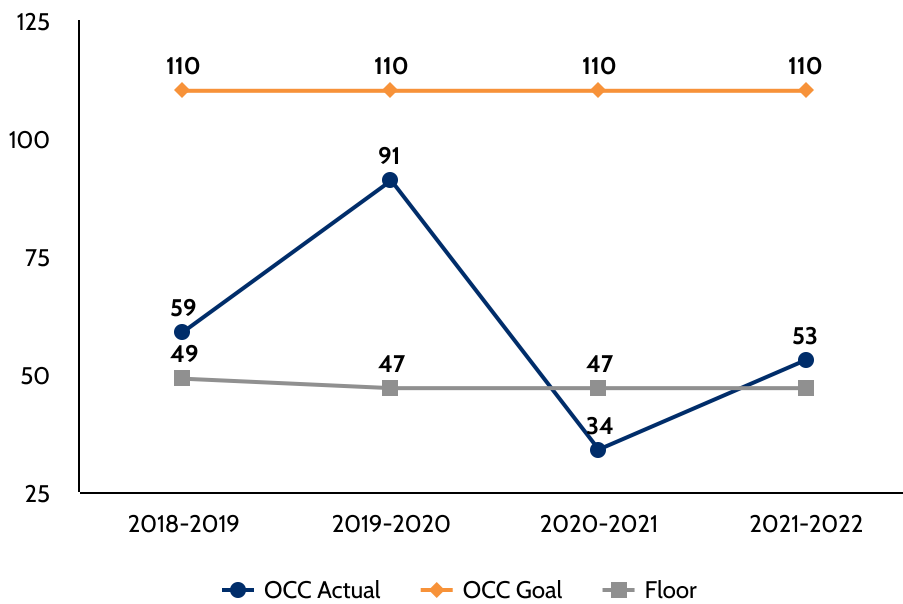
COMMUNITY

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

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

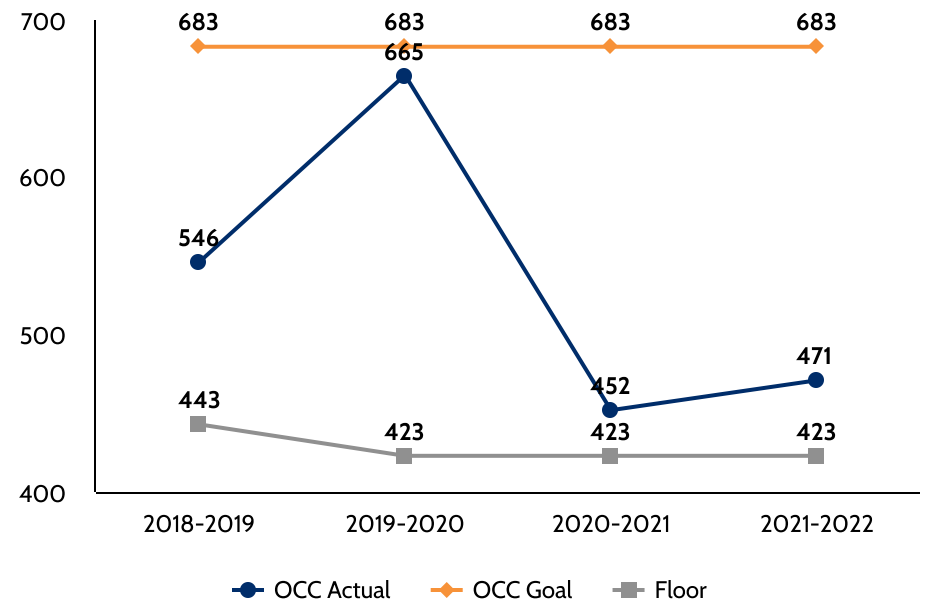
CORE INDICATOR: NON-CREDIT CERTIFICATES AWARDED

Number of non-credit certificates awarded annually.



