

ORANGE COAST COLLEGE

Institutional Self-Evaluation Report

August 2025

SERVING OUR COMMUNITY FOR OVER **75** YEARS



ORANGE COAST COLLEGE

Institutional Self-Evaluation Report in support of an Application for Reaffirmation of Accreditation

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:

August 1, 2025



Certification

To: Accreditation Commission for Community and Junior Colleges

From: Angelica L. Suarez, Ph.D.

2701 Fairview Road

Costa Mesa, CA, 92626

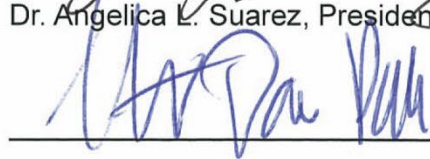
This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies. It was developed with appropriate participation and review by the campus community.



Dr. Angelica L. Suarez, President, Orange Coast College

5/8/2025

Date



Dr. Elizabeth Dorn Parker, Board of Trustees President, Coast Community College District

5/21/2025

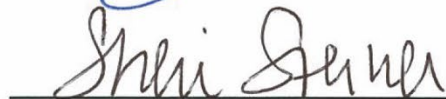
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Dr. Whitney Yamamura, Chancellor, Coast Community College District

5/23/25

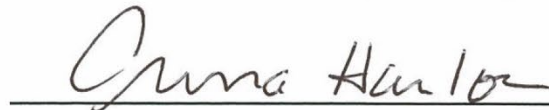
Date



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

5/8/2025

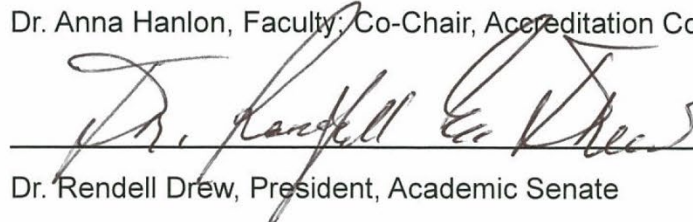
Date



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

5-8-2025

Date



Dr. Rendell Drew, President, Academic Senate

4/21/25

Date

Jeanette K. Grimm

Jeanette Grimm, President, Classified Senate

4-23-2025

Date

Vivian Le

Vivian Le, President, Student Senate

4/18/25

Date

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Forward to the Institutional Self-Evaluation Report

Orange Coast College's self-evaluation process provided a meaningful opportunity for institutional reflection, reaffirming its commitment to student success, equity and continuous improvement. Through this process, OCC identified key strengths and areas for growth, ensuring that its mission remains central to planning and decision-making.

A central theme that emerged is the College's commitment to inclusive academic excellence and innovation, which is embedded in its mission, practices, and planning efforts. The cross-functional alignment of the *Educational Master Plan (EMP)*, *Diversity, Equity, Inclusion, and Accessibility (DEIA) Plan*, and *Strategic Enrollment Management Plan (SEMP)* ensures equitable access and student success by addressing barriers along the student journey. In particular, OCC has taken meaningful steps to close equity gaps through data-informed decision-making, the expansion of equity-focused data coaching, the development of culturally responsive pedagogy, and the cultivation of cultural synergy. These efforts are further strengthened through student programming and supportive spaces that foster a sense of belonging for students.

OCC's deeply rooted governance and decision-making structures are evident, supported by the *Orange Coast College Decision-Making Document: A Guide to Planning and Governance (DMD)* and an inclusive participatory governance structure. This long-standing framework has fostered transparency, accountability, and cross-campus collaboration, strengthening institutional planning and resource allocation. A significant focus has been placed on ensuring data-informed decision-making, using disaggregated student data, program reviews, and institutional research to refine processes, allocate resources effectively, and improve student outcomes.

As part of its continuous improvement mindset, OCC's academic and student support programs reflect a strong commitment to high-quality education and holistic student support. The College regularly evaluates curriculum effectiveness, instructional modalities and student support structures to enhance learning experiences throughout the student's educational journey. Additionally, the expansion of supportive spaces on campus has further reinforced a sense of belonging and engagement for all students.

While OCC has made significant progress, this self-evaluation process also identified opportunities for continued innovation and improvement, including expanding equity-focused professional development; strengthening campus-wide communication and constituent engagement; and refining SEMP strategies to improve course scheduling efficiencies and remove barriers to persistence. These are areas of focus for the coming years.

By engaging in this meaningful and evidence-based self-evaluation process, OCC continues to demonstrate its commitment to institutional effectiveness, continuous quality improvement, and student-centered innovation in alignment with the Accreditation Commission for Community and Junior Colleges' (ACCJC) accreditation standards. Moving forward, the College remains dedicated to refining its strategies and practices to enhance equitable student success and academic excellence.

ORANGE COAST COLLEGE

Introduction

SERVING OUR COMMUNITY FOR OVER **75** YEARS

Introduction: Institutional Context

Orange Coast College's (OCC) 164-acre campus in Costa Mesa is just minutes from Southern California's beautiful beaches in Orange County. Part of the Coast Community College District (CCCCD), OCC offers fall, winter, spring, and summer classes. OCC's first permanent structure was the original Technology Building, built circa 1949, and today, the campus boasts nearly 100 buildings. OCC has continuously evolved to meet the needs of its students and community with innovative state-of-the-art facilities, including the College Center, Student Union, Community Planetarium, Kinesiology and Athletics building, Literature & Languages/Social & Behavioral Sciences building, Professional Mariner Training Center (located at the Waterfront Campus), and Chemistry building, built within the last five years. Unique to our community needs, the Waterfront Campus in Newport Beach has one of the nation's largest and most acclaimed public nautical programs. OCC is also the 12th community college to offer on-campus student housing (i.e., The Harbour at OCC), and the first to have a housing facility of this scale (over 300 apartments) serving students in an urban setting in Southern California.

OCC consistently ranks as one of the top colleges in the state and currently the top college in Orange County for the combined number of students it transfers to the University of California (435, 2022–23) and California State University (1,194, 2022–23) systems. Additionally, many OCC students go on to transfer to private colleges and universities within California and across the nation (506, 2022–2023). Annually, OCC awards a significant number of associates of arts (AA) and associates of science (AS) degrees (2,373, 2023–24) and certificates of achievement (2,885, 2023–24). OCC provides limitless opportunities in student life with a robust student government system, including 63 student clubs, 17 honors societies, and 24 intercollegiate athletic programs. OCC supports its 23,601 students annually with 246 full-time faculty, 555 part-time faculty, 283 classified professionals, 592 hourly/student workers, and 56 managers/administrators.

The CCCC service area encompasses 20 miles of the California coastline and is distinguished by its vibrant diversity, encompassing a rich blend of social, cultural, religious, and ethnic backgrounds. The service area is a 105 square mile area with approximately 720,000 residents. It encompasses ten communities: Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Midway City, Newport Beach, Seal Beach, Stanton, Sunset Beach, and Westminster. OCC's reach is well beyond CCCC's service area, serving 605 out-of-state students and 49% out-of-district students. Compared to California as a whole, OCC's service area is more diverse, particularly with the large representation of the Asian racial/ethnic group. Although the service area has a higher median salary and lower poverty rate compared to the state, there are still 9.2% of households in poverty, clustered within specific areas in the service areas cities. Within the service area, 89.6% of the population has a high school diploma or equivalent, higher than state figures. Slightly less than half the service area population has a bachelor's degree or higher. With the number of local high school graduates decreasing, OCC has been utilizing geospatial data analyses to help understand the areas within our service area that have educational needs at the community college level. Data is illustrated in Table 1.

Table 1. Demographic Profile of CCCD Service Area

DEMOGRAPHIC AREA	CALIFORNIA	OCC SERVICE CITIES
Race and Hispanic Origin		
White	34.7%	28.1%
Black or African American	5.4%	1.1%
American Indian and Alaska Native	0.4%	0.2%
Asian	15.1%	41.7%
Native Hawaiian and Pacific Islander	0.3%	0.3%
Two or More Races	4.1%	4.1%
Hispanic or Latine	39.4%	28.1%
Income and Poverty		
Median Household Income (in 2023 Inflation-adjusted dollars)	\$47,975	\$62,489
People in poverty (percent)	12.0%	9.2%
Education		
High School graduate or higher, percent of persons age, 25 years+	84.8%	89.6%
Bachelor's degree or higher, percent of persons age, 25 years+	37.5%	49.7%

The labor market of Orange County is bundled into eight main and two emerging clusters according to the OC Workforce Development Board (OCWDB). The main clusters are Business and Professional Services, FIRE (Finance, Insurance, Real Estate), Construction, Health Care, Information Technology, Logistics and Transportation, Manufacturing, and Hospitality and Tourism. The emerging clusters are Energy, Environment, and Green Technologies, and Biotechnology/Nanotechnology. In response to these clusters, OCC offers degrees and certificates in business, management, finance, real estate, construction, allied health professions, machine technology, electronics technology, engineering, computer information systems, computer science, hospitality, tourism, and culinary arts.

The College offers more than 137 academic and career programs. In the 2024–25 academic year, the College offered 1,912 courses and 333 awards, including 263 career education (CE) awards. These awards include 90 local degrees, 28 associate degrees for transfer, 150 certificates of achievement, 35 certificates of specialization, and 30 non-credit certificates.

OCC is a global institution where diverse cultures, traditions, and perspectives are celebrated in creating a rich and inclusive student learning experience. As a multicultural and multinational academic institution, OCC is a leader in international education, serving 873 international students representing about 63 countries, who account for close to 4% of the student population. To support OCC's diverse resident and non-resident student population, a robust Multicultural Center provides a welcoming environment and supportive place that collaboratively creates an energetic center of activity and "Cultural Synergy," which recognizes individual and cultural differences; respects cultural uniqueness; facilitates cross-cultural racial and ethnic interaction; and creates a physical space for teaching, learning, and appreciation of our diverse community.

The College's enrollment has seen a gradual decline since 2010–11, a trend that was further exacerbated by the impacts of the COVID-19 pandemic. Full-time equivalent students (FTES) began to rebound in 2022–23 and continued to increase. As of 2023–24, overall FTES increased by 2.9% to 14,154.18 compared to 2022–23. The increase was related to gains in resident FTES with a slight decline in non-resident FTES. OCC's annual unduplicated headcount for 2023–24 was 24,046 with 17,729 students in fall and 17,132 students in spring. Racial/ethnic diversity continues to increase among students. As illustrated in Table 2, the most prevalent racial/ethnic group among students was Hispanic/Latine (36.3%), followed by White (29.6%) and Asian (21.9%).

Table 2. 2023–2024 Racial/Ethnic Profile

Category	Count	Percentage
American Indian/Alaskan Native	46	0.2%
Asian	5,268	21.9%
Black or African American	479	2.0%
Filipino	328	1.4%
Hispanic or Latine	8,721	36.3%
White	7,120	29.6%
Pacific Islander	62	0.3%
Multiple races	1,348	5.6%
Unknown/Unreported	674	2.8%
Total	24,046	100.0%

The gender profile of students has changed over the past ten years with female students comprising the majority at 47.3% in 2023–24. In 2020–21, non-binary gender identity became a reporting option and students reporting non-binary identities have increased each year. Table 3 details OCC's 2023–24 gender profile.

Table 3. 2023–2024 Gender Profile

Category	Count	Percentage
Female	11,373	47.3%
Male	10,720	44.6%
Non-Binary	291	1.2%
Unknown/Unreported	1,662	6.9%
Total	24,046	100.0%

OCC's student population is predominantly young adults with 67.9% under the age of 25. Another 13% are in the 25–29 age range and 10.3% are in their 30's. The population over 40 years of age represents 9.0%.

Table 4. 2023–2024 Age Profile

Category	Count	Percentage
19 or less	7,325	30.5%
20 to 24	9,005	37.4%
25 to 29	3,058	12.7%
30 to 34	1,599	6.6%
35 to 39	884	3.7%
40 to 49	1,044	4.3%
50 +	1,131	4.7%
Total	24,046	100.0%

Most of OCC's student population are California residents at 88.7%. Foreign students represent 4.5%, with most of these students (n=873) being international students holding an F-1 Visa. Out-of-state students represent 2.4% of the total student population. Table 5 details the residency profile of the College.

Table 5. 2023–2024 Residency Profile

Category	Count	Percentage
AB 540 Waiver	344	1.4%
California Resident	21,335	88.7%
Foreign	1,093	4.5%
Military NR Exempt	22	0.1%
Non-Resident-Out of state	587	2.4%
Undetermined	600	2.5%
VACAA Non-Resident Fee	65	0.3%
Total	24,046	100.0%

OCC has historically drawn a large percentage of its students from outside its formal district boundaries with 48.7% from out of district, 47.6% from within district, and 3.7% unreported. Details of this profile can be found in Table 6.

Table 6. 2023–2024 In and Out of District Profile

Category	Count	Percentage
In-District	11,440	47.6%
Out-of-District	11,719	48.7%
Unreported	887	3.7%
Total	24,046	100.0%

Students come to OCC with a wide breadth of educational goals. Most students are interested in obtaining an associate degree with transfer (48.1%) or without transfer (9.8%) or to receive a bachelor's degree without an associate degree (6%). The next largest cluster of educational goals includes students pursuing career-related goals with a certificate only (5.7%), two-year career education degree (3.6%), preparing for new career (3.3%), advancing current job or career (1.6%), or maintaining a certificate or license (0.8%). Other goals include discovering career interests, completing GED/HS, noncredit courses, or improving basic skills. The distribution of educational goals is illustrated in Table 7.

Table 7. 2023–2024 Educational Goal

Category	Count	Percentage
4-year college student	722	3.0%
AA Degree w/out Transfer	2,368	9.8%
AA Degree w/Transfer Degree	11,564	48.1%
Advance current job/career	374	1.6%
Bachelor's Degree or higher	1,446	6.0%
Certificate Only	1,362	5.7%
Complete credits for GED/HS	173	0.7%
Discover Career Interests/Goal	473	2.0%
Improve basic skills	415	1.7%
Maintain License/Certificate	201	0.8%
Move from noncredit to credit	16	0.1%
Personal development/interest	748	3.1%
Preparing for a new career	801	3.3%
Two Year Career Education Degree	868	3.6%
Uncollected	1,270	5.3%
Undecided	1,245	5.2%
Total	24,046	100.0%

Since the pandemic, OCC has increased its online course enrollments. Before the pandemic, the College offered 8% of courses online. Currently, 32% of courses are offered online as either asynchronous (20.3%), synchronous online (3.4%), or hybrid (8.3%) modalities. Traditionally scheduled onsite courses remain the most common type of course scheduled, accounting for 64.7% of all courses offered. In addition to the growth in online modalities, dual enrollment and non-credit course offerings are expanding. Table 8 outlines the distribution of course enrollments by session types and modalities.

Table 8. Fall 2023 Enrollments by Session Type and Modality of Courses

Session Type and Modality	Seat Count	Percentage
Traditional Onsite	33,962	64.7%
Asynchronous Online	10,665	20.3%
Hybrid (Online/Traditional)	4,354	8.3%
Synchronous Online	1,776	3.4%
Non-Credit	1,537	2.9%
Dual Enrollment/High School	136	0.3%
Self-Paced/Audit/Independent Study	79	0.1%
Total	52,505	100.0%

Addressing students' financial, special, and basic needs is of utmost importance. In the 2024–25 academic year, 42% of all students received either state or federal financial aid. OCC's diverse student population is also supported by an array of special programs and services, including a robust scholarship program funded through the OCC Foundation. These programs and services meet students where they are, providing customized services geared toward inclusive excellence and completion. Table 9 details the distribution of special populations in Fall 2023.

Table 9. Special Populations

Population	Count	Percentage
First-Generation	1,752	9.9%
Extended Opportunity Programs & Services (EOPS)	858	4.8%
Disability	556	3.1%
Veteran	346	2.0%
Concurrently Enrolled K-12	299	1.7%
CalWORKs	113	0.6%
Foster Youth	89	0.5%
Military	53	0.3%
CARE	22	0.1%

Approximately 63% of OCC's student population reported at least one form of basic need, according to the 2023 *Real College CA Survey*. Specifically, students reported experiencing housing insecurity (42%), food insecurity (44%), and homelessness (15%) in the last year. When student characteristics were analyzed, many vulnerable populations experienced the highest basic needs (e.g., formerly incarcerated individuals, single parents).

ORANGE COAST COLLEGE

Standard 1:

Mission and Institutional
Effectiveness

SERVING OUR COMMUNITY FOR OVER **75** YEARS

Standard 1: Institutional Mission and Effectiveness:

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1 The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

Actions and Alignment with the Standard

Orange Coast College's (OCC) vision, mission, goals, and institutional planning align with Coast Community College District (CCCD) board policies (BP) (BP 1200: *District Mission*; BP 3250: *Institutional Planning*) ([1.1.01](#), [1.1.02](#)). OCC's mission statement powerfully reflects a strong commitment to its vision of being the standard of excellence in transforming lives through education.

Orange Coast College serves the educational needs of a diverse local and global community. The College empowers students to achieve their goals by providing high-quality, culturally responsive, and innovative programs and services through pathways leading to degrees, transfers, certificates, foundational skills, workforce development, and lifelong learning. The College promotes student development, learning, and equitable outcomes by fostering a respectful, inclusive, caring, and participatory campus climate of student engagement and academic inquiry.

The College's mission is further articulated by its values and goals, represented by the acronym C-L-A-S-S.

COMMUNITY – Foster an inclusive, diverse, race-conscious, and equitable campus culture through growing partnerships with local and global communities.

LEARNING – Equitably engage all students in an inclusive, high-quality education geared towards maximizing their knowledge and lived experiences and facilitating the completion of their goals.

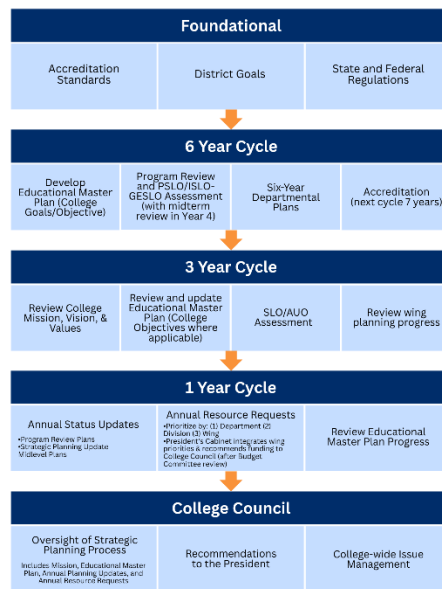
ACCESS & EQUITY – Create equitable access through effective and innovative pathways, programs, and services that results in increased student success.

STEWARDSHIP – Create, sustain, and improve programs, physical and human resources, infrastructure, and processes that ensure accountability, long-term viability, continuous improvement, equity, and environmental sustainability.

STUDENT AND EMPLOYEE ENGAGEMENT – Foster a culture of care leading to meaningful connections, collaborative participation, and supportive spaces among people, places, and ideas within the College.