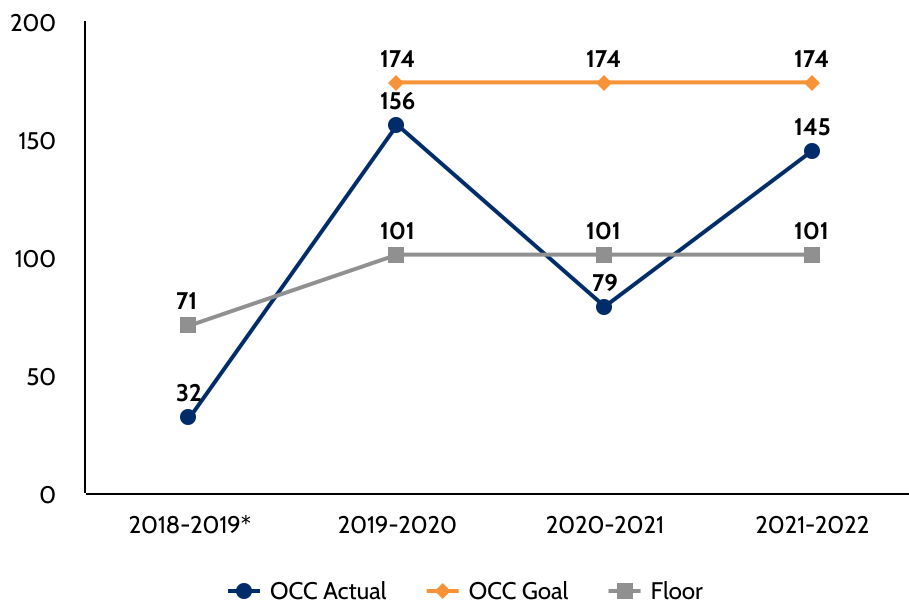
CORE INDICATOR: NON-CREDIT STUDENTS

Headcount of students enrolled in non-credit classes annually.



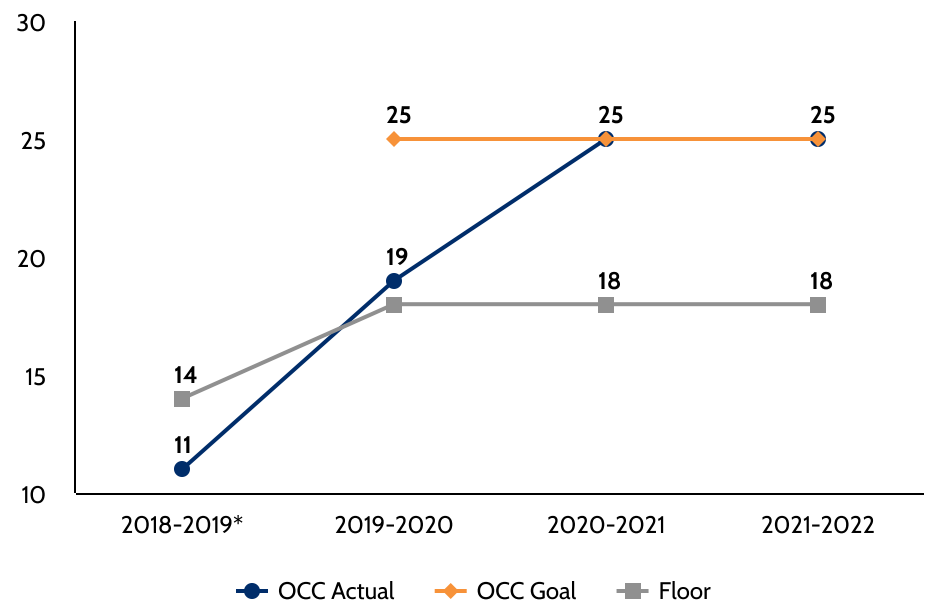
CORE INDICATOR: NON-CREDIT COURSES OFFERED

Number of non-credit courses offered annually.



CORE INDICATOR: NON-CREDIT CERTIFICATES OFFERED

Number of non-credit certificates offered annually.



*Data collection for non-credit courses offered started spring 2019

LEARNING

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

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

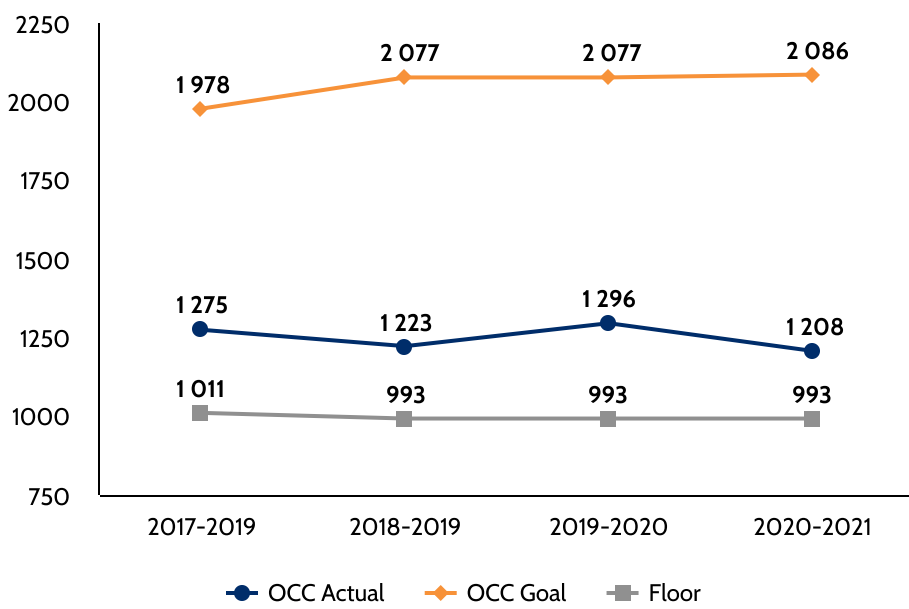
Objective 3: Strengthen the scheduling process for program/ discipline pathways and learning practices to increase student goal completion.

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

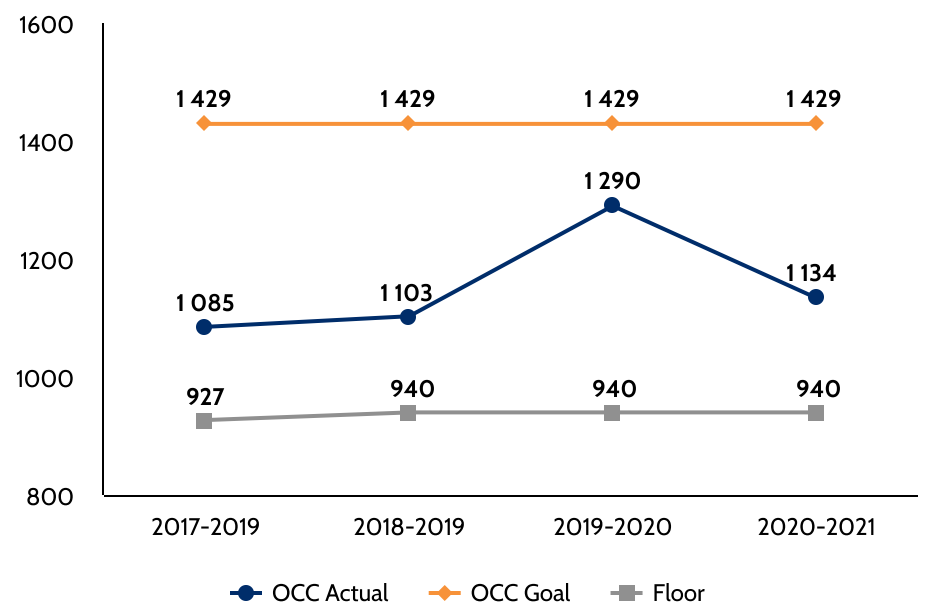
CORE INDICATOR: DEGREES

Number of annual Associate degrees and Associate for Transfer degrees.