The mission statement's values and goals are operationalized in the *Educational Master Plan* (EMP) and further supported by the *Diversity, Equity, Inclusion, and Accessibility* (DEIA) Plan, *Strategic Enrollment Management Plan* (SEMP), *Coast Community College District (CCCD) 2045 Facilities Plan*, and the *Student Equity and Achievement* (SEA) Plan ([1.1.03](#), [1.1.04](#), [1.1.05](#), [1.1.06](#), [1.1.07](#)). Critical processes for decision-making that support the implementation of these plans are outlined in the *Orange Coast College Decision-Making Document: A Guide to Planning and Governance* (DMD) ([1.1.08](#)). The objectives and action items within these plans ensure the College's ongoing commitment to achieving equitable access and outcomes, expanding educational opportunities, and increasing success among students. The mission statement is reviewed every three years in tandem with the College's regular evaluation of progress towards institutional goals and values, ensuring continued alignment with the evolving needs of the College and the community served. The mission review process is deeply rooted in the participatory governance structure, and any proposed changes are reviewed and endorsed by the Board of Trustees ([1.1.09](#)). OCC's Strategic Planning Process, as described in the DMD, is illustrated in Figure 1 below.

Figure 1. OCC's Strategic Planning Process



A comprehensive, broad-based process for developing OCC's values and goals included a critical reflection on the College's community and student demographics, community and prospective student needs, employer trends and labor market needs, student performance and achievement gaps, and student and employee engagement ([1.1.10](#), [1.1.11](#)). Through extensive data analysis and campus-wide dialogue about the mission, the College identified the need for a stronger focus on diversity, equity, inclusion, and accessibility (DEIA). This insight catalyzed significant updates in the 2021–2027 *Educational Master Plan* (EMP).

As part of the 2021 mission statement revision process, the College Council amplified its commitment to equitable student outcomes, support, and learning. The initial review revealed a need for a more explicit emphasis on DEIA within the mission. In response, the College Council revised the EMP to reflect this focus, establishing an expanded DEIA foundation to support an equity-focused mission statement. To ensure full integration, the formal revision to the mission statement was delayed until the completion of the 2021–2027. The mission statement was reviewed again during the EMP midpoint review in Spring 2025 with no recommended changes ([1.1.12](#)).

Simultaneous to the dialogue and resulting changes in the 2021–2027 EMP, the College established a President's Task Force on Diversity, Equity, and Inclusion ([1.1.13](#)). This task force, composed of representatives from all constituent groups, analyzed demographic data, student achievement metrics, and survey results to identify key areas of focus aligned with the College's mission and EMP. These focus areas informed the development of the formal framework and action plans comprising the *Diversity, Equity, Inclusion, and Accessibility (DEIA) Plan* ([1.1.14](#)).

The revised mission statement, EMP, and DEIA Plan directly enhanced OCC's continuous improvement processes and professional development efforts aimed at closing achievement gaps among historically underserved groups and fostering inclusive environments. For example, both comprehensive and midterm program reviews now require departments to identify how their program aligns with the mission, a connection that informs planning and resource allocation processes ([1.1.15](#)). Comprehensive and midterm program reviews also include an intentional design, supported by improved prompts and disaggregated data, focused on identifying and reducing performance and service gaps. Results are then used to develop actions to mitigate identified areas of disproportionate impact.

Additionally, the *Strategic Enrollment Management Plan* (SEMP) articulates strategies to better serve prospective and current students along the application-to-completion pipeline, with a focus on addressing barriers and promoting equitable student outcomes. Together, these plans and processes bring OCC's commitment to equity, educational opportunity, and success to the forefront of its planning culture.

Advancing the Mission

The EMP, SEA Plan, Facilities Plan, and DMD collectively establish an intentionally designed structure for campus-wide, coordinated efforts centered on OCC's mission, values, and goals. The alignment and interconnectivity of these foundational plans elucidated the need to strengthen the College's DEIA and SEMP plan. The College's first DEIA Plan included the creation of a participatory governance committee structure for implementation and oversight, which resulted in the formation of the DEIA Committee ([1.1.16](#), [1.1.17](#)). As part of this process, it was recognized that the oversight of the SEA Plan would benefit from this structure, and it was added to the DEIA Committee's purview. The development of the SEMP was led by the Student Success and Enrollment Committee, which grounded its work in the College's mission, values, and goals, with an explicit expectation to close equity and achievement gaps ([1.1.18](#)). As these strategic plans are implemented, the College is actively integrating them into its formal continuous improvement processes, providing sustained alignment with institutional priorities and accountability across planning efforts.

1.2 The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Actions and Alignment with the Standard

The College uses a collaborative and inclusive process for developing institutional goals, objectives, and strategic plans. Institutional goal planning is conducted in alignment with Coast Community College District (CCCD) board policy (BP 3250: *Institutional Planning*) ([1.2.01](#)). The process begins with a thoughtful reflection of where the College has been, its current state, and where the College aspires to go — guided by the forward-thinking principles of *Future Search* methods (Weisbord & Janoff, 2010) ([1.2.02](#)). The College's master planning process emphasizes valuing diverse perspectives and working collaboratively towards common goals through open dialogue and shared understanding ([1.2.03](#)). All constituent groups are involved as stakeholders and utilize critical data (e.g., planning assumptions from internal and external scans, core indicators) to inform reflection and guide dialogue within the *Future Search* framework ([1.2.04](#), [1.2.05](#), [1.2.06](#), [1.2.07](#)). OCC's planning assumptions are developed by the Institutional Effectiveness Committee using internal and external environmental scan data to ensure responsiveness to the community served. OCC's plans are built, reviewed, and revised using qualitative and quantitative data, and refined through campus-wide dialogue, collectively forming a foundation for the College's integrated planning processes.

Institutional goal development processes result in clearly articulated goals and measurable, actionable objectives. Strategic plans include aligned action items that link key initiatives directly to institutional goals. OCC monitors progress toward meeting its goals through several mechanisms. First, the College has developed measures that include minimum and aspirational targets aligned with institutional goals, which are outlined as core indicators for College and District plans ([1.2.08](#), [1.2.09](#)). The extent to which these targets are met highlights areas of strength and opportunities. Second, OCC reviews department strategies that support progress toward achieving specific institutional goals ([1.2.10](#)). Department strategies are created as a result of program review or outcomes assessment and updated annually. The status of strategies aligned with institutional goals is discussed by the College Council ([1.2.11](#), [1.2.12](#)). Third, the recent strategic plans (i.e., DEIA Plan and SEMP) more specifically outline actions and expectations to further advance specific institutional goals.

Advancing Institutional Goals

OCC has found that engaging the broader campus in the development and review of its mission, goals, values, and strategic plans fosters diverse perspectives, promotes shared ownership, and yields more effective and successful outcomes. The College relies on *Future Search* methods (Weisbord & Janoff, 2010) for their collaborative and common-ground approach to eliciting ambitious, innovative goals and developing responsive plans for complex organizations. While this method may take more time, OCC has learned that it leads to more meaningful, robust, and actionable outcomes that promote and advance institutional goals. Institutional goals and related plans are an organic and natural expression of OCC's priorities, developed with wide participation, shared commitment, and broad support. Through these methods, equity and inclusion have been intentionally and systematically infused into the College's institutional goals and across all strategic planning efforts.

1.3 The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Actions and Alignment with the Standard

OCC has identified institution-set standards and core indicators in alignment with Coast Community College District (CCCD) board policy (BP 3250: *Institutional Planning*) ([1.3.01](#), [1.3.02](#)). These standards and indicators are reviewed and revised annually by the Institutional Effectiveness (IE) Committee, endorsed by the College Council, communicated to the college community through the participatory governance councils (PGCs), and posted on the OCC website ([1.3.03](#), [1.3.04](#), [1.3.05](#)). These metrics align with the College's mission, *Educational Master Plan* (EMP), *Student Equity and Achievement* (SEA) Plan, and statewide goals (i.e., CCCCO Vision 2030). The indicators comprise a comprehensive set of student achievement metrics, including success rates, degree and certificate completion, transfer numbers, employment rates, and licensure pass rates. These indicators also include measures of student and employee engagement, such as the *Community College Survey of Student Engagement* (CCSSE) and *Personal Assessment of the College Environment* (PACE). All indicators are accompanied by both baseline thresholds and aspirational targets. Program award completion, employment rates, and licensure pass rates also have program-set standards ([1.3.06](#), [1.3.07](#), [1.3.08](#)). Equity-based indicators are evaluated for disproportionate impact, and strategies to address gaps are outlined by student population in the SEA Plan ([1.3.09](#)). Trends in institution-set standards and core indicators are monitored to identify areas of success, highlight opportunities for growth, and inform strategic planning priorities.

One example of how the College holds itself accountable at the department level is through the use of program-set standards (for instructional programs only). To further advance equitable completion rates, faculty have identified program-set standards for their department's degrees, certificates, licensure rates, and employment rates. Program-set standards are reviewed during program review and the annual planning process ([1.3.10](#), [1.3.11](#), [1.3.12](#), [1.3.13](#), [1.3.14](#)). When a metric's value falls below established standards, departments analyze potential factors that impact student completion (e.g., bottleneck courses, navigational challenges, or obsolescence). Based on these evaluations, departments identify improvement or follow-up strategies, which may be included as annual planning strategies.

Additionally, during program review, departments are given student characteristic data disaggregated by race/ethnicity, gender, and special populations (e.g., veterans, economically disadvantaged, foster youth) ([1.3.15](#)). Achievement data are also disaggregated by race/ethnicity, gender, and modality ([1.3.16](#)). The review, analysis, and discussion of these data guide departments in developing planning strategies that foster improvement, innovation, and equity in achieving institutional goals ([1.3.17](#), [1.3.18](#)). The College also uses student-voice data to assess progress toward its mission. Tools such as the CCSSE, *Real College CA Survey* (basic needs), and Student Services point-of-service surveys provide valuable insights. The results from these surveys are incorporated into college-wide assessment efforts and inform program review and planning ([1.3.19](#), [1.3.20](#), [1.3.21](#), [1.3.22](#), [1.3.23](#)).

Advancing Mission Achievement

In the College's 2021 review of its mission and institutional goal progress, the College Council revised its mission statement to intentionally add a focus on closing equity gaps, based on the persistent disparities observed among its indicators. More specifically, the review of disaggregated data among special population groups and equity gaps identified in the SEA Plan indicators — including metrics such as access, retention, English/Math completion, overall completion, and transfer — prompted the College to sharpen its focus on equity. This led to the revision of the College's values, changing "Access" to "Access & Equity," and incorporating the goal of closing equity gaps into related EMP objectives ([1.3.24](#)). These data-informed EMP revisions also informed the development of the goals, objectives, and action plans in the DEIA Plan.

One focus area that emerged in the DEIA Plan was the need to build a campus-wide, equity-focused culture around disaggregated data, articulated in Goal 6, "Evolve and Expand Robust Data-Informed Culture Designed to Address and Close Educational Equity Gaps ([1.3.25](#))." In support of this goal, the College launched an equity-focused data coaching program in the summer of 2023, designed for faculty, classified professionals, and managers. The program aimed to strengthen equity-minded decision-making by enhancing participants' abilities to identify disproportionately impacted student groups and develop action plans to close equity gaps ([1.3.26](#), [1.3.27](#), [1.3.28](#)). Modeled after a successful initiative at Santa Monica College, the program consists of a 20-hour workshop series for three constituent cohorts — faculty, classified professionals, and managers — focused on developing a common equity mindset, shared language, disaggregated data skills, and inquiry tools ([1.3.29](#)). As of December 2024, a total of two cohorts from each constituent group have completed the program: 26 faculty, 30 classified professionals, and 16 managers. Additionally, the Academic Senate developed grant-funded professional development activities to inform and train faculty on classroom-based techniques to mitigate gaps. Examples include evidence-based practices to support historically marginalized students, such as liquid syllabi and culturally responsive pedagogy ([1.3.30](#)). During the 2023–24 academic year, approximately 111 faculty members participated in these activities.

After the 2017–2020 assessment cycle, feedback from the *Comprehensive Evaluation of Processes* (CEP) indicated a need for additional disaggregation of student achievement and learning outcomes data to better identify groups of disproportionately impacted students and more effectively address achievement gaps ([1.3.31](#), [1.3.32](#), [1.3.33](#)). CEP feedback also highlighted the need for greater accessibility to demographic data about students and employees to enable reflective analysis of how employee diversity aligns with demographics of the student population. In response, the College developed a variety of dashboards providing faculty, managers, and classified professionals with on-demand access to student demographics, assessment outcomes, achievement data, and disaggregated employee demographic data through the College's internal dashboard portal ([1.3.34](#)). The CEP further emphasized the value of incorporating student perspectives throughout the educational journey using the Guided Pathways framework. This resulted in reimagining Comprehensive Program Review to incorporate and align review items with the four pillars of Guided Pathways ([1.3.35](#), [1.3.36](#), [1.3.37](#), [1.3.38](#), [1.3.39](#)). This provides a more meaningful evaluation of department achievements by providing a framework, inclusive of both quantitative and qualitative data, which amplifies the student voice. As a result of the College's evolution, the culture has changed from simply accepting disaggregated data to actively expecting it, including at deeper levels of disaggregation. Based on analysis of disaggregated data, the College has established or expanded a number of targeted programs to support special populations. These include Pirates' Cove, Guardian Scholars Program, Umoja, Counseling Latin@s for Equity & Engagement at

Orange Coast College (CLEEO Project), Multicultural Center, and Providing Resources to Encourage Student-Athlete Success (PRESS).

In addition, instructional faculty receive disaggregated performance and outcome data during program reviews and are asked to identify achievement gaps and outline actions to address them. The Office of Institutional Effectiveness Faculty Coordinators have created planning strategy templates aligned with common culturally responsive curriculum and pedagogy practices to guide faculty in addressing identified gaps ([1.3.40](#)). These strategies aim to convert an identified gap into an actionable plan. For instance, professional development on culturally responsive pedagogy or classroom methods is a potential strategy faculty may consider employing to work toward closing achievement gaps.

The College has learned that to effectively use and monitor disaggregated data, the data needs to be easily accessible to practitioners. To support this, the College continues to expand data-on-demand methods, including regularly updated dashboards, to increase timely access to data-supported decision-making. Dashboard examples include: *Student Profiles by CRN*, offering demographic data such as race/ethnicity, gender, educational goal, and special population enrollment; *Degrees and Certificates*, presenting the number of program awards disaggregated by race/ethnicity, allowing faculty to identify completion gaps; and *Community College Survey of Student Engagement (CCSSE)*, reporting benchmark data for Faculty-Student Interaction and Support for Learners ([1.3.41](#), [1.3.42](#), [1.3.43](#)).

1.4 The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

Actions and Alignment with the Standard

Institutional plans are directly aligned with the College's and Coast Community College District's (CCCD) mission, including the *Educational Master Plan (EMP)*, *Orange Coast College Decision Making Document: A Guide to Planning and Governance (DMD)*, *Coast Community College District (CCCD) 2045 Facilities Plan, Diversity, Equity, Inclusion, and Accessibility (DEIA) Plan, Strategic Enrollment Management Plan (SEMP)*, and *Student Equity and Achievement (SEA) Plan* ([1.4.01](#), [1.4.02](#), [1.4.03](#), [1.4.04](#), [1.4.05](#), [1.4.06](#), [1.4.07](#)). All planning and resource allocation efforts are aligned with CCCD board policy (BP 3250 - *Institutional Planning*) ([1.4.08](#)). Department-level processes are systematically implemented, contribute to, and align with the College's overarching plans ([1.4.09](#)). Outcome assessment and program review are the evaluative components that form the basis for department planning strategies and also guide resource allocation to support institutional priorities.

A comprehensive program review process, which includes analysis of learning outcome data and student success metrics, occurs every six years, with a midterm report in year four ([1.4.10](#), [1.4.11](#)). OCC's outcome assessment processes occur within a three-year cycle and are linked to program reviews. Area-specific surveys, such as the campus-wide IT Survey, the *Community College Survey of Student Engagement (CCSSE)*, service area point-of-service surveys, and key performance indicator (KPI) surveys, are conducted to gather targeted feedback from employees and students in support of the assessment of Administrative Unit Outcomes (AUOs) ([1.4.12](#)). Program review informs long-term department planning, annual planning strategy updates, and Annual Resource Requests (ARRs) ([1.4.13](#)). These integrated processes provide

a common pathway for all departments to develop innovative ideas and improvements that highlight their specific department needs, potentially leading to resource allocation.

Participation in outcomes assessment, program review, and annual planning processes is robust ([1.4.14](#)). OCC has a longstanding culture of all programs and services participating, with rare exceptions typically due to extenuating circumstances. Program review, outcomes assessment, planning, and resource requests are managed through a common planning platform, *Nuventive Solutions*. Progress dashboards are available to the entire campus and are regularly discussed at planning councils ([1.4.15](#)). Program review informs planning and the submission of ARRs, ensuring an integrated approach to resource allocation while enhancing programs and services. ARRs undergo a multi-level prioritization process, which includes the review of technology, equipment, and facility requests by the Technology and Facilities Planning Committees to provide feedback on the alignment with the *Coast Community College District Strategic Technology Plan 2022–25* and *Coast Community College District (CCCD) 2045 Facilities Plan* ([1.4.16](#)). With an intentional focus on gaps in learning and services embedded in continuous improvement processes, the expectation is to create planning strategies to address any identified gaps ([1.4.17](#), [1.4.18](#), [1.4.19](#)).

The College has a culture of assessment, including regular evaluation of its continuous improvement processes. Every three to four years, the College conducts a *Comprehensive Evaluation of Processes* (CEP) ([1.4.20](#), [1.4.21](#)). This evaluation provides a forum for campus-wide feedback on the relevance and quality of processes. Managed by the Office of Institutional Effectiveness, the CEP methodology varies by cycle and has included structured interviews with governance groups and constituents, quantitative campus-wide surveys, and qualitative feedback mechanisms to collect feedback on assessment, program review, and planning processes ([1.4.22](#), [1.4.23](#), [1.4.24](#)). Qualitative data from open-ended questions are thematically analyzed, providing valuable insights for improvement. Recommendations for process improvement are developed based on this analysis and are reviewed and endorsed by the Academic Senate and Institutional Effectiveness Committee ([1.4.25](#), [1.4.26](#)). Committees also conduct their own evaluation of the planning processes they oversee through debriefing sessions after each cycle or year. One such example is the faculty hiring prioritization process, which is implemented and evaluated by a subcommittee of the Instructional Planning Council ([1.4.27](#)). Over time, feedback from these evaluations has informed the addition of new metrics and criteria used to rank faculty hiring priorities ([1.4.28](#)).

OCC's integrated planning processes ensure resources are allocated to mission-critical functions through a transparent, multi-level prioritization structure ([1.4.29](#)). The process begins at the department level (where needs are identified), proceeds to the division level for input, and continues to the respective wing planning councils (Student Services, Administrative Services, Instruction, and President's area). Each council reviews requests through an institutional lens to align with the College's mission and institutional priorities. Resource requests are then prioritized across all areas by the President's Cabinet and then reviewed and endorsed by the College Council, ensuring transparency in decision-making ([1.4.30](#)). To close the communication loop, the Office of the President communicates final prioritization and funding decisions to the college community and posts them on the College Council's internal portal. The prioritization process begins each spring, with final funding decisions made in late fall of the same calendar year. This process ensures funding is directed toward top priorities with a campus-wide lens that aligns with the mission and institutional goals. It supports innovation by allowing for prioritization of resources necessary for specialized labs, courses, equipment, programs, and services. The process results in substantial financial investment. For example, in 2024–25 fiscal year, OCC funded ARRs totaling \$4,856,639 (one-time funds) from various

sources. This included funding for equipment (\$1,465,700), facilities (\$2,116,000), technology (\$670,970), and other/supplies (\$383,650). The College's funding priorities for 2024–25 included health and safety, critical facility renovations, organizational efficiency, enrollment and retention initiatives, student basic needs and support, student access to technology, instructional classroom/lab needs, and professional development for equity and inclusion ([1.4.31](#), [1.4.32](#), [1.4.33](#), [1.4.34](#), [1.4.35](#), [1.4.36](#)).