ASSOCIATE DEGREES

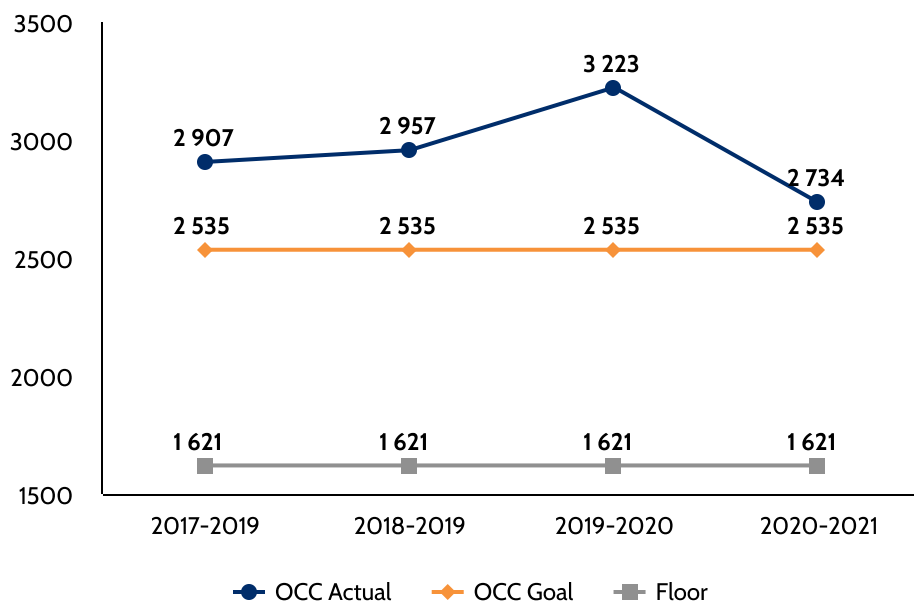


ASSOCIATE FOR TRANSFER DEGREES



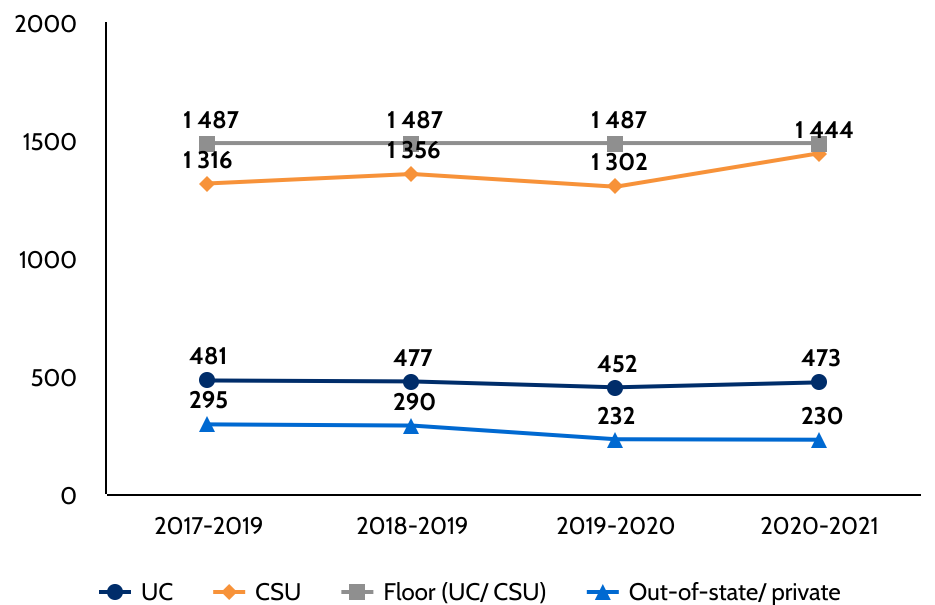
CORE INDICATOR: CERTIFICATES

Number of Chancellor's Office-approved certificates completed.



CORE INDICATOR: TRANSFERS

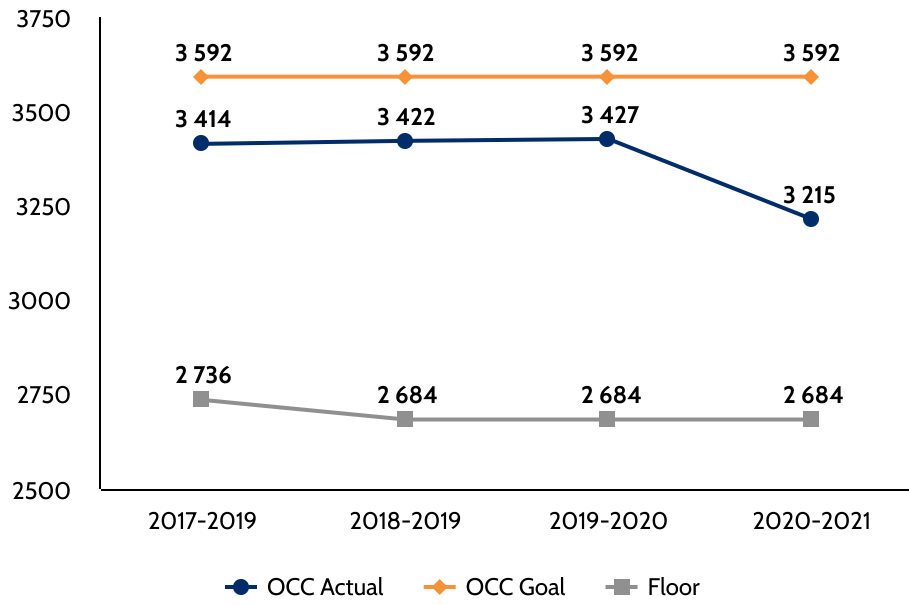
Number of students who transfer to a four-year university (UC, CSU, Out-of-state or private)
Data can be accessed using the Student Success Metrics LaunchBoard



LEARNING CONT'D

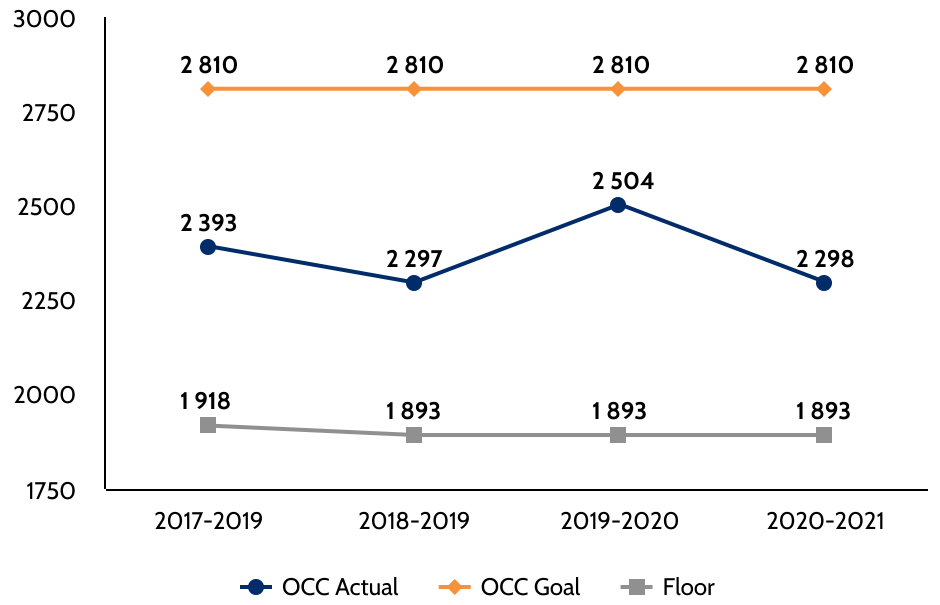
CORE INDICATOR: CTE COMPLETION

Number of students who successfully complete (C or better) nine or more career education units across the district.



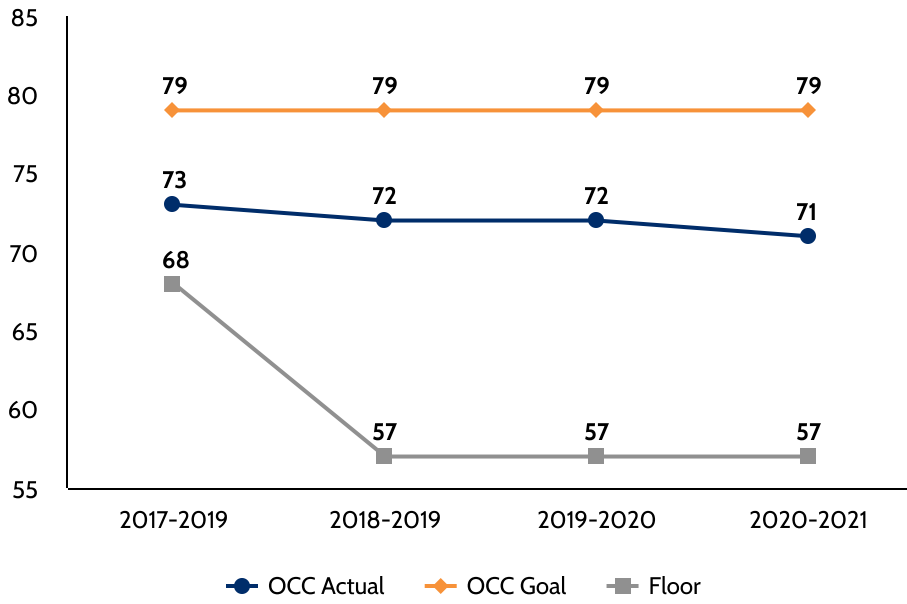
CORE INDICATOR: COMPLETION OVERALL

Number of students who attained the Vision for Success Goal Completion Definition.