Advancing Systematic Planning and Evaluation

OCC's integrated continuous improvement processes are developed and refined through campus-wide dialogue, feedback, recommendations for improvement, constituency group ownership, and transparency. As part of OCC's focus on DEIA, these processes now integrate DEIA elements to support the continuous improvement of departmental goals ([1.4.37](#), [1.4.38](#)). The processes blend quantitative data with practitioners' experience, relying on those closest to the work to provide perspectives and context to the data, as well as innovate and improve programs and services. OCC will continue to evaluate its strategic plans to ensure alignment with the College's mission, values, and goals.

The College remains committed to regularly engaging in its established, integrated evaluation and planning processes, which received a commendation from the 2019 ACCJC Peer Review team ([1.4.39](#)). One area of ongoing focus is the disaggregation of course student learning outcomes (CSLOs) and Administrative Unit Outcomes (AUOs) ([1.4.40](#)). The College is currently exploring methods for leveraging existing technologies, such as Canvas, to provide faculty with tools for collecting CSLOs disaggregated by equity groups. This effort is aimed at more effectively identifying and closing equity gaps. In parallel, campus support areas have implemented a standardized AUO assessment process across all departments, creating a consistent framework for monitoring AUO and Key Performance Indicators (KPIs) throughout the College ([1.4.41](#)). As part of its commitment to continuous improvement, the College plans to continue to refine data collection and analysis practices to better measure the impact of changes. OCC's culture has continued to evolve, with an increasing emphasis on the need for more precise, actionable data that is intentionally integrated into decision-making and resource allocation processes.

1.5 The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Actions and Alignment with the Standard

OCC connects with the external community and stakeholders via its public website, providing salient information that illustrates its mission, goals, and outcomes. All efforts are aligned with Coast Community College District (CCCD) board policy (BP 3250 - *Institutional Planning*) ([1.5.01](#)). In addition to posting the vision statement, mission statement, and college goals and objectives, the College posts its institutional priorities in critical planning documents, such as the *Educational Master Plan* (EMP), *Diversity, Equity, Inclusion, and Accessibility* (DEIA) Plan, and *Strategic Enrollment Management Plan* (SEMP). Student population, demographics, enrollment, and achievement trend data are publicly available via the *OCC Atlas*, prominently located on the

College's website. Additionally, OCC's benchmarks and performance on its institution-set standards and core indicators, which are aligned with its mission, are published in the *Core Indicator Report*, accessed from the homepage ([1.5.02](#)). Summaries of each department's Comprehensive and Midterm Program Reviews are also available online. The College communicates progress through public presentations at external events to community organizations and local chambers. The *OCC Magazine*, mailed to stakeholders, along with key information shared via social media platforms (e.g., YouTube, Instagram), extends OCC's public outreach. The College's Marketing and Public Relations department produces press releases, *The Tide Report* (for retirees), and various communication tools to share institutional progress, key performance data, student programs, and student accomplishments. In addition, the Board of Trustees receives annual and biennial presentations on the College's progress on a variety of indicators, such as core indicators, equity indicators, and Career Education biennial reports. The Board of Trustees also receives regular program highlight presentations.

The College ensures clear communication with the internal campus community by making a wide range of reports available through the OCC Portal, accessible to all employees with a campus login ([1.5.03](#)). Each college department and participatory governance committee maintains a portal site to curate important documents, such as agendas, meeting minutes, and related materials, demonstrating work aligned with the mission, institutional priorities, and continuous improvement processes. Program review summaries are available on the public website, showcasing each department's areas of strength and opportunities. The Office of Institutional Effectiveness publishes a wide array of data dashboards highlighting departmental progress on student achievement, core indicators, outcomes assessment, and student characteristics ([1.5.04](#)). Additionally, progress is communicated to the campus via multiple methods, such as the President's weekly email messages and FLEX Day presentations; presentations to participatory governance groups and Senates; departmental, division, and wing meetings; the *Coast to Coast* (weekly employee e-newsletter); and campus plans and reports such as the *Educational Master Plan* (EMP), *Student Equity and Achievement* (SEA) Plan, and the *District-Wide Strategic Plan* ([1.5.05](#), [1.5.06](#), [1.5.07](#), [1.5.08](#)).

Advancing Regular Communication

OCC is committed to fostering transparency by openly sharing its strengths, areas of opportunity, and outcomes. External communications have strengthened ties with local community partners, resulting in support for facilities and programs through external stakeholder funding, such as Measure C and Measure M local bonds. The College's focus on showcasing successes has fostered strong partnerships with external organizations and private funders. For example, a private foundation awarded OCC \$1.7 million to strengthen high school-to-college pathways in Allied Health, Construction, Welding, and Professional Mariners programs.

Internal communication of the College's progress and areas of opportunity often takes center stage during campus governance discussions. These open dialogues have been instrumental in fostering a cultural shift, with more campus members embracing a focus on equity and inclusion. This shift has paved the way for the prioritization and implementation of initiatives such as the DEIA Plan, Caring Campus, the Academic Senate's Culturally Responsive Pedagogy workshops, and equity-focused data coaching ([1.5.09](#), [1.5.10](#), [1.5.11](#), [1.5.12](#), [1.5.13](#)).

While the OCC Portal serves as a valuable communication resource and repository for departments and committees, it is largely a passive source of communication. Opportunities for improvement in sharing progress on mission and goals have been identified through the Committee Self-Evaluation process, conducted on a three-year cycle ([1.5.14](#)). Previous efforts — such as the monthly participatory governance newsletter — did not achieve the intended

impact ([1.5.15](#)). As a result, participatory governance committees (PGCs) are actively exploring more effective communication strategies, with the College Council discussing campus-wide solutions ([1.5.16](#)).

Survey results and campus dialogue confirm the need for better communication strategies that reach all constituents — particularly students and classified professionals — in a variety of College-related areas ([1.5.17](#)). While student voices are increasingly present in PGC meetings, students often struggle to find time to participate consistently. The College is exploring ways to solicit student input more frequently and effectively. For example, student feedback on the ISER was solicited via a presentation to the ASOCC Senate and E-board ([1.5.18](#)). The presentation explained the accreditation process, ACCJC standards, and how the College was incorporating feedback, followed by an invitation to participate. In conclusion, the College recognizes the ongoing need to strengthen internal communication to ensure that progress on institution-set standards, core indicators, and institutional goals is clearly and consistently shared across the campus.

ORANGE COAST COLLEGE

Standard 2:

Student Success

SERVING OUR COMMUNITY FOR OVER **75** YEARS

Standard 2: Student Success:

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 13)

Actions and Alignment with the Standard

Curriculum development is the purview of the faculty under the leadership of the Curriculum Committee, a subcommittee of the Academic Senate (AS), in alignment with Coast Community College District (CCCD) board policies and administrative procedures (BP/AP 4020: *Program Curriculum and Course Development*; AP 4105: *Distance Education*; BP 4025: *Philosophy and Criteria for Associate Degrees and General Education*; BP 4100: *Graduation Requirements for Degrees and Certificates*) ([2.1.01](#), [2.1.02](#), [2.1.03](#), [2.1.04](#), [2.1.05](#)). The Curriculum Committee oversees all Orange Coast College's (OCC) curricula, including degree and certificate requirements, prerequisites, placement of courses within OCC's general education patterns, and placement of courses within disciplines. Curriculum design and development are guided by the California Community College Chancellor's Office's (CCCCO) *Program and Course Approval Handbook*, which provides California community colleges with general guidelines aligned with the California Education Code and generally accepted practices in higher education ([2.1.06](#)). Career Education (CE) programs are additionally reviewed by the Orange County Regional Consortium (OCRC) to ensure the labor market warrants the program. This structure ensures that the College complies with local, state, and federal regulations regarding instruction, modalities, and curriculum.

OCC has implemented systematic processes for review, evaluation, and revision to ensure the curricula remains current and relevant. These processes ensure that the curricula aligns with OCC's mission, responds to evolving educational needs, incorporates emerging trends in disciplines/fields and modalities, and addresses the needs and aspirations of students in compliance with California Title 5 regulations. All courses and programs undergo review every six years during Comprehensive Program Review (CPR) ([2.1.07](#)). Although curriculum is formally reviewed in CPR, curriculum revisions may be initiated at any time in response to changes in industry trends, transfer requirements, or legislated mandates. Departments confirm their alignment with the College mission through both Comprehensive and Midterm Program Reviews (CPR/MPR) ([2.1.08](#)). These processes support the Curriculum Committee's approved curricula for various career education (CE) and transfer credit programs. Tuition-free noncredit courses and programs have also been established to meet the local community's needs, including programs in English language, basic computer skills, health care, and community

health offered to support local residents, helping to enhance skills and advance job opportunities.

Curriculum processes, including ensuring courses and programs align with the OCC mission, are outlined in the Curriculum Committee Handbook ([2.1.09](#)). For distance education (DE), the Curriculum Committee reviews and approves the DE addenda for both synchronous and asynchronous modalities ([2.1.10](#), [2.1.11](#)). Before a course can be offered online, faculty must provide a rationale for DE delivery. The DE addenda also require faculty members to identify how instructors will meet the federal requirement of regular and substantive interaction (RSI) between faculty and students to support student success and equitable outcomes.

The Curriculum Committee also reviews and approves course- and program-level student learning outcomes (CSLOs/PSLOs). This ensures CSLOs are accurately reflected in the course outline of record and that PSLOs, program descriptions, and sequences are correctly published in the OCC catalog ([2.1.12](#)). These efforts result in curricula that aligns with the College's mission, upholds rigorous academic standards, complies with regulatory requirements (e.g., local, state, and federal), and prepares students for success in their chosen careers or additional education.

Advancing Curriculum

OCC has developed a comprehensive curriculum aligned with its mission statement and reflective of high-quality, culturally responsive, and innovative programs and courses ([2.1.13](#)). Results from the department-to-mission mapping conducted during CPR and the most recent MPR show strong alignment: 79% of programs align with transfer, 63% with CE, 56% with foundational skills, 54% with workforce development, and 82% with lifelong learning ([2.1.14](#), [2.1.15](#)). These findings indicate a mission-driven curriculum that supports quality, innovation, and cultural responsiveness across disciplines and programs.

Through established curriculum design, development, and approval processes, OCC provides clear pathways for students to achieve educational goals across a breadth of CE and transfer programs ([2.1.16](#)). The wide range of course offerings ensure students can access various subjects and explore their interests via courses that are accessible and relevant to their diverse backgrounds. Through these established processes, CE programs also meet external industry accreditation standards (as appropriate). The curriculum process facilitates the development of courses and programs that articulate with and transfer to four-year universities, thus broadening student access to higher education ([2.1.17](#), [2.1.18](#)).

Continuous evaluation and improvement of curricular design and development are critical to equitable student success, as outlined in the College's mission. By embedding curriculum review within the CPR process, the College ensures regular and systematic review for appropriate breadth, depth, and rigor. The recent MPR prompts faculty to consider curricular changes to reduce equity gaps by analyzing disaggregated course and program data, which are infused throughout the program review ([2.1.19](#)). Departments identifying potential equity-focused curriculum revisions are reported to the Curriculum Committee for follow-up and support ([2.1.20](#)).

The Curriculum Committee continues to enhance curricular design processes to better accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students. The Curriculum Committee examines submitted course outlines of record to ensure inclusive language, instructional methods, and materials. It also provides guidance and sample language for integrating diversity, equity, and inclusion into course outlines of record. To support this effort, the Curriculum Committee advocated for a DEI

integration feature within the new curriculum management software and continues to refine examples of incorporating diversity, equity, and inclusion into the course outline of record ([2.1.21](#)). This effort is still in progress. Overall, OCC's curriculum design promotes equitable student success by providing students with access to high-quality, inclusive, mission-aligned educational opportunities to advance — empowering students from all backgrounds to thrive academically and professionally — regardless of their background or circumstances.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

Actions and Alignment with the Standard

The College adheres to Coast Community College District (CCCD) board policies and administrative procedures (BP/AP 4020: *Program Curriculum and Course Development*; AP 4105: *Distance Education*; BP 7120: *Employee Recruitment and Selection*; AP 7120C: *Faculty Hiring*) in establishing that appropriate stakeholders design and deliver academic programs ([2.2.01](#), [2.2.02](#), [2.2.03](#), [2.2.04](#), [2.2.05](#)). Faculty have primacy over curriculum design and development; this responsibility is stipulated in the faculty job description and outlined in the Curriculum Handbook ([2.2.06](#), [2.2.07](#)). All course and program changes are reviewed and approved by the Curriculum Committee, which includes faculty representation from each division to ensure broad disciplinary perspectives. Orange Coast College (OCC) also engages with industry professionals, students, and other relevant stakeholders to ensure that the curriculum reflects current industry standards, emerging trends in disciplines, and the needs of diverse learners. For Career Education (CE), faculty collaborate with industry partners on advisory committees to review discipline-specific standards, program student learning outcomes (PSLOs), program-specific external accreditation requirements, licensure exams, and industry certifications. These partnerships support recommendations to ensure courses and program curricula are appropriate and aligned with established academic and professional success benchmarks ([2.2.08](#)).

The foundation of transfer coursework is preparing students for the next level of studies, making it essential to formally articulate courses with receiving institutions. This process often begins with OCC faculty establishing relationships with their discipline colleagues at local transfer institutions, followed by a formal articulation request submitted by the Articulation Officer. Through this process, the College ensures its academic programs are aligned with discipline and industry standards, supporting equitable learning outcomes, and helping all students achieve their educational goals.

The College has established clear processes to ensure course (CSLOs) and program (PSLOs) student learning outcomes are developed by discipline faculty, and reviewed and approved by the Curriculum Committee as part of the regular, systematic curriculum processes ([2.2.09](#)). CSLOs and PSLOs are required sections of the course outline of record and program of study document, respectively ([2.2.10](#)). As an additional layer of review, Institutional Effectiveness Faculty Coordinators review all CSLOs and PSLOs through an equity lens to ensure consistency, rigor, and inclusivity prior to Curriculum Committee approval ([2.2.11](#)). Curriculum staff then update approved SLOs in institutional data systems (e.g., Banner, CourseLeaf).

As a result, accurate and current CSLOs are provided to students consistently in the course schedule and on class syllabi, which are submitted to division deans each semester. Accurate and current PSLOs are published in the course catalog and are accessible through each department's public webpage. The College has also developed institutional (ISLOs) and general education (GE SLO) outcomes, which are also published in the catalog ([2.2.12](#), [2.2.13](#)).

Faculty consider equity and inclusion throughout the curriculum design process by ensuring the curriculum incorporates diverse perspectives, cultures, and experiences, and provides opportunities for all students to succeed, regardless of background or ability. As expressed in its mission statement, the Curriculum Committee values a “culturally responsive curriculum that exposes students to the broader world and its people” ([2.2.14](#)). The Committee “frames dialogue and decision-making on a commitment to curricular diversity, culturally responsive content, and anti-racism.” It also reviews textbooks, readings, and other resources to promote the inclusion of diverse authors, scholars, and perspectives. Curriculum Committee meeting minutes and reports reflect the use of equity and inclusion as a criterion for course and program approvals ([2.2.15](#)).

Once the curriculum has been developed, program faculty monitor equity and inclusion as a curriculum design element by analyzing disaggregated data on course completion, success rates, and awards by race, ethnicity, gender, socioeconomic status, and other relevant factors. These analyses provide faculty with an avenue to identify and address equity gaps as part of the Comprehensive and Midterm Program Reviews (CPR/MPR) ([2.2.16](#)). Plans to mitigate disparities among underrepresented populations are outlined during the planning process. These plans may prompt curriculum design and pathway redesigns, as well as changes to teaching methods and practices ([2.2.17](#)).

Advancing Academic Programs

The College and its faculty have established a broad scope of courses and programs to serve its diverse student population. As of 2024-25, the College offers 1,912 courses and 333 awards, including 263 CE awards. These awards include 90 local degrees, 28 associate degrees for transfer, 150 certificates of achievement, 35 certificates of specialization, and 30 non-credit certificates. All courses and programs have defined CSLOs and PSLOs. OCC faculty engage in systematic and ongoing review and revision of courses, programs, and outcomes. A strength of the College's curriculum processes is that CE program PSLOs are reviewed by industry partners at annual advisory meetings, which provides a space for direct feedback on PSLOs. This input has led to revisions in course objectives and content, strengthening student preparation for entering the job market. These collaborative efforts have resulted in revisions to 56 CSLOs and 12 PSLOs during the 2023–24 academic year. With the College's growing emphasis on equity, faculty reflect on disaggregated student success data to identify disproportionately impacted groups during program reviews. This analysis fosters discussion, dialogue, and planning strategies to close equity gaps. Strategies may include reviewing course outlines of record to incorporate anti-racist pedagogy and culturally relevant materials ([2.2.18](#)).

The regular and systematic curriculum review process is currently being revised to include reflection not only on course content, assessments, and instructional materials, but also on cultural relevance and sensitivity within these areas. These changes create an expectation for faculty to remain responsive to changes in student culture and educational best practices. These expectations will be built into the new curriculum management system launching in Fall 2025.

As the College continues to foster its equity and inclusion culture, ongoing professional development for faculty will cultivate capable practitioners who can effectively implement best practices in curriculum development to support equitable student outcomes. As outlined in the DEIA Plan Goal 5, OCC has launched faculty training on culturally responsive curriculum and practices, with the intention of creating a sustainable year-round process ([2.2.19](#)). The training aims to raise awareness of cultural differences, address implicit biases, and promote inclusive learning environments through the examination of pedagogy and campus culture. As a result of this professional development, faculty have incorporated culturally relevant materials and student input into course design, such as a “liquid syllabus” ([2.2.20](#)).

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, and the ability to engage with diverse perspectives. (ER 12)

Actions and Alignment with the Standard

All associate degrees require the completion of a general education (GE) pattern, as outlined in Coast Community College District (CCCD) BP 4025: *Philosophy and Criteria for Associate Degrees and General Education*, the California Community College Chancellor’s Office (CCCCO) *Program and Course Approval Handbook*, and OCC *Curriculum Committee Handbook* ([2.3.01](#), [2.3.02](#), [2.3.03](#)). Students may complete the California State University breadth (CSU Breadth), the Intersegmental General Education Transfer Curriculum (IGETC), or a locally established GE pattern. Beginning in Fall 2025, CSU Breadth and IGETC will be combined into one pattern, Cal-GETC. The local GE pattern reflects general education course requirements outlined in the California Education Code and cultivates broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, and engaging with diverse perspectives ([2.3.04](#)). All GE pattern options are listed in the College’s catalog.