CORE INDICATOR: PERSISTENCE

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



CORE INDICATOR: CTE LICENSURE PASS RATES

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

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

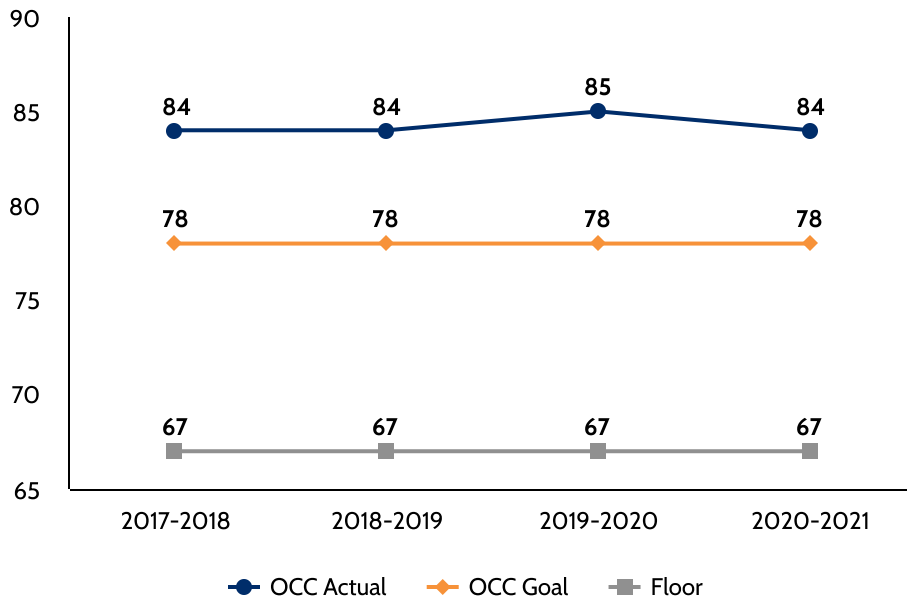
CORE INDICATOR: CTE JOB PLACEMENT RATES

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

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

CORE INDICATOR: UNITS

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



LEARNING CONT'D

CORE INDICATOR: DISPROPORTIONATLY IMPACTED GROUPS

OCC student groups disproportionately impacted (DI) in areas of completion, and transfer and retention.

COMPLETION BY DI GROUPS

Number of DI students who attained the Vision for Success

Goal Completion Definition.

See chart on page 8

COMPLETION OF ASSOCIATES DEGREES FOR TRANSFER (ADT) BY DI GROUPS

Number of DI students who obtained an Associates Degree for Transfer (ADT).

See chart on page 8

TRANSFERS TO FOUR-YEAR INSTITUTIONS BY DI GROUPS

Number of DI students who transfer to 4-year institutions.

See chart on page 8

PERSISTENCE BY DI GROUPS

Percentage of students who persist from fall to spring semester.

See chart on page 8

All groups highlighted in orange are groups that have experienced disproportionate impact at OCC.
Note: Groups noted with an asterisks () are target outcomes for 2022-2025*



ACCESS & EQUITY

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

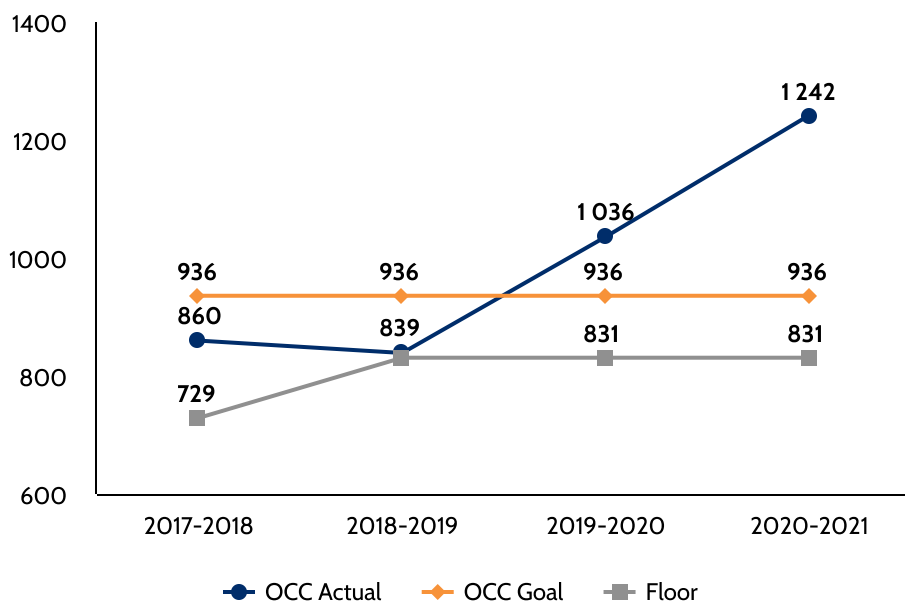
Objective 1: Model and embed environmental sustainability practices within College instruction and programs