The Curriculum Committee has established a philosophy and guidelines for placing courses within OCC’s local General Education (GE) framework. All GE courses must meet the Standards for Approval detailed in the *Curriculum Committee Handbook*, which addresses elements required by California Title 5 regulations related to scope, objectives, content, instructional methodology, and evaluation methods. The Curriculum Committee’s GE philosophy articulates the purpose and goals of GE, emphasizing “a breadth and depth of learning that empowers students to meet the work, life, and global citizenship challenges of the present and future” ([2.3.05](#)). The Curriculum Committee has also established criteria for determining if a course is appropriate for general education, including that the course “introduces a subject commonly taught to freshmen or sophomores” ([2.3.06](#)). GE courses must support one of OCC’s General Education Student Learning Outcomes (GESLOs) and adhere to established guidelines and criteria for placement within the local GE pattern. This ensures that courses are placed in appropriate disciplines and reflect practices commonly accepted in higher education. Faculty input from a range of disciplines informs the development of the GE guidelines, which are reviewed biennially as part of the *Curriculum Handbook* review by the Curriculum Committee. This ensures that GE-approved courses reflect the diverse perspectives and disciplinary expertise of faculty across the range of departments and disciplines.

The College's Articulation Officer ensures GE courses are transferable and meet general education requirements at four-year institutions. Aligning GE courses with higher education norms and transfer requirements increases the likelihood that students' credits will be recognized and accepted at four-year institutions. This alignment supports the seamless transfer of credits for students who plan to pursue further education after completing GE coursework.

GESLOs have been identified in English Language, Communication, and Analytical Thinking; Physical and Biological Sciences; Scientific Inquiry; Life Science, Quantitative Reasoning, and Mathematics; Arts and Humanities; and Social and Behavioral Sciences, with Ethnic Studies added for Fall 2025 ([2.3.07](#)). These outcomes are listed in the catalog alongside the local GE patterns ([2.3.08](#)). Faculty assess course student learning outcomes (CSLOs) in their GE courses to ensure student achievement of the intended knowledge, skills, and competencies aligned with the GESLOs. GESLOs are aligned with the Institutional Student Learning Outcomes (ISLOs) and are assessed in conjunction with the ISLOs. In Spring 2025, the Institutional Effectiveness Faculty Coordinators discussed the results of the GESLO assessment with the Academic Senate and College Council ([2.3.09](#), [2.3.10](#)).

Advancing General Education

The OCC Curriculum Committee's GE philosophy and criteria for local GE pattern placement provide a process consistent with higher education standards. By emphasizing a broad set of essential skills and competencies, students develop the academic and intellectual abilities necessary for success in college and beyond. OCC's robust curriculum processes result in diverse course options, enabling student engagement with a variety of disciplines and diverse perspectives, including ethnic studies, gender studies, global perspectives, the arts, humanities, and STEM courses. Ensuring that GE courses are both accessible and transferable benefits all students, particularly those from marginalized or underserved communities. This allows students equitable access to high-quality education regardless of their geographic location or financial resources and provides pathways for upward mobility and academic advancement.

As an institution that values diversity, equity, inclusion, and accessibility (DEIA), OCC recognizes the importance of aligning curriculum processes with DEIA principles. Recently, the Curriculum Committee reviewed and revised the local GE patterns through this inclusive lens. One significant outcome was the inclusion of Ethnic Studies as a separate GESLO, independent from Social and Behavioral Sciences ([2.3.11](#)).

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Actions and Alignment with the Standard

OCC utilizes multiple communication platforms to ensure students have timely, relevant, consistent, and accessible information about the College's services, programs, and events, further enhancing the educational experience for both current and prospective students. All communications comply with accessibility standards as outlined in the Coast Community College District (CCCD) board policies and administrative procedures (BP/AP 3722: *Accessibility Standards for Electronic & Information Technology*) ([2.4.01](#), [2.4.02](#)).

The OCC website and the MyCoast Portal are the primary hubs for academic information, student services, events, and campus resources ([2.4.03](#)). The website is regularly updated with news, event details, and resources for students seeking course information, enrollment, and campus support services. It is organized into clearly designed sections that easily direct students to services; the class schedule is linked on the website, giving access to offerings, course student learning outcomes (CSLOs), and course costs; the catalog is linked on the website with program information; and library services are accessible through the website ([2.4.04](#)). Examples of information on the OCC website include:

- Information on programs and services is available. For example, at the top of the OCC homepage is a link titled "Services and Support," which navigates to a page listing academic services and support, student equity resources, and other support resources and services ([2.4.05](#)).
- The class schedule, including current and accurate CSLOs, material fee costs for courses, and any optional fees via the course description ([2.4.06](#)).
- The OCC Catalog, including program descriptions, course requirements, course mapping and sequencing, and program student learning outcomes (PSLOs) ([2.4.07](#)).
- OCC Library services, including e-book checkout, research assistance, and a virtual librarian ([2.4.08](#), [2.4.09](#)).
- Resources for students, including access to schedule counseling appointments, information about enrollment and key dates, and a directory with contact information for a variety of offices.

MyCoast Portal offers registered students and employees personalized access to tools such as Canvas and DegreeWorks. Examples of information that can access from the MyCoast Portal resources include:

- Syllabi posted in Canvas ([2.4.10](#)); faculty are encouraged to include resource information on syllabi and make announcements to students during class, as outlined in the *Faculty Resource Guide* ([2.4.11](#)).
- Links to academic and non-academic services in all Canvas shells ([2.4.12](#)).
- DegreeWorks for both students and counselors to select a program of study, solidify degree requirements, and track progress toward course completion of their selected certificate or degree.
- Schedule Planner software for electronically building a schedule around self-defined parameters (e.g., work schedule, desired classes) and the current published class schedule.
- Financial aid status and other tools, such as BankMobile, to manage financial aid disbursements.

Foundational items, such as the College catalog and website, are reviewed annually for accuracy and accessibility ([2.4.13](#)). Additionally, all student services programs assess the effectiveness of communication, including accuracy, through annual point-of-service (POS) surveys ([2.4.14](#)).

On-campus communication includes physical signage via program-specific bulletin boards, sandwich boards, LED displays, and lighted signage to promote events to students on campus. The College's marketing and advertising of programs, services, and events are carefully crafted to ensure not only accuracy, but also OCC's culture of care, support, and inclusiveness. A multitude of digital platforms extend communication beyond in-person encounters. These include, but are not limited to: Canvas instructor announcements; email or text message campaigns via the *Slate* customer relationship management system (CRM) ([2.4.15](#), [2.4.16](#)); and

RAVE, an emergency response text and email service, for urgent messages ([2.4.17](#)). College publications, marketing, branding, and publicity are designed to foster a sense of belonging and connection to the College.

OCC uses digital marketing techniques (e.g., online ads and social media) to reach students and the broader community to actively promote new programs, upcoming events, and essential services. OCC's social media channels (e.g., Instagram, Facebook, X, and LinkedIn) provide real-time updates, engaging content, and interactive posts to directly engage students ([2.4.18](#)). Social media is also an excellent space for community-building opportunities, where students stay informed about campus life, receive reminders for important deadlines, and participate in live Q&A sessions with faculty and staff. The OCC App allows students to access essential College services from their smartphones ([2.4.19](#)), including campus maps, news, event notifications, announcements, and peer engagement. Visits to the OCC App are monitored, with appropriate student services team members responding and providing support as needed.

OCC gathers feedback on communication preferences through Student Services' point-of-service (POS) surveys and the College's Marketing and Public Relations Department marketing surveys ([2.4.20](#), [2.4.21](#)). These data inform decisions on how to effectively reach students and optimize communication impact. They also assist faculty and staff in increasing satisfaction by expanding communication and reaching students with important information. Communication improvements have resulted in increased satisfaction in Student Services programs ([2.4.22](#)).

The College regularly reviews communication practices, policies, and procedures to ensure clarity, consistency, accuracy, and relevance. Usage data from Google Analytics is reviewed monthly to evaluate website engagement and marketing campaign effectiveness ([2.4.23](#), [2.4.24](#)). Metrics include the number of unique user clicks per page and the duration of time users spend on each page. The length of page view, either too long or too short, may indicate the page warrants review. The data also reveal how the user found the OCC webpage — for example, through advertisements, social media applications, or web searches — providing insight into the effectiveness of each referral source. The OCC webmaster monitors the College's webpage following an annual review calendar ([2.4.25](#)). Usage data is compared against industry standards to evaluate the effectiveness of marketing campaigns. Metrics also assess the extent to which users follow the intended sequence of pages. To ensure accuracy, the College uses a decentralized, permission-based web platform that empowers designated content experts — those most familiar with an area — to manage and update content directly within their departments. ADA compliance reports are generated regularly, and any issues are promptly addressed ([2.4.26](#)). Page usage is also monitored for recency; if a page remains static for six months, the webmaster audits it. When outdated content is identified, the authoring department is contacted, and webmaster follow-up occurs to ensure timely updates.

Social media platforms — including Facebook, X, Instagram, Flickr, YouTube, and LinkedIn — are evaluated by the Marketing and Public Relations team using each platform's built-in analytics tools ([2.4.27](#), [2.4.28](#), [2.4.29](#), [2.4.30](#)). Because most OCC social media posts link to landing pages on the College website, these analytics reflect the click-through rates. Phone links and numbers are cross-referenced with the website analytics to ensure alignment of usage figures. Engagement on social media, including emojis, likes, questions, comments, and re-shares, is also monitored. These analytics help determine whether the College is effectively reaching its target audience. Targeted audience messaging is evaluated using a combination of analytic data, such as web, social media, video, and focus groups. Changes in student behavior following a marketing campaign are also used as indicators of its effectiveness. For example, an increase in applications closely following an enrollment campaign is used, alongside other

analytics, to demonstrate campaign effectiveness. External marketing efforts, like messages placed on billboards and buses, are evaluated using vendor-provided viewership data ([2.4.31](#)).

Advancing Communication

The effectiveness of communication about programs, services, and resources is evident by the extent to which students access these services. Service departments gather data on communication and satisfaction as part of their Administrative Unit Outcomes (AUO) assessments and program reviews. These findings are used to identify areas for improvement and develop plans for improving access and enhancing services.

Given students' reliance on digital information, OCC remains committed to keeping its website, *MyCoast Portal*, and electronic materials accurate, updated, and accessible, in addition to aligning them with CCCD BP 3722: *Accessibility Standards for Electronic and Information Technology* to ensure the College's practices reflect current standards for accessibility and compliance ([2.4.32](#)). To support employees in developing digitally accessible materials, the College offers a range of resources, including face-to-face and self-paced accessibility training, printed materials, and accessibility software tools.

To improve the timeliness and effectiveness of student communication, the College recently launched *Slate*, a customer relationship management (CRM) system, which personalizes and streamlines student communication. Tailored messages and updates are sent to students based on their interests, academic goals, and engagement with college programs. This system ensures that students receive timely and relevant information about application deadlines, scholarship opportunities, and program-specific events.

The College recognizes that a comprehensive approach to communication is essential. Communication needs to connect with students where they are and resonate with their lived experiences. In response, the College has added services and resources to support, validate, and communicate with students in special populations (e.g., MESA Center, Pirates' Cove, The Closet, Accessibility Resource Center (ARC), Umoja, Multicultural Center, Counseling Latin@s for Equity and Engagement at Orange Coast College (CLEEO Project), UndocuScholars, Pride Scholars, Veteran's Resource Center, and Guardian Scholars). To help communicate the comprehensive set of services OCC offers to students, information on all resources was consolidated into a one-stop-shop model, *the Hub*, which strives to provide just-in-time, tailored services ([2.4.33](#)). Students can access information on services in one place, and their needs are matched with resources, reducing the need to search for the appropriate office.

Despite the reliance on electronic communication, the College also values in-person, humanized communication. Survey results have consistently shown that person-to-person "student handoffs" are vital in connecting students to the resources they need. The campus has learned that counseling appointments serve as an effective means of connecting students to programs and services. To strengthen this approach, the College has embedded dedicated counselors within several high-impact divisions and departments across campus. The College continues to assess the need for additional embedded counseling support. Additionally, the College has identified the importance of facilitating the "student handoff" to ensure consistent communication and has incorporated its expansion as part of the *Strategic Enrollment Management Plan* (SEMP) ([2.4.34](#)).

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Actions and Alignment with the Standard

The College understands the implications of course scheduling for student success and completion and has developed processes to support a holistic, student-centered approach. OCC utilizes applicable Coast Community College District (CCCD) BP/AP 5055: *Enrollment Priorities* and BP 4025: *Philosophy and Criteria for Associate Degrees and General Education* as a guide ([2.5.01](#), [2.5.02](#), [2.5.03](#)). Under the leadership of the Vice President of Instruction, each academic division has faculty schedulers, who collaborate with division faculty and their dean to develop each division's course schedule ([2.5.04](#), [2.5.05](#), [2.5.06](#)). Using data provided by the Office of Institutional Effectiveness, division deans meet with their scheduler(s) to review demand and enrollment trends ([2.5.07](#)). Schedulers then follow the bargained practice of collecting input from department chairs to create the schedule. Courses that are not offered every semester are placed on a regular, periodic schedule so that students and counselors can map out reliable educational plans. Many Career Education (CE) departments publish course rotations in the catalog via the degree plan, allowing students to view the course rotation and use it as a scheduling guide. In areas with high-demand courses, schedulers often coordinate offerings to avoid time conflicts (i.e., non-overlapping times). For example, Biology and Chemistry courses are coordinated and scheduled to allow students to enroll in multiple STEM classes.

Several other activities inform and support effective scheduling outside the formal scheduling processes. Faculty review and analyze completion data for all certificates and degrees, including time to completion, during Comprehensive and Midterm Program Reviews. Newly added to the current Midterm Program Review, faculty reflect on the time students take to earn their awards and whether it exceeds 150% of the expected time ([2.5.08](#), [2.5.09](#)). If so, faculty discuss possible structural barriers to timely completion and consider whether specific student populations take longer than others. These reflections provide insight into course scheduling priorities, with changes in subsequent schedules to ensure that classes are offered in a way that supports timely completion.

Instructional Deans analyze enrollment data for their divisions to make decisions about the needs of students in the degree and certificate pipeline. Deans also use enrollment data to schedule classes to meet student demand, with a focus on the completion of Associate Degrees for Transfer (ADT) and Associate of Science Degrees for Transfer (AST). They also use dashboards of enrolled students in programs, in tandem with waitlist and within-district "swirl" data, to see if student demand is met and determine if additional offerings are needed ([2.5.10](#), [2.5.11](#)). Additional scheduling criteria include information from dual enrollment agreements, DegreeWorks, and student education plans (SEPs) to inform scheduling decisions. Completion times, access to various modalities, and time-of-day preferences are also considerations when making decisions about canceling low-enrolled classes.

Consideration is also given to the student perspective by creating avenues to assist them in making decisions. Through the Guided Pathways initiative, students can now access program course sequencing for CE and transfer programs in the OCC catalog, which is accessible through the public-facing website. CE programs have clearly sequenced courses, including the

required GE, so that students can plan with their counselor or program coordinators ([2.5.12](#)). As part of a multi-college district, the College also leverages enrollment opportunities at its sister colleges. Students may enroll in any class within the CCCD, and the registration system is programmed to allow students to view course attributes to assist in course selection ([2.5.13](#)). Students can register for these classes during their enrollment window. The College also provides alternative ways for students to complete their degrees in the rare event there is a barrier in the course scheduling pattern. For example, course substitutions are adjudicated by the Academic Petitions Council, and independent study contracts may be used to help students complete courses required for certificates or degrees.

Advancing Student-Centered Scheduling

The institution combines rollover scheduling from semester to semester with appropriate real-time adjustments based on student needs and demands. Conversations and problem-solving regarding the best modalities, times, days, and formats for students occur in the Schedulers' Forum and between deans and schedulers. OCC's Guided Pathways initiative is currently implementing the Program Pathways Mapper platform on the OCC website, offering students a more dynamic view of course sequencing and program completion options to facilitate timely completion ([2.5.14](#), [2.5.15](#)).

The Student Success and Enrollment Committee (SSEC), a participatory governance committee, has recently created the *Strategic Enrollment Management Plan* (SEMP) to enhance scheduling processes ([2.5.16](#)). The impact goals of the SEMP are aligned with the College's mission and further articulate the goals and objectives in the *Educational Master Plan* (EMP) and supporting plans, such as the *Diversity, Equity, Inclusion, and Accessibility* (DEIA) *Plan* and *Student Equity and Achievement* (SEA) *Plan*. The SEMP aims to strengthen accountability and ownership across the entire enrollment pipeline — from application to completion. The plan includes recommendations and action items for monitoring and improving key elements along that pipeline ([2.5.17](#)). Goal 3, "Strengthen student-centered scheduling, support services, and programs focused on completion," outlines improvements identified to better serve students. The plan calls for the use of technology and data tools to create an integrated scheduling process to aid faculty schedulers. For example, a tool that draws from multiple data sources to identify student demand and scheduling conflicts across degree pathways would be useful (e.g., SEMP objectives 3.2.2 and 3.3.3).

Improved communication between instructional and counseling faculty is also a SEMP priority, as well as for department schedulers. Stronger collaboration, clearer communication, and consistent review of curriculum updates are essential to ensure counselors have the most up-to-date curricular information. To support this effort, counseling faculty have instituted a professional development hour, during which discipline faculty present new and revised program information via Zoom ([2.5.18](#), [2.5.19](#)). This forum allows counselors to ask questions of discipline faculty, and for discipline faculty to hear from the counselors what they are learning from students about program completion experiences. Through reviewing SEPs, counselors observe firsthand how scheduling impacts student progress. These insights help spark conversations at the department level, adding important context to data displayed in scheduling dashboards.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Actions and Alignment with the Standard

The College offers courses in four modalities: traditional classroom (face-to-face), hybrid (two modalities), online synchronous, and online asynchronous. Historically, the College offered primarily face-to-face classes. However, in the College's post-pandemic student survey, students indicated they wanted options for the modality of instruction. With more instructors trained to teach distance education (DE) post-pandemic, the College's asynchronous offerings increased from 464 sections in 2019–20 to 1,017 sections in 2024–25, representing a growth from 9% to approximately 23% of all sections offered. The Curriculum Committee, a subcommittee of the Academic Senate (AS), sets standards and requirements to align all courses, including those offered via DE, with the OCC mission, federal and state policies, and Coast Community College District (CCCD) board policies and administrative procedures (BP 3250 - *Institutional Planning*; BP/AP 4020: *Program Curriculum and Course Development*; BP/AP 4105: *Distance Education*) ([2.6.01](#), [2.6.02](#), [2.6.03](#), [2.6.04](#)). Student learning outcomes and achievement data, disaggregated by modality across student characteristics at both program and course levels, are analyzed for all courses during Comprehensive and Midterm Program Reviews ([2.6.05](#)). The program review process includes intentional prompts to guide faculty in reviewing and discussing course success rates, with a focus on identifying performance gaps by modality, race/ethnicity, and gender, both as separate or intersecting characteristics ([2.6.06](#)). When disparities among student groups or instructional modalities are identified, faculty may develop a planning strategy and request resources to address and reduce those gaps.

Every instructor who teaches via DE completes training. The training has increased faculty members' confidence in using Canvas and provided education on important pedagogical matters, such as regular and substantive interaction, accessibility, and reaching minoritized populations. Under the leadership of the Online Faculty Coordinator, the Online Advisory Board (OAB) reviews, modifies, and oversees DE instructor training and other requirements outlined in the DE Handbook ([2.6.07](#), [2.6.08](#)). For synchronous DE, faculty complete *CCTLO: Changing Courses: Teaching Live Online*; for asynchronous DE, they complete *PTO: Pedagogy of Teaching Online* ([2.6.09](#), [2.6.10](#)). In addition, to support alignment with the Peer Online Course Review (POCR) rubric, *Advanced PTO: Preparing Your Course for POCR* is offered. Faculty receive additional support through the Instructional Innovation Center (IIC), which provides professional development and technology assistance to help faculty build their skills in DE technology applications that support student success. IIC staff attend OAB meetings as resource members, providing updates on new software (e.g., Khanmigo, Simple Syllabus), accessibility checkers (e.g., UDOIT Advantage, TIDYUp), and design options (e.g., Design Plus, CidiLab) ([2.6.11](#), [2.6.12](#)).

OCC takes a multifaceted approach to ensure that proactive, instructor-initiated regular and substantive interaction (RSI) is provided in DE courses. Pedagogy, RSI, and instructional technology are addressed in the required DE training for faculty ([2.6.13](#)). RSI is also incorporated into the regular evaluation of tenured faculty teaching online education. Identifying the regular and timely interactions students can expect during a semester is required on class syllabi or during course orientations, per CCCD AP 4105: *Distance Education* and the Coast

Federation of Educators (CFE) 1191 agreement with the Coast Community College District ([2.6.14](#), [2.6.15](#)). Dialogue about DE and RSI also occurs during division and department meetings. For example, in Spring 2023 and Fall 2024, the faculty Accreditation Co-chair and Online Faculty Coordinator visited all divisions to review RSI definitions and requirements ([2.6.16](#)). They also worked closely with OAB and the AS to create a sustainable process to ensure RSI at the course level ([2.6.17](#), [2.6.18](#)). This included strengthening the processes already in place (e.g., faculty evaluation, RSI listed on syllabi, and improved peer-to-peer feedback during the faculty evaluation process), presenting workshops and FLEX Day sessions on RSI, and creating new training materials, quick guides, and self-checks ([2.6.19](#), [2.6.20](#)).

OCC also supports equitable student outcomes through inquiry and professional development. Faculty evaluate course student learning outcomes and achievement data, disaggregated by modality where applicable, during program review to identify performance gaps. As gaps are identified, faculty develop plans to mitigate or eliminate them. For professional development, a faculty-led culturally responsive pedagogy grant supported workshops on creating culturally inclusive and accessible classroom practices, including a liquid syllabus that students can access on any mobile device before the semester begins ([2.6.21](#), [2.6.22](#)). In support of the College's DEIA Plan Goal 5, OCC plans to sustain this type of training ([2.6.23](#)).

Advancing Delivery Modes and Teaching Methodologies

The pandemic has significantly altered the perception and quality of online teaching. Given proper training, time, and energy, online teaching provides a robust learning experience that is comparable to face-to-face instruction. Efforts to improve outcomes will persist through the clear expectations set forth by the OAB and within program review. The College's commitment is also evident in the recent certification of OCC as a local POCR campus, which puts the state-level POCR process in the hands of local faculty. This provides a measure of consistency among classes that are then badged on the California Virtual Campus—Online Education Initiative (CVC—OEI). OCC has several POCR-certified courses and has developed a pilot internal POCR review team that will provide professional development to faculty ([2.6.24](#)).

To ensure that remote modalities effectively serve students, the AS has recently reinvigorated its OAB subcommittee by defining a broad-based faculty membership and reaffirming its focus on teaching and learning. This change aims to increase the OAB's involvement in the regular evaluation of online courses' effectiveness and protect the faculty's primacy over distance education classes. The OAB, chaired by the Online Faculty Coordinator, is an interdisciplinary faculty group that supports quality distance learning at OCC. The OAB is responsible for creating processes and procedures, outlined in the DE Handbook, to ensure that faculty who teach online understand the specific needs of students learning in a virtual environment ([2.6.25](#)). This includes establishing requirements for faculty-initiated RSI with students. Through collaboration among campus divisions, the OAB facilitates students' success in articulated courses, certificates, and degree programs offered via distance learning, with an emphasis on achieving equitable outcomes for a diverse student population.

The College will continue to monitor outcomes and achievements, reflecting on gaps for different groups of students, including online students. As part of OCC's *Continuous Evaluation of Processes* (CEP) evaluation, faculty identified the need for more training on data analysis, inquiry, and classroom practices to reduce gaps across all modalities and student populations ([2.6.26](#)). This is now formalized in the OCC DEIA Plan Goal 6, with one action item being the establishment of an equity-focused data coaching program ([2.6.27](#), [2.6.28](#)). This recently established program emphasizes the mechanics of identifying gaps in performance among various student achievement outcomes using disaggregated data dashboards and bridging

toward further inquiry or improvement. Dashboards allow faculty to evaluate modality-based outcomes and examine intersections among student populations, such as race/ethnicity ([2.6.29](#), [2.6.30](#)). The campus is also working on institutionalizing the structure of the faculty-led culturally responsive teaching and pedagogy professional development to further support faculty. Activities that typically support closing gaps in these areas have been incorporated into the College's program review to gauge which activities are most identified by faculty to inform the need for professional development ([2.6.31](#)).

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Actions and Alignment with the Standard

The College serves a diverse student population and aims to meet their needs both in and outside the classroom. Students are supported by a comprehensive set of resources and services that address both academic and non-academic needs, including basic needs. All special programs offer individualized, intensive, and targeted student support, addressing students' numerous identities and needs. These resources align with established Coast Community College District (CCCD) board policies and administrative procedures (BP 4040: *Library Services*; BP/AP 5110: *Counseling*; BP/AP 5050: *Student Success and Support Program*; BP/AP 5120: *Transfer Centers*; BP/AP 5130: *Financial Aid*; BP/AP 5140: *Disabled Students Programs and Services*; BP/AP 5150: *Extended Opportunity Programs and Services*; BP/AP 5200: *Student Health Services*), which guide the delivery of equitable and effective services and programs ([2.7.01](#), [2.7.02](#), [2.7.03](#), [2.7.04](#), [2.7.05](#), [2.7.06](#), [2.7.07](#), [2.7.08](#), [2.7.09](#), [2.7.10](#), [2.7.11](#), [2.7.12](#), [2.7.13](#), [2.7.14](#), [2.7.15](#)). These resources support students' educational journeys, beginning with outreach and recruitment, continuing with retention support, and culminating in completion of their educational goals. OCC uses student data and evaluation of student feedback in outcomes assessment and program review to identify student needs for services and programs. Students are linked to on-campus and community resources through outreach and onboarding services. Students receive information about different academic and support programs through email campaigns sent via OCC's customer relationship management (CRM) application, *Slate*. New students receive additional information about the onboarding process, such as how to log in, invitations to join assistance workshops, and details about the first week of the semester ([2.7.16](#), [2.7.17](#), [2.7.18](#)). OCC has a Future Pirates Center (FPC) in the Student Union to assist new students ([2.7.19](#), [2.7.20](#), [2.7.21](#)). The Future Pirate Center, in collaboration with the Office of Marketing and Public Relations and the Coast District Office, created videos that guide students through various onboarding steps, including logging into the student portal, reading the class schedule, and registering for classes on their mobile devices.

OCC's comprehensive online orientation provides students with information about academic programs, student support services, facilities, academic expectations, and institutional policies and procedures ([2.7.22](#)). The College supplements the online orientation by organizing a large in-person event – Navigate OCC – that allows students to familiarize themselves with the campus ([2.7.23](#), [2.7.24](#)). Students take a walking tour, attend a resource fair, and prepare for

the semester by purchasing textbooks, securing parking passes, and obtaining their OCC ID card ([2.7.25](#)). Various programs that support students through cohort models — for example, Allied Health, EOPS, Guardian Scholars, MESA, Puente, and TOP — also provide supplemental orientations.

Retention is supported through analysis of student outcomes, achievement, and point-of-service survey data during program review, with strategies developed by academic and support areas to close gaps ([2.7.26](#), [2.7.27](#), [2.7.28](#)). Faculty use *Starfish*, an early alert intervention software program, to identify students who may need additional assistance ([2.7.29](#)). Progress surveys are conducted twice a semester — once during weeks 4–5 and again in weeks 9–10. These surveys allow faculty to provide students timely feedback during key times, including kudos for positive reinforcement, referrals to campus services such as tutoring and *the Hub*, and flags to indicate areas of concern ([2.7.30](#)).

The Hub utilizes Success Coaches, a Retention Specialist, and counselors who follow up on *Starfish* referrals. Depending on the nature of the referral, students either receive information about relevant services via email, or are contacted directly by a staff member. Financial Aid, Academic Counseling, Tutoring Centers, and *the Hub* have established workflows to reach out to students when they are referred through *Starfish* ([2.7.31](#)). In addition, staff at *the Hub* use drop surveys to connect with students who withdraw from a class. When a student withdraws, they are prompted to complete a brief survey in the Banner registration module, indicating their reason for dropping the course. *The Hub* team reaches out to those students to offer resources that may support re-enrollment or help identify alternative options.

The OCC Library provides a wide range of resources and services, including online library research courses, one-on-one reference and research appointments, library orientation lectures for classes (offered both in person and via Zoom), and library workshops regularly scheduled by librarians or upon faculty request ([2.7.32](#), [2.7.33](#)). The Library also offers a live chat feature on its website during operating hours to enable immediate conversation with a librarian. Research guides covering topics such as citation styles and discipline-specific resources are available on the Library website, along with a YouTube channel to assist students at any time ([2.7.34](#)).

Each faculty librarian is responsible for a specific area of the library collection and collaborates with classroom faculty to ensure the collection supports the curricula. The librarian on the Curriculum Committee reviews new courses to ensure that adequate library resources are available to support the course. In consultation with subject matter faculty, the Library curates a wide array of books, visual recordings, and articles in online databases to ensure that materials are relevant and accessible. Currently, the Library subscribes to 79 academic databases, listed on its website ([2.7.35](#)).

To support student success, the Library maintains a collection of the most-used textbooks available for two-hour, in-library use. Students may also check out physical books from the general collection for three weeks. Additionally, the Library offers a technology loan program that provides Chromebooks and Wi-Fi hotspots to enrolled students. A dedicated Zoom room is also available on campus for students who need access to synchronous DE classes.

The College provides both in-person and online support for students, including tutoring, counseling, and library services. These resources are available across all course modalities to ensure consistent and adequate support, regardless of delivery mode. The three main tutoring and support centers are geographically aligned with the academic disciplines they serve and operate under the oversight of discipline faculty.

The Math Center, located in the Math building, offers in-person support for all math courses, including just-in-time, drop-in tutoring and skill-building workshops. The area serves between 500 and 700 unique students per semester. The Writing and Humanities Center, situated where English and Humanities classes are held, serves approximately 500 students in writing support and 100 students per semester in general humanities tutoring. Faculty and trained tutors interact with students through structured appointments, and many Freshman Composition faculty require visits to the center as part of their coursework. For online learners, *Brainfuse*, a professional online tutoring service, is accessible in every course's Canvas shell ([2.7.36](#)).

Additional discipline-specific support is provided through noncredit courses aligned with content in credit English, Mathematics, and Chemistry courses ([2.7.37](#)). These noncredit courses offer concurrent, faculty-delivered academic support while students are enrolled in the corresponding credit course. Student-athletes' unique needs in managing academic and athletic responsibilities are addressed through a specialized academic support and tutoring program, Providing Resources to Encourage Student-Athlete Success (PRESS) ([2.7.38](#)). The Math, Engineering Science, Achievement (MESA) program empowers first-generation students from diverse backgrounds to excel in STEM fields by providing equitable access to resources, targeted programming, professional growth opportunities, and community building ([2.7.39](#)). The Science, Technology, and Engineering Tutoring Center, co-located with the MESA program, serves students focused on Chemistry, Biology, Engineering, and Computer Science through trained tutors and organized study groups.

The College's Adult Education Program offers a variety of tuition-free, noncredit courses and support services designed to help adult learners advance their education, improve literacy and technical skills, and enhance employment opportunities ([2.7.40](#), [2.7.41](#)). The program serves all California residents aged 18 and older, including non-native English speakers, individuals seeking career training, and community members looking to develop new skills. Services provided include registration and enrollment assistance, academic counseling, orientation sessions, and a range of workshops tailored to diverse educational goals ([2.7.42](#)).

Counseling faculty deliver instruction in support of academic success. Courses in study skills, career and life planning, parenting, and career decision-making help students develop the skills necessary to succeed in college ([2.7.43](#)). Counselors also meet individually with students to create Student Educational Plans (SEPs), determine or change a program of study, or provide guidance on balancing school with non-academic responsibilities. Additionally, counselors offer embedded or specialized counseling tailored to the needs of specific student populations, such as those in Allied Health and Athletics.

Counselors provide leadership and counseling support for the College's transfer and career programs. The Transfer Center (TC) offers comprehensive services and resources, with a strong emphasis on increasing collaboration with four-year institutions to help students achieve their transfer and completion goals. The TC holds Transfer Day each semester — a transfer fair featuring representatives from public and private universities — and organizes campus tours of four-year universities. Closely aligned with the TC, the Transfer Opportunity Program (TOP) is a comprehensive program that supports students from recruitment through completion and is specifically designed to increase transfer and completion rates among underrepresented student populations ([2.7.44](#)). The Career Center provides current labor market information, job training requirements, and employment opportunities through online tools. Both the TC and Career Center maintain public-facing webpages offering students access to essential information and resources ([2.7.45](#)).

The College meets students' unique needs with a variety of state-subsidized programs as well as unique programs developed in response to the needs of local special populations. Statewide

programs include EOPS/CARE/CalWorks, Foster Youth/Next Step/Guardian Scholars, Veterans Resource Center, Accessibility Resource Center (formerly DSP&S), and Puente Center. Additionally, the Student Health Center (SHC) is a comprehensive health and wellness center with resources to address students' physical and mental health needs. The SHC has a Director of Health Services and a Director of Mental Health Services. Doctors and nurses provide acute medical care, and other services such as lab tests and immunizations are available. The SHC offers risk-reduction interventions including free condoms, fentanyl test strips, Narcan, and access to a student health portal ([2.7.46](#)). Mental health professionals support students through group therapy, short-term individual therapy, and a crisis line available during evening and weekend hours ([2.7.47](#)).

Basic needs survey data was first collected in 2018 and, since 2023, has been gathered biennially using the *Real College Survey*. In 2018, college-specific data revealed that among the students surveyed, 51% reported food insecurity in the past 30 days; 62% reported housing insecurity; and 21% reported experiencing homelessness in the previous year. In response, the College has designed and implemented a variety of actions to address basic needs challenges. This data informed the creation and ongoing expansion of services such as Pirates' Cove and the Clothing Closet, along with financial support for childcare, housing, emergency grants, technology, textbooks, and partnerships with community resources. A follow-up survey conducted in 2023 showed improvement: 42% of students surveyed reported food insecurity in the past 30 days; 44% reported housing insecurity; and 15% reported homelessness in the past year. These data represent decreases of 9%, 18%, and 6%, respectively. While these results do not establish a causal relationship, the improvements align with increased student use of the College's basic needs resources over the same period of time ([2.7.48](#), [2.7.49](#)).

Orange Coast College's Financial Aid Office (FAO) is committed to removing financial barriers for students by providing accessible and comprehensive support. Through both in-person and online services, students can connect with FAO staff to explore financial aid options, including grants, tuition waivers, and student loans. The FAO actively promotes financial literacy by offering workshops on Free Application for Federal Student Aid (FAFSA) and California Dream Act applications, maintaining a resource-rich website, and providing detailed information on scholarships, student employment, and the cost of attendance. To expand outreach, the FAO has recently implemented targeted financial aid open sessions and hosted tabling events across campus to ensure students receive the guidance needed to secure funding for their education. Additionally, FAO staff have representation inside *the Hub* to provide immediate support and information during student visits.

To ensure the effectiveness of support services and learning support resources, each department participates in the College's regular and systematic continuous improvement processes, including the assessment of Administrative Unit Outcomes (AUOs) through key performance indicators (KPIs). These assessments draw on a variety of data sources, including institutional-level data provided through data dashboards and program-specific data collected through point-of-service and satisfaction surveys. Where available, data is disaggregated to identify groups of students who may not be served equitably. AUO assessment is integrated into both Comprehensive and Midterm Program Reviews, providing programs and services with a vehicle to holistically incorporate data and assessment findings. The results of these assessments, and those within program reviews, guide institutional planning and resource allocation ([2.7.50](#), [2.7.51](#), [2.7.52](#)).

Advancing Equitable Service and Programs

The College values being an inclusive campus, as demonstrated by its growing range of student support programs and services. Students' feedback indicates these programs are contributing to their success. The College remains vigilant in reviewing and revising programs as student needs evolve, adding services that address educational, economic, social, and basic needs. Examples include changes to tutoring services, special evening hours for Admissions and Records in the Library, the addition of the MESA program, the restructuring of the Equity Office to include basic needs, and LGBTQ+ support spaces.

As part of the regular AUO review process, student support areas continually evaluate and reflect on the effectiveness of their programs, using quantitative and qualitative data, point-of-service surveys, and other data tied to department KPIs. Assessment results guide the modification and enhancement of services. For instance, reflection on student needs data revealed the necessity for more real-time support options. In response, the College has expanded virtual services to satisfy real-time needs (e.g., offering Instacart versus in-person pantry) and improved transportation services (e.g., providing Uber rides as an alternative to a bus pass).

Centralized tutoring was once the gold standard in academic support, offering scalability and the ability to tutor students across multiple disciplines in a single location. However, post-pandemic data showed a decline in both student usage and awareness of the centralized model. Additionally, faculty advocated for more opportunities to work closely with their students in spaces adjacent to where learning occurs. State legislative changes to Math and English requirements also resulted in a new population of students entering college-level classrooms. Faculty recognized the need to support these students not only through tutoring but also in more structured learning environments outside of the classroom, such as mini-courses and workshops. As a result, a decentralized tutoring model was implemented in 2024. Currently, three tutoring centers are located within the instructional spaces for their respective disciplines: Math Center, Writing and Humanities Tutoring Center, and Science and Engineering Tutoring Center. Early usage results from Fall 2024 indicate a greater than 70% increase in usage for English and Math tutoring centers ([2.7.53](#), [2.7.54](#), [2.7.55](#)).

The College has learned that continuing students may need additional support even after meeting with a counselor. In response, the College developed a new center called *the Hub*, designed to assist students with class registration and connect them to a wide range of resources and support services. *The Hub* serves as an initial point of contact, answering student questions, providing referrals, and connecting with students. For example, as previously mentioned, students who withdraw from classes are contacted to discuss their circumstances and needs and are encouraged to re-enroll or remain enrolled in other classes. While the College uses the *Starfish* Early Alert system, allowing faculty to identify students who need extra assistance, additional training for faculty is needed to understand its functionality and to improve the system's effectiveness and usage. For instance, if faculty flag a student at risk of failing, other services, such as the *Academic Improvement Movement* (A.I.M.) or *the Hub*, may intervene to provide targeted support ([2.7.56](#)). Conversations are underway aimed at maximizing the use of *Starfish* as a more widespread student success tool.