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

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

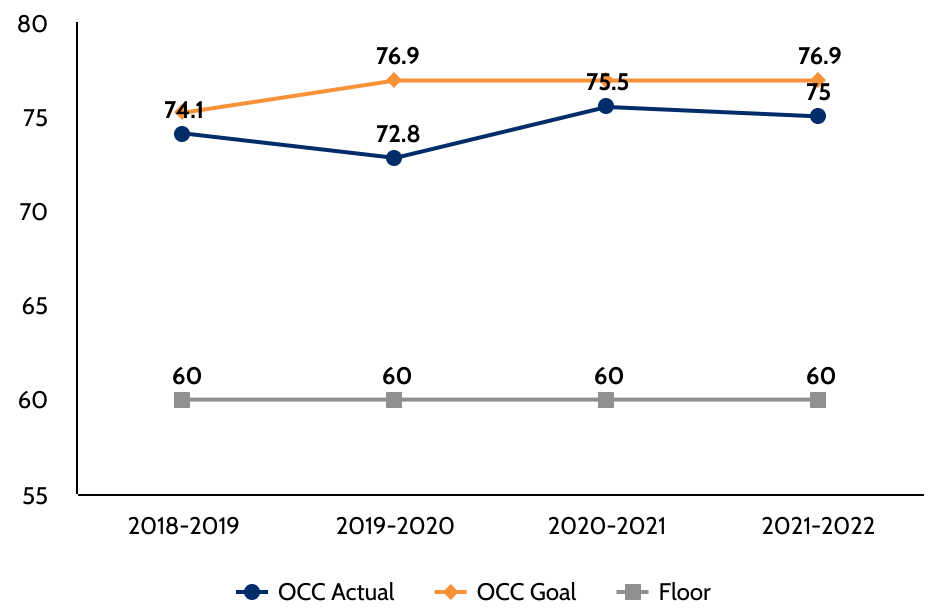
CORE INDICATOR: TRANSFER-LEVEL MATH & ENGLISH

Number of students completing both transfer-level English and Math in their first academic year.



CORE INDICATOR: SUCCESSFUL COURSE COMPLETION

Percentage of students who earn a grade of "C" or better or "credit"



Data can be accessed using the Student Success Metrics LaunchBoard



ACCESS & EQUITY CONT'D

CORE INDICATOR: DISPROPORTIONATLY IMPACTED GROUPS

OCC student groups disproportionately impacted (DI) in areas of access and transfer-level English and math.

ACCESS BY DI GROUPS

Percent of students in DI groups that apply then enroll.

TRANSFER-LEVEL ENGLISH & MATH

Percent of students in DI groups that complete transfer-level English and math in their first academic year.

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

For Metrics under Learning indicator, see page 6 for summary.

All groups highlighted in orange are groups that have experienced disproportionate impact at OCC.

Note: Groups noted with an asterisks (*) are target outcomes for 2022-2025



STEWARDSHIP

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

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

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

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

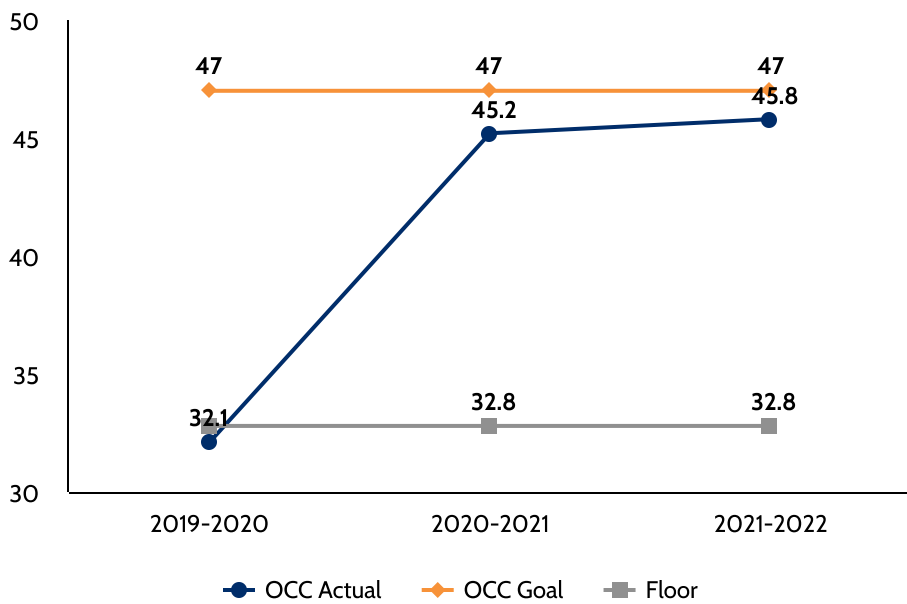
CORE INDICATOR: ACCREDITATION STATUS

Latest ACCJC action. Long-term viability of the college is inextricably linked to our reaffirmation of regional accreditation.