Over the past five years, the College has expanded its noncredit programs and added student housing, resulting in the emergence of new student populations not previously served by the Student Health Center. In response, the College now provides health services to all enrolled students, regardless of program type. Additionally, students living in OCC's on-campus housing receive health information specifically tailored to the needs of a residential environment.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Actions and Alignment with the Standard

OCC has developed a comprehensive range of co-curricular and extra-curricular programs, as well as student engagement activities, encompassing student government, athletics, affinity groups, student housing, services for international students, and the Global Engagement Center. These engagement opportunities align with Coast Community College District (CCCD) board policies and administrative procedures (BP 5400: *Associated Student Organizations*; BP/AP 5420: *Associated Students Finance*; BP 5700: *Intercollegiate Athletics*; BP 5905: *Student Clubs and Organizations*) ([2.8.01](#), [2.8.02](#), [2.8.03](#), [2.8.04](#), [2.8.05](#)). Programs and activities are offered in multiple modalities, as appropriate, to ensure accessibility and inclusivity. OCC remains committed to fostering an environment where all students feel welcomed, supported, and validated.

Student Government

- The Associated Students of Orange Coast College (ASOCC) cultivates leadership development and supports a wide array of student clubs, organizations, and service opportunities. Student government is integrated into college processes, with students serving on participatory governance and decision-making committees ([2.8.06](#), [2.8.07](#)).
- The Inter-Club Council, a student-led branch of the ASOCC, plans and organizes various events and activities throughout the academic year to keep students engaged and active in the College's campus life.
- In addition to funding from student government fees, OCC contributes proceeds from areas like the Bookstore to support student government-sponsored activities. These funds support co-curricular programs such as Athletics and Forensics, as well as extra-curricular activities like Navigate OCC and the Pirate Involvement Fair. Funding requests are reviewed by the ASOCC Fiscal Affairs Council, which evaluates and approves awards based on established criteria ([2.8.08](#)).

Co-curricular and Academic Engagement

Through a variety of academic activities and initiatives, OCC fosters student engagement by building connections to industry, career opportunities and pathways, and local community. OCC provides experiences through activities, events, and services aligned with academic programs and curricula.

- The College invests in, supports, and publicizes the efforts of its competitive academic and athletic teams. OCC's Speech and Debate, Culinary Competition, and Dance teams have earned numerous state and national titles. The College also maintains a robust intercollegiate athletics program, with 12 women's and 12 men's sports teams.
- The Visual and Performing Arts Division offers a range of student performances in theatre, music, and dance. Additionally, the *Doyle Art Gallery* showcases student artwork. These events engage both students and the local community with the College ([2.8.09](#)).

- The Internship Academy connects students with local businesses, offering valuable work experience and career training. The Fashion Program's *Coast Collective*, an on-campus boutique, allows students to showcase and sell their creations ([2.8.10](#)). Similarly, *OCC Travel*, a full-service travel agency, is run by students in the Hospitality, Travel, and Tourism programs and provides real-world experience.
- OCC honors courses are open to all students, regardless of their status in the OCC Honors Program. The College's Honor Societies and Honors Program invite over 7,000 eligible students each year to participate in honors societies. As a member of the Honors Transfer Council of California, OCC provides its honors students with enhanced transfer consideration at member institutions ([2.8.11](#)).
- Through our partnerships with California State University, Fullerton (CSUF) and the University of California Irvine (UCI), OCC has hosted STEM-specific student visits, giving students firsthand exposure to universities through facility tours and learning about future academic opportunities.
- College-wide initiatives, such as the *Giles T. Brown Student Project and Research Symposium*, and Peer Health Educators promote critical thinking, student leadership, and problem-solving skills ([2.8.12](#), [2.8.13](#), [2.8.14](#)).
- The College organizes on-campus events focused on student well-being and success, including CalFresh enrollment events and OCC Basic Needs resource fairs, which address essential needs and remove barriers to learning.

Culture and Identity Engagement

- OCC has a large international student population supported by the Global Engagement Center (GEC). These students are vital to the campus's social and cultural diversity. The GEC fosters a welcoming environment by celebrating international holidays and festivals, helping international students feel at home while also offering local students opportunities to experience and appreciate different cultures. The Center provides comprehensive support services and resources for both international and study abroad students ([2.8.15](#)).
- The Multicultural Center (MC) fosters a welcoming environment and safe place, serving as a collaborative and vibrant hub of activity and "Cultural Synergy," which recognizes individual and cultural differences; respects cultural uniqueness; facilitates cross-cultural, racial, and ethnic interaction; and creates a physical space for teaching, learning, and appreciation of our diverse community ([2.8.16](#)).
- In support of Cultural Synergy, the MC, GEC, Counseling Latin@s for Equity & Engagement (CLEEO) Project, and the International and Multicultural Committee have collaborated to host nationally and globally recognized figures in their respective fields. Notable guests have included Sylvia Mendez, Bill Campbell, Dr. Ron McCurdy, Dolores Huerta, Fr. Greg Boyle, Luis Valdez, and Dr. Laura Rendon ([2.8.17](#), [2.8.18](#), [2.8.19](#), [2.8.20](#), [2.8.21](#)). These summits, discussions, and workshops create cross-cultural learning opportunities and meaningful engagement opportunities for both students and the broader campus community.
- The College provides dedicated safe spaces for various affinity groups, including Umoja, Pride Scholars, Asian American, Native Hawaiian, and Pacific Islander (AANHPI) Center, CLEEO Project, Guardian Scholars, Veterans Resource Center, UndocuScholars, Accessibility Resource Center, Student Equity Center, and Rainbow Cove. These spaces build a sense of belonging and create cohorts of students with diverse identities and experiences. For example, Rainbow Cove is a safe and affirming space for LGBTQIA+ students and their allies. It is available for studying, socializing, and relaxing, while also connecting students to on- and off-campus resources that address their

educational, basic needs, and any LGBTQIA+ specific issues. Rainbow Cove also hosts monthly *Pride Scholars* meetings, providing opportunities for students to engage with faculty and staff who advocate for their needs and discuss LGBTQIA+ topics of interest ([2.8.22](#)).

- The OCC Planetarium presents programs designed to engage and support our diverse community, including K-12 visits and programming. It serves as a venue for inclusive student events, such as the Gay Prom, to support LGBTQIA+ students and their allies.
- The work initiated through the Culturally Responsive Pedagogy grant led to the creation of the Cultural Synergy Institute (CSI), which equips faculty with tools needed to better support students by recognizing their lived experiences and cultural backgrounds ([2.8.23](#), [2.8.24](#)). The CSI fosters collaboration among programs and promotes the development of *cultural synergy* across campus. Many faculty members have participated in CSI workshops and report that the training has enhanced their ability to address student needs effectively ([2.8.25](#)).
- The College supports standalone engagement programs that are unique to OCC. One example is the CLEEO Project, which promotes Latine access and success in higher education by fostering an equitable and culturally supportive environment ([2.8.26](#)).

Community and Employee-based Engagement

- OCC is intentional in creating an inclusive culture across its indoor, outdoor, and online spaces. The College actively values and participates in the Caring Campus program, where classified professionals are developing inclusive practices, protocols, and environments that foster a supportive atmosphere for students. This initiative highlights and strengthens the vital role that classified professionals play in promoting student success ([2.8.27](#)).
- OCC regularly hosts events that bring together students, employees, and the broader community. For example, the Astronomy Department organizes evening sky-viewing parties during notable celestial events, while the Planetarium features a speaker series with prominent astronomers and scientists. Community Science Night features hands-on activities and demonstrations across a wide range of disciplines, including Chemistry, Marine Science, Astronomy, Geology, Engineering, Health Science, Biology, Archaeology, and Psychology. Additionally, the OCC 75th Anniversary included a community concert on the lawn, exemplifying OCC's commitment to engagement and outreach to the community.
- Industry Career Days at OCC provide students with valuable opportunities to engage directly with potential employers. Each fall, the College hosts a Hospitality and Tourism Program Industry Day; and each spring, the College hosts an Industrial Technology Career Day. These events typically draw 20–30 employers who meet with students to discuss career paths and industry expectations. Annually, the College hosts a Maritime Career Fair, which features 10–15 employers interacting with students interested in maritime fields, including related hospitality and tourism opportunities ([2.8.28](#), [2.8.29](#)).
- OCC maintains an intentional student employment program that includes wide-reaching advertising and recruitment to encourage students to work on campus. On-campus employment helps students build stronger connections to the College, gain a deeper understanding of the College, and develop relationships with employees ([2.8.30](#), [2.8.31](#)).
- The OCC Planetarium, Dennis Kelly Aquarium, Doyle Arts Pavilion, and instructional food services rely heavily on student employees to maintain daily operations. These roles provide students with vital work experience, foster a sense of responsibility, and allow them to develop skills directly related to their classroom learning.

- Student clubs are supported by designated college personnel who serve as advisors, fostering enhanced student engagement and providing guidance that helps students develop leadership, collaboration, and organizational skills.
- With the establishment of on-campus student housing, OCC now supports an active student community 24/7. Housing residents are integrated into campus life through a variety of residential engagement activities and events designed to promote living in a community, fostering a sense of belonging, and developing responsibility. Residential life programming offers students opportunities to build meaningful relationships, participate in campus traditions, and engage in personal growth through programs and social gatherings. This holistic approach not only supports academic success but also enhances the overall college experience by helping students develop essential life skills, such as leadership, communication, and conflict resolution ([2.8.32](#)).

Advancing Student Engagement

OCC's commitment to student engagement is evidenced in its *Educational Master Plan* (EMP), which outlines how the College plans to create meaningful engagement opportunities. As expressed in the College's Student and Employee Engagement goal, OCC is committed to "fostering a culture of care leading to meaningful connections, collaborative participation, and supportive spaces among people, places, and ideas within the College." A key outcome of this commitment is the development of OCC's busy and vibrant Student Union. This facility houses a variety of student-centered programs and services, including the Veterans Resource Center and ASOCC. Additionally, the College has expanded its outreach and engagement with international students through targeted efforts and resources provided by the Global Engagement Center.

As a data-informed institution, OCC utilizes disaggregated data to understand and respond to the unique needs of its diverse student population, with a particular focus on historically underserved groups. Data, both qualitative and quantitative, are collected, analyzed, and distributed by the Office of Institutional Effectiveness, which also provides support to the campus in using data to align decisions with the College's mission, goals, and values. By connecting activities to student success and other outcomes as assessed in student surveys (e.g., student services point-of-service surveys, CCSSE, PACE, and *Real College CA Survey*), OCC is better equipped to address actual student needs for programs and allocate resources ([2.8.33](#), [2.8.34](#), [2.8.35](#), [2.8.36](#)). As an outgrowth of discussions stemming from CCSSE results and the DEIA Plan, the College is participating in an Equity Accelerator program to be integrated into targeted populations, starting with MESA as the pilot program ([2.8.37](#)). A key part of Equity Accelerator's mission is to create higher education learning environments that foster equitable student outcomes by bridging psychological research and practice. The Equity Accelerator focuses on building early social belonging, a key factor in student engagement and persistence.

In alignment with Goal 5, Objective 3 of the DEIA Plan, the College has established programs that create safe spaces, resources, and support for students who share specific identities, while also strengthening affinity group presence ([2.8.38](#)). For example, by analyzing student characteristics and success data, the College identified a gap affecting Asian American, Native Hawaiian, and Pacific Islander (AANHPI) students. In response, OCC created the AANHPI Center to focus on improving success and completion rates within this population ([2.8.39](#)). The College has also established a permanent space for the Pride Center, which will open in Fall 2025.

Central to supporting student engagement and belonging is ensuring faculty, classified professionals, and managers apply best practices for effectively engaging with students. The College provides professional development aligned with its DEIA goals, offering opportunities

such as *Bold Inclusive Conversations* training, equity-focused data coaching, culturally responsive pedagogy workshops, and support for faculty training in identifying classroom practices to close gaps. For example, targeted departmental training focused on improving student success and closing equity gaps includes Open For Anti-Racism Cohort (OFAR) for English Language Learner (ESL/ELL) faculty and ESCALA for math faculty ([2.8.40](#), [2.8.41](#)). In addition, the College employs an intentional approach to encouraging and supporting employees to attend DEIA-related conferences, helping advance institutional efforts to enhance engagement and student success across OCC's diverse student population.

2.9. The institution conducts systematic review and assessment to both ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Actions and Alignment with the Standard

All departments at the College (instructional, support, and administrative) participate in a regular and systematic cycle of review and assessment. Every six years, all departments complete a Comprehensive Program Review (CPR), followed by a Midterm Program Review (MPR) in year four. All course student learning outcomes (CSLOs) and Administrative Unit Outcomes (AUOs) are assessed at least once every three years ([2.9.01](#)). Faculty and practitioners discuss student achievement and outcomes data within departments and participatory governance committees. An analysis of the most recent cycle of CSLO and AUO results is included in the subsequent CPR or MPR ([2.9.02](#), [2.9.03](#), [2.9.04](#), [2.9.05](#), [2.9.06](#), [2.9.07](#)). Analysis, reflection, discussion, and results from program reviews lead to department plans, which are commonly linked to institutional goals. These plans are used to inform the creation of planning strategies, which are updated annually. If a planning strategy requires additional resources for implementation, departments submit an Annual Resource Request (ARR). Submitted ARRs are then prioritized at the departmental, wing, and institutional levels, with appropriate funding sources identified. If an ARR is not funded, the department may resubmit it during the following year's annual planning update process or explore alternatives to advance plans without funding. These processes provide a robust structure for identifying areas for improvement, innovation opportunities, and performance gaps that result in strategic planning at the department level. The College adheres to Coast Community College District (CCCD) board policy (BP 3250: *Institutional Planning*) to guide its systematic review and assessment of programs and services ([2.9.08](#)).

CSLOs are assessed on a three-year cycle, with the sixth cycle beginning in Fall 2024. Every CSLO is addressed at least once during each cycle. PSLOs are evaluated every six years as part of the MPR, with CSLOs mapped to PSLOs. CSLO data is rolled up into associated PSLOs for analysis ([2.9.09](#)). Faculty review PSLO assessment results to identify gaps in curriculum or CSLO attainment ([2.9.10](#)). The College has developed institutional (ISLOs) and general education (GE) SLOs. The ISLOs were reviewed and updated in Spring 2024 to better reflect DEIA principles ([2.9.11](#)). The ISLOs are measured every two years using CCSSE data and a comprehensive analysis is done every six years. Items from CCSSE have been mapped to ISLOs, providing an indirect assessment method. GESLOs are aligned and mapped to the ISLOs, allowing ISLO assessment to serve as a proxy for GESLO assessment ([2.9.12](#), [2.9.13](#), [2.9.14](#)).

The 2021 CPR and the 2024 MPR were aligned with the pillars of the Guided Pathways framework. New items and data were added to address all pillars, including clarifying the path (mission), entering the path (onboarding), staying on the path (retention), and ensuring learning (completion) ([2.9.15](#), [2.9.16](#), [2.9.17](#), [2.9.18](#), [2.9.19](#)). These new items required student data — basic needs data, engagement data, or other qualitative data — to address the student's journey authentically ([2.9.20](#), [2.9.21](#), [2.9.22](#), [2.9.23](#)). In addition, all departments reflected on ways to connect students to support resources for their academic and personal lives. This transformed program review from a memorialization process focused on the past to a forward-looking process that evaluated trend data through the lens of the student's journey and focused on reducing barriers and performance gaps. Disaggregated data were made available in CPR and MPR via on-demand Power BI dashboards, with the metrics determined by the department's function. Examples of data provided to instructional departments included student demographics, enrollment, program of study, completion (degrees and certificates), success and retention (classes), and transfer/job rates (as appropriate) ([2.9.24](#)). Support Departments used dashboards to review employee/student profile comparisons, success, and retention data if applicable to the population served, AUOs (size and scope, effectiveness, and efficiency), and Key Performance Indicators (KPIs) used to assess AUOs. For effectiveness and efficiency AUOs, KPIs included survey data (e.g., point-of-service surveys for all student services). All departments review data from the student drop survey, *Community College Survey of Student Engagement* (CCSSE), and the *Real College CA Student Survey* (basic needs).

In partnership with Institutional Effectiveness (IE) Faculty Coordinators, who support instructional programs in completing the continuous improvement processes, the IE Office supports all departments. Comprehensive training is provided in multiple modalities — in person, Zoom, video tutorials, and step-by-step guides ([2.9.25](#)). Topics include understanding and interpreting data, developing improvement plans with equity and improvement lenses, and using reporting technology. The IE Coordinators deliver professional development on the process, including an emphasis on planning that supports improvement, innovation, and closing gaps.

Advancing Continuous Improvement Processes

The College's continuous improvement processes have matured organically over the past 17 years. The regular and systematic *Comprehensive Evaluation of Processes* (CEP) has provided input for improved iterations of each subsequent program review, outcome assessment, and planning cycle. Given the broad input and feedback during the CEPs and the consistent application of these processes, there is strong participation ([2.9.26](#)). Over the years, an expectation and culture of participation have developed across campus. Many employees previously felt disenfranchised when program review was perceived as an exercise in compliance. Now, they view it as an opportunity to have their voices heard during data analysis and discussion, which leads to departmental planning and resource allocation that are linked to these processes.

An example of how the College's assessment and dialogue of disaggregated data support planning is that in the 2024 MPR, departments reviewed dashboards with disaggregated course, certificate, and degree completion data. This was followed by a prompt to reflect on their discussion about these data and listing the actions the department would consider in the department's action plans. The prompt aims to elicit strategies for reducing and eliminating the most significant gaps in student success by modality, gender, race/ethnicity, and/or other student populations. This prompt was followed by dropdowns with suggested actions, such as a course outline of record review for anti-racist pedagogy and culturally relevant materials, as well as culturally responsive and inclusive classroom practices. During the

planning process in the following semester, departments were provided with planning strategies that aligned with each dropdown option for their consideration ([2.9.27](#)). Departments could use the strategies provided as presented, modify them, or develop their own. Developed strategies will be analyzed to identify areas for increased faculty professional development.

Exploring further levels of disaggregation within race/ethnicity and other identified equity groups, both in single dimensions and intersectionally, along with readily accessible and user-friendly disaggregated data, is a priority. The College plans to expand on-demand data dashboards with automated calculations of disproportionate impact. Currently, two automated disproportionate impact dashboards exist, student success/retention rates and degree and certificates ([2.9.28](#)). To increase awareness of and investment in understanding gaps, OCC established an equity-focused data coaching program for faculty, classified professionals, and management in the summer of 2023 to align with DEIA Plan Goal 6. This voluntary training supports the campus in understanding equity data, using an equity mindset when interpreting and discussing data, and undertaking further inquiry or action. The equity-focused data coaching program is cohort-based, providing an integrated approach to discussing data results with related practitioners (i.e., faculty, classified professionals, and managers). As gaps are identified, solutions to resolve disproportionate impact are shared and discussed ([2.9.29](#), [2.9.30](#), [2.9.31](#), [2.9.32](#), [2.9.33](#), [2.9.34](#)).

OCC continues to look for ways to increase dialogue and awareness of the results of evaluation, assessment, and planning, including re-envisioning CPR and MPR through the lens of Guided Pathways. This framework engaged departments in reflection and dialogue about the data and which barriers students might encounter. Moving forward, the College will evaluate the impact of this framework as part of the CEP.

ORANGE COAST COLLEGE

Standard 3:

Infrastructure and
Resources

SERVING OUR COMMUNITY FOR OVER **75** YEARS

Standard 3: Infrastructure and Resources:

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

Actions and Alignment with the Standard

Coast Community College District Human Resources (CCCD HR) and the Orange Coast College Human Resources (OCC HR) departments support employment processes in alignment with CCCD board policies and administrative procedures (BP/AP 3420: *Equal Employment Opportunity*; BP 7100: *Commitment to Diversity*; BP/AP 7120: *Employee Recruitment and Selection*; BP/AP 7125: *Verification of Eligibility for Employment*; BP/AP 7126 - *Applicant Background and Reference Checks*; BP/AP 7902: *Faculty Service Areas, Minimum Qualifications and Equivalency*), which outline the hiring and recruitment process by employee group used to hire qualified faculty, staff, and administrators to support and sustain educational services and improve student success ([3.1.01](#), [3.1.02](#), [3.1.03](#), [3.1.04](#), [3.1.05](#), [3.1.06](#), [3.1.07](#), [3.1.08](#), [3.1.09](#), [3.1.10](#), [3.1.11](#)). Human Resources-related BPs and APs are reviewed for currency and relevancy on a regular cycle through the District Consultation Council (DCC) BP/AP Subcommittee ([3.1.12](#)). The District Equal Employment Opportunity Advisory Committee (EEOAC) also reviews these documents to ensure equitable hiring practices are reflected and included in applicable district programs and plans ([3.1.13](#)).

At the college level, OCC HR ensures the College practices equitable hiring protocols and complies with all federal, state, and ACCJC regulations and requirements. Minimum qualifications (MQs) for faculty and administrator positions are clearly stated in job announcements, including the education and experience needed as outlined in the *California Community College Chancellor's Office Minimum Qualifications for Administrators and Faculty*, which details requirements by curricular area ([3.1.14](#), [3.1.15](#)). All job announcements reflect OCC's commitment to its mission, student population, and diversity, including questions and guidance to ensure the applicant's demonstrated sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students ([3.1.16](#), [3.1.17](#), [3.1.18](#), [3.1.19](#)). Faculty job announcements for full-time and part-time faculty outline responsibilities for teaching, learning, and assessing student learning outcomes ([3.1.20](#), [3.1.21](#)). Developing and reviewing curriculum

is a full-time faculty responsibility outlined in their job announcement, which acts as the job description. Additionally, job announcements include the responsibility of participation in department and division meetings to ensure faculty members are aware of and engaged in identified goals and priorities of the institution ([3.1.22](#)). Job descriptions for classified professionals and managers identify the required training and experience for the position, which includes the minimum educational requirement. In support of OCC's DEIA Plan, student demographics and success measures are updated each fall on hiring announcements and other related communications.

Hiring processes for faculty, classified professionals, and administrators are conducted by search and selection committees trained in EEO and diversity hiring best practices ([3.1.23](#)). The search committee's initial screening ensures applicants meet the state-defined MQs. For faculty and educational administrator positions, an MQ equivalency process is available. Requests are reviewed by a District-wide, discipline-based Equivalency Review Committee to determine whether the applicant meets the MQs through alternative qualifications. Each Equivalency Review Committee consists of three faculty members who serve two-year terms. The composition of the committee is based on the number of colleges with the specific discipline under review. For applicants with international degrees, CCCD HR requires an evaluation and translation from a member organization of the National Association of Credential Evaluation Services (NACES) ([3.1.24](#)). During onboarding, CCCD HR verifies that all faculty and educational administrator candidates meet educational requirements by verifying transcripts, education, and previous experience.

The CCCD's Equal Employment Opportunity Advisory Committee (EEOAC) assists in the development, revision, and implementation of the CCCD Equal Employment Opportunity (EEO) Plan. The plan outlines the District's processes for meeting hiring goals and objectives, and it promotes understanding and support of equity, EEO, and non-discrimination programs, policies, and procedures ([3.1.25](#)). The EEOAC is a participatory governance committee ([3.1.26](#)). All constituent groups systematically review all board policies and administrative procedures on hiring practices on a three-year cycle. These are under review for updates to incorporate DEIA language and diversity hiring practices ([3.1.27](#)). Applicant data is collected through NEOGOV, the District's applicant tracking system. At least annually, the Vice Chancellor of Human Resources presents updates on equity and diversity in hiring to the Board of Trustees, using these data ([3.1.28](#), [3.1.29](#), [3.1.30](#), [3.1.31](#)).

Advancing Equity in Hiring

Due to budget constraints, the CCCD has been in a hiring frost since 2022. However, OCC has continued to hire critical positions. Staffing levels are reviewed during program review and faculty hiring prioritization processes. Before recruiting for a vacant position, the College analyzes organizational structures to determine whether the position is critical in supporting the College's mission, educational programs, and operations ([3.1.32](#), [3.1.33](#)). In response to the hiring frost, reorganizations have become an important tool to maximize efficiency, streamline departments, and reduce costs. Reorganizations are created and proposed after department managers assess current operations using program review data, mission-based workforce requirements, and current staffing levels ([3.1.34](#)). Reorganization proposals are reviewed by the President's Cabinet, the district-wide HR management team (i.e., HR Roundtable), and Chancellor's Cabinet ([3.1.35](#)). A reorganization is only implemented if it maintains an organizational structure that supports the program, does not have an impact on essential services, and supports the College's mission. In line with its program review and enrollment management processes, the College continually assesses its staffing levels and services within courses and programs to support student completion.

With a commitment to diversity, equity, and inclusion in hiring practices, OCC strives to build a workforce that reflects its student population's diverse backgrounds and experiences. However, progress has been incremental. Contributing factors include the long tenure of faculty, while student demographics evolve more rapidly. The College acknowledges that reducing structural barriers in recruiting, hiring, and retaining employees is critical to increasing employee diversity, as outlined in the College's DEIA Plan ([3.1.36](#)). OCC recognizes that MQs are not the sole hiring factor. Applicants' personal journeys and how their experiences contribute to student success are also important factors. To evaluate how well applicants' backgrounds and experiences align with the needs of diverse student populations in support of the College's mission, OCC utilizes behavioral interview questions ([3.1.37](#)).

3.2. The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Actions and Alignment with the Standard

Coast Community College District Human Resources (CCCD HR) and the Orange Coast College HR (OCC HR) departments support professional development processes by employee group in alignment with CCCD board policies and administrative procedures (BP 7100: *Commitment to Diversity*; BP/AP 7150: *Evaluation*; BP/AP 7160: *Professional Development*) ([3.2.01](#), [3.2.02](#), [3.2.03](#), [3.2.04](#), [3.2.05](#)). There are several avenues for professional development (PD) at OCC. The Professional Development Advisory Committee (PDAC), an advisory committee to the HR Office, is a participatory governance committee that assesses the needs of the campus through a biennial broad-based needs assessment and provides campus-wide PD opportunities based on these results ([3.2.06](#)). Once the Office of Institutional Effectiveness compiles and analyzes the responses from the needs assessment, the results are used to identify learning opportunities and develop targeted programs ([3.2.07](#), [3.2.08](#)). PDAC shares the needs assessment results with other groups, providing opportunities for additional input. These groups include the Flex Committee, Instructional Innovation Center (IIC), and Communities of Practice for Part-Time Faculty (COPfPTf). PDAC's goals are tied to the College mission and DEIA Plan ([3.2.09](#)). PDAC is represented on the DEIA Committee through the Director of HR, who serves as a resource member.

PDAC supports tenure-track faculty through the Tenure Track Faculty Academy, which covers topics such as creating equitable syllabi, ensuring accessibility, developing active learning environments, and using department- and course-level disaggregated data to promote student success ([3.2.10](#)). PDAC also supports part-time faculty through the COPfPTf, which holds monthly meetings for faculty members to collaborate, share ideas, and build community ([3.2.11](#)). COPfPTf also emails all faculty members weekly with ideas for improving classroom practices. Additionally, PDAC supports classified professionals through the Classified Leadership Academy (CLA), which is a 16-week cohort development opportunity for classified leaders on campus ([3.2.12](#)). This initiative is currently a joint effort with Golden West College and focuses on DEIA and leadership skills development. In addition to PDAC, OCC has a Professional Development Institute (PDI) as part of the full-time faculty bargaining agreement ([3.2.13](#)). PDI funds full-time faculty requests to attend professional conferences, classes, and other PD offerings related to their faculty roles ([3.2.14](#), [3.2.15](#)). Part-time faculty, managers, and

classified professionals also have access to funding sources to support attendance at professional conferences, workshops, and classes through their employee bargaining or meet-and-confer groups ([3.2.16](#), [3.2.17](#), [3.2.18](#)). PDAC provides various on-demand PD opportunities to all employees, such as LinkedIn Learnings with monthly themed topics and playlists, as well as resources through the Cornerstone platform ([3.2.19](#)). Additionally, OCC HR sends a monthly PD newsletter outlining PD activities available at the College, District, or statewide levels ([3.2.20](#)). The College's use of the Cornerstone platform also supports performance evaluations by documenting completed PD ([3.2.21](#)).

The College engages in campus-wide professional development, known as Flex Days, twice a year, with mandatory participation for full-time faculty ([3.2.22](#)). Part-time faculty are encouraged to attend and are compensated for their participation. Classified professionals are also encouraged by their managers to attend. The Flex Committee includes representation from all campus constituent groups and plays a lead role in organizing the Flex Days ([3.2.23](#)). Each Flex Day is guided by a theme selected by the committee to align with the College's goals. Once the theme is established, the committee solicits presentation proposals from the campus community for workshops, sessions, or poster presentations ([3.2.24](#)). When appropriate, a keynote speaker may be invited to present at an opening session and lead a workshop. To support participation, the College offers multiple access options, including on-demand workshops ([3.2.25](#)). These professional development offerings cover a range of topics, including pedagogy, curriculum, equitable student outcomes, support for special populations, and college processes ([3.2.26](#)). Additionally, the Classified Senate has collaborated with the Flex Committee to develop dedicated strands for classified professionals, ensuring that professional development benefits the entire campus community ([3.2.27](#)).

The College's commitment to professional development is outlined in its DEIA Plan, ensuring that professional development opportunities support inclusive excellence and equity-minded practices. For example, the College's DEIA Plan Goal 2 underscores its commitment to building a DEIA knowledge base among employees ([3.2.28](#)). In addition, Goal 5 outlines culturally responsive curriculum and pedagogy, which is under the purview of the Academic Senate (AS) ([3.2.29](#)). As an outgrowth of a state grant, the AS established a culturally responsive pedagogy professional development program, now operating as the Cultural Synergy Institute ([3.2.30](#)). In its first semester, 111 unduplicated faculty attended workshops focused on upskilling their ability to design curriculum and enhance pedagogy through a DEIA lens. Workshop examples include building a liquid syllabus, designing institutional pedagogy for Latine student success, and using music and poetry to increase student engagement and retention.

In alignment with the DEIA Plan and supported by an Institutional Effectiveness Partnership Initiative (IEPI) grant, the College has been formally recognized as a Caring Campus, through a national designation by the Institute for Evidence-Based Change ([3.2.31](#)). The Caring Campus initiative focuses on empowering classified professionals, who often serve as the first point of contact for students in front-facing services. The program aims to strengthen student and employee engagement while fostering a culture of care that directly impacts student success. The College has formally endorsed the *Caring Campus Strategic Plan 2024–2027* ([3.2.32](#)).

Professional Development (PD) can stem from an employee's supervisor identifying relevant PD activities to complete before their next evaluation. For all employees who receive an unsatisfactory evaluation, specific professional development (PD) may be incorporated into a *Performance Improvement Plan* to support their growth and success ([3.2.33](#)). Additionally, all employees engage in mandatory district-wide compliance training, such as Sexual Harassment Prevention and Title IX ([3.2.34](#), [3.2.35](#)).

Departments and areas also provide specialized professional development. The Office of Institutional Effectiveness, in support of Goal 6 of the DEIA Plan, instituted an equity-focused data coaching program ([3.2.36](#), [3.2.37](#), [3.2.38](#), [3.2.39](#)). Faculty, classified professionals, and management cohorts explore data trends from an equity perspective and reflect on actions to close gaps, a total of 73 to date. The College has identified ongoing funding for this program. The Coast District Management Association (CDMA) partnered with District Human Resources to institute a sustainable model of inclusivity training for managers. In Fall 2023, a cohort of 24 managers districtwide completed the Winter's Group Bold Inclusive Conversations (BIC) training, becoming certified to provide training aimed at enhancing managers' inclusive perspectives and dialogue skills. Ongoing BIC training for managers launched in Spring 2025 ([3.2.40](#)). Other examples include the Lady Pirates, a group supporting female employees through mentorship, alliance, and training opportunities, and various Ally training programs that support special student populations (e.g., LGBTQ+, undocumented scholars, veterans, and foster youth) ([3.2.41](#)).

Advancing Professional Development

PD attendance for all activities is documented in Cornerstone, a learning management system. This provides a centralized record of PD completion that the College and employees can view. This data reveals that the College is invested in providing varied professional development opportunities and indicates active employee participation. In FY 2023–24, 1,607 employees participated in professional development opportunities provided by the campus, with 20% of the PD offered by the campus focused on DEIA ([3.2.42](#)). The committees that work with PDAC, such as FLEX and the COPfPTf, provide reports on their activities, which are consolidated in an annual report presented to the College Council.

Surveys are administered to all participants completing a PD session. In the academic year 2023–24, out of 1,074 respondents, 89.5% indicated they would recommend the workshop they attended to a colleague ([3.2.43](#)). In Fall 2024, the *Strategic Professional Development Plan* (PD plan), informed by a needs assessment and professional development goals outlined in OCC's institutional plans, was developed by PDAC and endorsed by College Council ([3.2.44](#)). The PD plan outlines campus-wide PD goals for the years 2024–27, in addition to providing a summary of the PD needs assessment conducted in 2022–23 academic year. Therefore, the PD Plan balances individual preferences with strategic needs to ensure that professional development goals and activities align with and support the OCC mission. For example, the College's strategic planning efforts recognized that building employees' DEIA knowledge is essential to fulfilling its mission and goals. Goal 2 in the DEIA Plan emphasizes the necessity of building DEIA knowledge among employees ([3.2.45](#)). In response, the PD plan establishes annual, campus-wide learning goals focused on DEIA.

3.3. Employees are evaluated regularly, using clear criteria that align with their professional responsibilities and support the institution's mission and goals.

Actions and Alignment with the Standard

OCC engages in regular and systematic employee evaluations per Coast Community College District (CCCD) board policy and administrative procedure (BP/AP) 7150: *Evaluation and Collective Bargaining Agreements (CBAs)* based on established timelines ([3.3.01](#), [3.3.02](#)).

- Educational Administrators and Classified Managers: Initial one-year evaluation, followed by biennial evaluations.
- Classified Professionals and Confidential Employees: Evaluations at 3–months, 5–months, and annually, thereafter, following the probation period.
- Full-time Faculty: Annual evaluations during the four-year tenure review period, then every three years once tenured.
- Part-time Faculty: Evaluation during the first semester of employment, then every six semesters.

The content and process of evaluations are outlined in the respective CBAs (i.e., faculty and classified professionals), and for non-represented employees, through the district's meet-and-confer processes (i.e., CDMA and Confidential Employees) ([3.3.03](#), [3.3.04](#), [3.3.05](#), [3.3.06](#), [3.3.07](#), [3.3.08](#), [3.3.09](#)). Managers are accountable for ensuring the timely completion of performance evaluations for employees under their supervision. Meeting this responsibility is a critical component of their own evaluation ([3.3.10](#)). OCC Human Resources monitors the completion of evaluations for classified professionals and managers annually, and provides a status report to managers ([3.3.11](#)). The Office of Instruction monitors full-time and part-time faculty evaluations on a semester basis using the *Appraisals Due* report from ARGOS/Banner ([3.3.12](#)).

All evaluations include an employee self-evaluation, external evaluation, goal setting, and a focus on professional development. The responses provided in the evaluations of permanent employees are used by respective supervisors to create professional development plans or goals that align with the employees' development and success. Each evaluation also includes a reflection by both the employee and supervisor on employee's professional development progress since the previous evaluation. For educational administrators and classified managers, evaluations include 360-degree behavioral feedback surveys ([3.3.13](#)). The purpose of their evaluation is to encourage high levels of performance in the service of students, the institution, and the community. These surveys provide comprehensive insights from peers, direct reports, and supervisors, and are designed to align with the College's mission and student outcomes. Classified professionals are evaluated on ten competencies, including Equity and Inclusiveness ([3.3.14](#)). These evaluations aim to provide constructive feedback and strengthen communication between the employee and immediate supervisor. Tenure track evaluations include a self-reflection component, supporting faculty in assessing their learning, teaching practices, professional activities, and DEIA ([3.3.15](#), [3.3.16](#), [3.3.17](#), [3.3.18](#), [3.3.19](#), [3.3.20](#)). This reflective process fosters meaningful dialogue with the Tenure Review Committee and promotes continuous development aligned with the College's mission and educational goals. All faculty evaluations include student surveys completed by current students ([3.3.21](#), [3.3.22](#), [3.3.23](#), [3.3.24](#), [3.3.25](#)). The purpose of faculty evaluations is to improve instruction, counseling, and other educational services. *Performance Improvement Plans* are created for faculty, administrators, managers, and classified professionals to support growth and improvement when performance is below expected standards ([3.3.26](#), [3.3.27](#), [3.3.28](#)). If specific professional development (PD) is necessary, the employee and supervisor collaborate to identify appropriate opportunities and secure funding for participation. This collaborative effort ensures that professional growth aligns with both individual goals and institutional priorities.

To support continuous improvement in the evaluation process, all managers participated in performance management training over the past year. The training, titled *FRISK®: Fundamentals for Evaluators in Addressing Below-Standard Employee Performance*, equips managers with concrete steps for addressing employee performance gaps within a growth-oriented and supportive framework ([3.3.29](#)). This District-wide initiative ensures that managers

have the guidance and tools needed to utilize performance evaluations as avenues for ongoing employee development and institutional improvement.

Advancing Employee Evaluations

The College's systematic and regular cycle has led to consistent and timely evaluations across all employee groups ([3.3.30](#), [3.3.31](#)). As a result, employees receive the support they need to be successful in their roles through standardized evaluation tools and consistent supervisory feedback. The feedback gathered from supervisors, supervisees, students, and peers provides valuable insight into an employee's effectiveness. It reinforces strengths, recognizes positive contributions, and identifies areas for growth. Over time, the evaluation process has increasingly emphasized personal and professional growth, integrating reflection on prior goals and progress as part of the self-evaluation component ([3.3.32](#), [3.3.33](#), [3.3.34](#)). For full-time faculty, self-evaluations include prompts related to DEIA, aligning individual growth with the College's mission and DEIA Plan. The College firmly believes that employees who excel in their roles are better positioned to support students, collaborate effectively with colleagues, and make a positive impact on the community.

Revisions to the full-time faculty evaluation process have resulted in the inclusion of DEIA principles and a stronger emphasis on professional development. These improvements are achieved through district-wide processes, including collective bargaining for represented employees. For unrepresented employees, revisions are made collaboratively through meet-and-confer sessions. Currently, Coast District Management Association is in the process of revising the manager evaluation process to create a more robust and meaningful tool. Additionally, part-time faculty and classified professional evaluation processes are being revised through collective bargaining to include a deliberate DEIA focus.