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

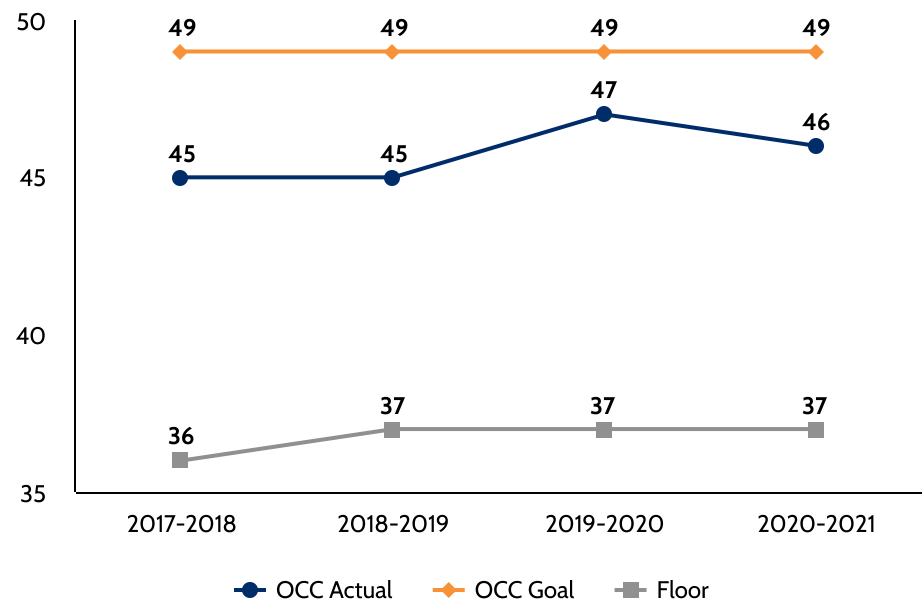
CORE INDICATOR: FOUNDATION ENDOWMENTS

Amount of foundation endowments (Net Assets) in US Dollars (millions).



CORE INDICATOR: APPLICATION YIELD

Percentage of summer and fall applicants who enrolled in the same year to stabilize enrollments.



STUDENT & EMPLOYEE ENGAGEMENT

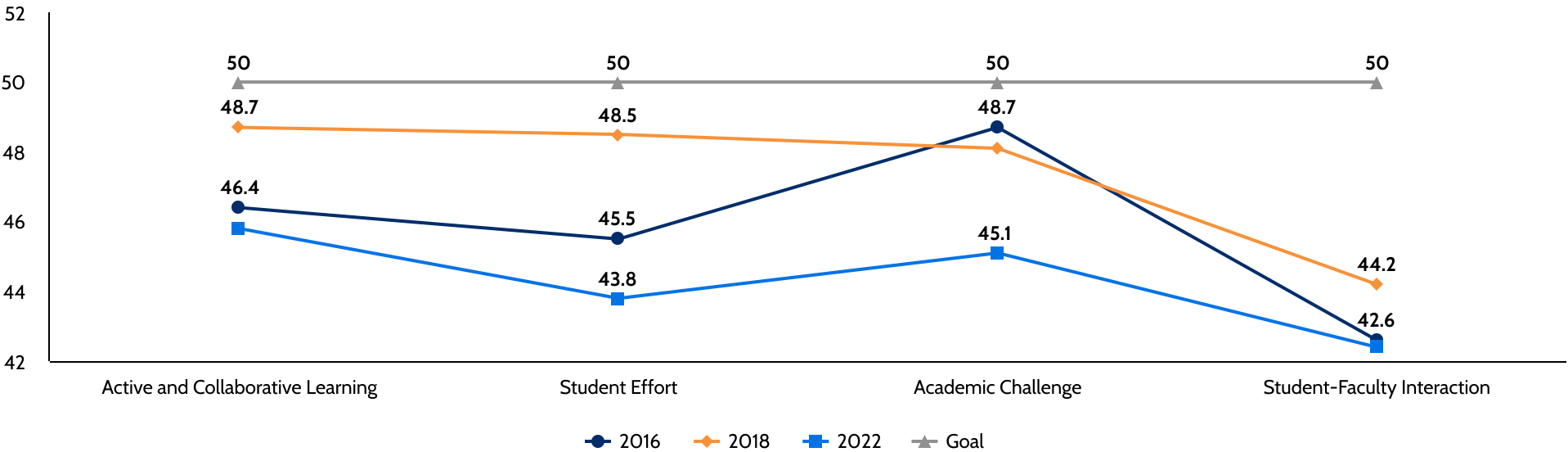
Promote active and collaborative participation leading to meaningful connections among people, places, and ideas within the College.

- Objective 1:** Create structured opportunities for student engagement within curriculum, co-curricular activities, and service learning opportunities,
- Objective 2:** Develop programs to promote faculty and student interaction, along with team and community building that advances the mission of the College.

CORE INDICATOR: STUDENT ENGAGEMENT

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

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



CORE INDICATOR: EMPLOYEE ENGAGEMENT

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