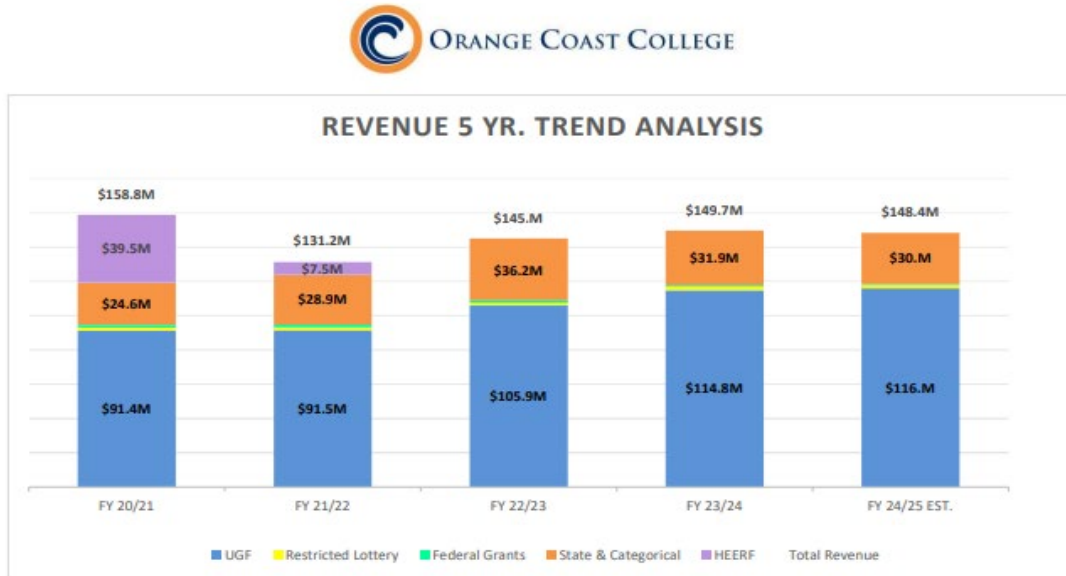
3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Actions and Alignment with the Standard

The Coast Community College District (CCCD) receives most of its funding through the State of California's General Fund and allocates it to each of its three colleges via a budget allocation model. The CCCD and OCC use of fiscal resources follow CCCD board policies and administrative procedures (BP/AP 6200: *Budget Preparation*; BP/AP 6250: *Budget Management*; BP/AP 6300: *Fiscal Management*; AP 6305: *Reserves*; BP/AP 6320: *Investments*; AP 6903: *Position Control*) ([3.4.01](#), [3.4.02](#), [3.4.03](#), [3.4.04](#), [3.4.05](#), [3.4.06](#), [3.4.07](#), [3.4.08](#), [3.4.09](#), [3.4.10](#)). As part of a multi-college district, the College receives an annual allocation from the District based on the budget allocation model ([3.4.11](#), [3.4.12](#)). This model allocates revenue to the three colleges and then assesses each campus' amounts to cover projected costs of District services and district-wide expenses. The current District Budget Allocation Model designates 52.11% of available District resources to OCC, which is then assessed a percentage of the District and district-wide expenditures. In the 2024–25 fiscal year, these assessments totaled \$28,491,877. The College's adopted budget allocation for the 2024–25 fiscal year was \$115,994,611, which includes \$13,800,000 in dedicated revenue, \$910,000 in prior year ending

balance, and other miscellaneous allocation adjustments (3.4.13). College-dedicated revenues are generated at the campus level, and the College decides how to allocate the funds. Examples include international and domestic non-resident tuition, facility rentals, transcript fees, parking fines, and other local revenue sources (3.4.14). OCC utilizes these funds to augment its annual operating budget. In addition to the general fund and dedicated revenues, OCC has several categorical programs and grants, which allow those programs to expand their services and build more robust offerings to better meet the needs of its students. *Figure 1* illustrates OCC's primary funding sources.

Figure 1. Five Year Revenue Trends



Other sources of support include for-profit operations (CCCD Enterprise), private donations (OCC Foundation), and federal grants (3.4.15, 3.4.16). Another source of revenue for the College is the District's general obligation bond, Measure M, approved by voters in 2012 (3.4.17, 3.4.18). These funds have enabled OCC to make significant improvements to its facilities (3.4.19). The College works diligently to leverage state and local funding sources, allowing for additional enhancements across the College. For example, the College received \$52,043,110 in matching funds from the state to build a new Literature/Language & Social/Behavioral Sciences building and the Chemistry building, which opened in Spring 2025.

Ending fund balances and ancillary funds have been reallocated to fund Annual Resource Requests (ARRs) identified during the annual planning process (3.4.20, 3.4.21, 3.4.22). The 2024–25 cycle marks the 16th complete iteration of the OCC Annual Resource Allocation process. Each year, the process has been refined to become a more valuable and sustainable mechanism for promoting institutional effectiveness. This past year, the College Budget Committee (CBC) recommended an allocation to the College Council of \$500,000 from college ancillary funds to fund ARR's due to the decrease in ending balance funding available. *Table 1* outlines the College's ending balances for the past five years.

Table 1. Ending Balances, 2021–2024

Fiscal Year	Begin Fund Balance	Adjusted Revenue	Expenditures	Ending Balance	%
FY 20/21	(2,594,588)	91,365,285	90,238,379	1,126,906	1.2%
FY 21/22	1,126,906	90,398,232	89,812,239	1,712,899	1.9%
FY 22/23	1,712,899	104,224,757	105,031,684	905,972	0.9%
FY 23/24	905,972	113,857,563	113,853,524	910,011	0.8%
FY 24/25 Estimated	910,011	115,084,600	115,994,611	0	0.0%

The ARR process focuses on supporting areas of improvement, opportunity, or innovation at the department level, guided by findings from program review and evaluation. The ARR prioritization process is multi-layered. ARRs developed through spring planning processes are prioritized at the department or program level, then submitted to the manager for area-level prioritization. Requests are further reviewed and prioritized at the wing level, with feedback provided for technology, facilities, and equipment requests by related participatory governance committees (PGCs). Final prioritization across all wings occurs in the President’s Cabinet in the fall ([3.4.23](#)). The integrated, prioritized funding requests are reviewed by the President’s Cabinet, which utilizes available resources allocated by the CBC, as well as other designated categorical and restricted funding sources, to support the highest priority needs that align with the College’s mission and promote student success. The College Council endorses the final prioritized funding proposal, which is then disseminated collegewide. This process ensures that funding allocations reflect priorities set during program review and departmental planning, and in alignment with College plans.

ARRs are funded from a variety of sources, such as college reserves, capital outlay, state-funded equipment, the OCC Foundation, and Strong Workforce funds ([3.4.24](#)). Some examples include \$200,000 to replace stadium sound and scoreboard systems, \$125,000 to update custodial equipment, \$50,000 to fund food services renovation, and \$300,000 to update Radiologic Technology labs ([3.4.25](#)). This approach provides every program and department with the opportunity to request the resources essential to their success. Through this process, the College advances its goal of developing, maintaining, and enhancing programs and services — ensuring the most pressing needs of the campus are addressed first.

In the event of an emergency repair or unplanned expenses, the College also uses the Beyond the Scope of the Budget (BSB) process and the Equipment Repair process ([3.4.26](#), [3.4.27](#), [3.4.28](#), [3.4.29](#)). These forms are accessible on the OCC Portal, and requests are reviewed weekly by the President’s Cabinet ([3.4.30](#)). This ensures timely funding for urgent or unexpected repairs and expenditures.

To ensure the effectiveness of budget practices, the Annual Budget Review, Campus Budget Worksheets, and Adopted Budget are regularly evaluated, generating recommendations for improvement. Ongoing dialogue and debriefing on the budget process — successes and lessons learned — create opportunities for institutional improvement, with a focus on achieving equitable student outcomes ([3.4.31](#), [3.4.32](#), [3.4.33](#), [3.4.34](#), [3.4.35](#), [3.4.36](#)).

The Board of Trustees adopted BP/AP 6400: *Audits*, which outlines the Board’s expectations related to the external audit ([3.4.37](#), [3.4.38](#)). In addition, BP/AP 7700: *Whistleblower Protection* provides a whistleblower policy for individuals to report any type of alleged fraud, waste, or abuse ([3.4.39](#), [3.4.40](#)). Ensuring the College’s commitment to the policy and the integrity of the College’s financial operations, the District hires an external auditor annually to review the

College and District's financial records and confirm that proper procedures and internal controls are in place ([3.4.41](#)). To demonstrate this commitment to financial integrity, each purchase undergoes multiple levels of approval to ensure alignment with institutional priorities and responsible resource allocation. This process represents a system of checks and balances for all expenditures ([3.4.42](#), [3.4.43](#)). The external audit, pursuant to BP/AP 6400: *Audits*, is conducted annually ([3.4.44](#), [3.4.45](#), [3.4.46](#)). Due to the large scale of Title IV districtwide, the external audit includes a review of Financial Aid. In the 2023–24 Financial Audit, there were no findings related to Title IV. Additionally, the District employs a full-time administrator who serves as the Internal Auditor. This position is responsible for working with OCC and District personnel to identify potential areas of concern and to investigate issues in accordance with District policies and procedures.

OCC anticipates funding shortfalls in 2025–26 due to changes in the State of California's funding model ([3.4.47](#)). In response, OCC and CCCD have proactively planned for these shortfalls. In stewardship of its monetary resources, OCC identified savings and revenue enhancements for the current and upcoming years. The findings and recommendations are detailed in the *Fiscal Stability Plan* (FSP) developed in Spring 2024 and implemented in the 2024–25 adopted budget ([3.4.48](#)). The FSP aims to eliminate projected deficit spending and to meet the unrestricted general fund reserve requirement. As an added measure of fiscal responsibility, the District Office conducts an actuarial study to inform planning and reduce retiree liability risk ([3.4.49](#)). The most recent study evaluated risk related to retiree health liabilities and informed decisions related to health insurance offerings. These findings were presented to the Board of Trustees in November 2024 ([3.4.50](#)).

Advancing Fiscal Resources

As outlined in the DMD, OCC has maintained a transparent budgeting process (e.g., budget development cycle, program review process, resource prioritization/allocation, and communication approach) ([3.4.51](#)). Multi-year financial projections at the District and College levels inform the campus of the budget's status ([3.4.52](#), [3.4.53](#)). By consistently implementing budgeting processes, enhancing communication, and focusing on outcomes, the College community gains knowledge and makes informed decisions. For example, monthly reports are provided to the College Budget Committee outlining financial activity and projections based on the OCC budget, along with regular reports on the College's *Fiscal Stability Plan* (FSP) ([3.4.54](#)). The FSP report is also presented to the Board of Trustees and includes reports for each campus, the District Office, and districtwide accounts ([3.4.55](#), [3.4.56](#)). In addition, the District Consultation Council's Budget Subcommittee provides regular budgetary reports ([3.4.57](#)).

OCC continues to evaluate its process to identify additional areas of efficiency to maximize funding and increase innovative solutions supporting its mission and student success. Efficiency improvements include identifying and implementing 47 campus reorganizations (as of June 2025), resulting in salary savings; using technologies such as *Slate* and *Starfish* to streamline operations and enhance student communication and support; and, identifying alternative funding sources, including categorical and private funding, to supplement general fund allocations. OCC will also continue to regularly analyze and evaluate its financial management practices, using the results to improve internal control systems and campus processes. Deployment strategies — such as training and purchasing decision guidelines using the processes outlined in the DMD, procurement laws, accounting regulations, and the State Budget Manual — which help sustain and regulate processes. In Fall 2024, District Fiscal Services showcased key budgetary processes and recent revisions to all managers and interested campus constituents to promote transparency of budget and financial processes ([3.4.58](#), [3.4.59](#)). For example, in 2024 and 2025, the CCCD held campus training. In the Fall

2024, a session covered purchasing, travel, grants, district budget and accounting. In Spring 2025, training on end-of-year closing procedures was conducted to improve end-of-year financial projections.

OCC's financial resources are sufficient to support and sustain student learning programs and services. The District and College maintain adequate reserves ([3.4.60](#)). The FSP and ongoing reorganizations have positioned OCC to plan proactively and strategically for an anticipated reduction in State base funding in 2025–26, while continuing to provide learning and support services aligned with the College's mission. The College also continues to be strategic in acquiring additional sources of funds through private funders, grants, and dedicated revenue to expand opportunities to support student success.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Actions and Alignment with the Standard

OCC's budgeting processes and practices align with the College's mission, vision, and goals, as outlined in the *Annual Budget Review and Development Process Timeline*, part of the *Orange Coast College Decision Making Document: A Guide to Planning and Governance* (DMD). Budgeting processes are also aligned with Coast Community College District (CCCD) board policies and administrative procedures (BP 3250: *Institutional Planning*; BP/AP 6200: *Budget Preparation*; BP/AP 6300: *Fiscal Management*) ([3.5.01](#), [3.5.02](#), [3.5.03](#), [3.5.04](#), [3.5.05](#)). Integrated planning processes, from program review through resource allocation, are directly linked to the College's mission and goals. During program review, instructional, student support, and administrative departments reflect and respond on how their work supports the mission, which leads to the development of planning strategies and Annual Resource Requests (ARRs) ([3.5.06](#)). ARR prioritization occurs at the program/department, division (if applicable), wing, and campus levels ([3.5.07](#)). Final campus prioritization is conducted by the President's Cabinet, which recommends funding decisions and identifies funding sources. OCC ensures a collaborative, mission-aligned approach by actively engaging all departmental stakeholders from the outset.

The College Budget Committee (CBC), a participatory governance committee, supports budget development and oversees college budget matters ([3.5.08](#)). All meetings are public and typically include a virtual attendance option. A CBC representative serves on the District Budget Advisory Subcommittee and the College Council. The CBC ensures that resource allocations align with college-wide strategic planning efforts outlined in the DMD, are evaluated through program review, developed into planning strategies, and implemented through the ARR prioritization process. As outlined in the *Annual Budget Review and Development Process Timeline* in the DMD, the President's Cabinet reviews the prior year's expenditures, carry-forward balances, and the adopted budget for the upcoming year each spring ([3.5.09](#)). This information is used to establish goals for the upcoming academic year. In February, managers are given their departments' budget development worksheets to review and revise for their respective areas ([3.5.10](#)). Ongoing funds allotted through the ARR process are incorporated at this time. While managers are encouraged to carefully assess needs, they may submit budget augmentation

requests for items essential for operational sustainability or mission-critical priorities. In March, completed worksheets are submitted to the appropriate vice president for review. The results are aggregated and reviewed by the President's Cabinet and Director of Business Services ([3.5.11](#)). Based on the tentative budget allocation model, tentative expense, and revenue estimates, the President's Cabinet solidifies priorities for the upcoming year. Budget development processes also support key campus-wide planning initiatives — such as the *Coast Community College District (CCCD) 2045 Facilities Plan*, the *Diversity, Equity, Inclusion, and Accessibility (DEIA) Plan*, and the *Strategic Enrollment Management Plan* — as ARR's are submitted by responsible parties ([3.5.12](#)). These actions lead to a well-documented, transparent, and collaborative approach for planning and budgets.

The College has improved campus communication regarding budget processes and outcomes. The College Council reviews budget reports and updates in accordance with its annual agenda guidelines, as outlined in the DMD ([3.5.13](#), [3.5.14](#)). These guidelines support timely completion of required planning processes tied to the College's goals in the *Educational Master Plan* (EMP). Each December, the College President sends a campus-wide message summarizing all ARR's and funding recommendations, including the spring timeline to encumber funds (this information is also made available on the internal committee portal) ([3.5.15](#), [3.5.16](#)). This practice promotes transparency and confirms the College's adherence to its established processes and timelines. The District's Fiscal Office offers workshops and presentations on the overall health of district finances, both in-person and remotely ([3.5.17](#)). OCC's annual *Fiscally Speaking* newsletter, which explains purchasing and accounting processes, is distributed campus-wide, and published on the website ([3.5.18](#)).

Advancing Fiscal Planning

The College's financial planning systems and structures enable strategic planning that aligns with the College's mission. Fiscal planning begins with departmental program review, which allows departments to link their functions and services to the College's mission, goals, and EMP ([3.5.19](#)). These connections inform decisions about maintaining, enhancing, or strengthening departmental functions through planning strategies and resource allocation.

Annually, the CBC reviews available funding for ARR's, typically relying on the general fund ending balance ([3.5.20](#), [3.5.21](#)). As the College continues to address its *Fiscal Stability Plan* (FSP) and align revenues with expenditures, the CBC has recommended using College ancillary funds, where appropriate, to support essential needs, including those through the ARR process. This demonstrates the College's commitment to fund departmental improvement plans that support its mission and goals, even in challenging fiscal conditions. In December 2024, the campus completed its 16th integrated planning cycle using the current processes.

Expanded communication around fiscal planning and budgeting processes has improved campus-wide awareness and understanding of these functions. Multi-year financial projections keep the campus informed about the College's budget status ([3.5.22](#)). District-led budget workshops and presentations are well attended, with time allotted for questions and discussion. Employees receive the campus newsletter, *Fiscally Speaking* ([3.5.23](#)), a support and training document prepared by Campus Business Services and updated annually, or as needed, when processes change. This document is reviewed and discussed during Administrative Leadership Team and CBC meetings, and is made available to employees through the Bursar's Office OCC Portal page ([3.5.24](#)). By sharing fiscal data with the campus and broader community, the College fosters transparency and empowers informed decision-making.

Through the maturation of the fiscal planning and budgeting processes, the College has seen increased participation from campus constituencies in the annual planning process ([3.5.25](#)). Greater stakeholder opportunities, engagement, and communication have led to a broader understanding and more effective use of the process, resulting in stronger and more effective strategic budget decisions ([3.5.26](#)).

OCC continues to explore ways to further align fiscal planning with its mission and goals through innovative solutions and the strategic use or identification of alternative funding sources. For example, in 2023–24, the College placed greater focus on ensuring revenue-generating areas are self-supporting and aligned with its core mission of supporting students ([3.5.27](#)). Examples of revenue-generating areas moving towards being self-supporting include the ASOCC Recycling Center, Children's Centers, Cafeteria, Student Health Center, and Campus Public Safety. To maximize funding for high-impact programs and services, OCC continues to pursue grants and private funding. For instance, an Institutional Effectiveness and Planning Initiative (IEPI) grant from the California Community College Chancellor's Office provided flexibility in funding to support the development of the *Strategic Enrollment Management Plan*, build enrollment management awareness, and launch a campus-wide equity-focused data coaching program ([3.5.28](#)). The OCC Foundation has built relationships with local partners, including private foundations and community donors, to fund innovative programs such as the expansion of Allied Health and Technology Summer Bridge programs, marine training programs, and the refurbishing of facilities, such as technology areas and sports fields ([3.5.29](#)).

3.6. The institution assures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment. (ER 5)

Actions and Alignment with the Standard

The College Budget Committee (CBC) provides oversight and transparency for fiscal and budgeting processes. CBC's role is outlined in the *Orange Coast College Decision Making Document: A Guide to Planning and Governance* ([3.6.01](#)). Coast Community College District (CCCD) board policies and administrative procedures also guide financial resource management, and campus processes align with these policies (BP/AP 6200: *Budget Preparation*; BP/AP 6250: *Budget Management*; BP/AP 6300: *Fiscal Management*; AP 6305: *Reserves*; BP/AP 6330: *Purchasing*; BP/AP 6340: *Bids and Contracts*; BP/AP 6400: *Audits*; BP/AP 6904: *Debt Issuance and Management*; BP/AP 6902: *Capitalization, Depreciation, and Inventory of District Property*) ([3.6.02](#), [3.6.03](#), [3.6.04](#), [3.6.05](#), [3.6.06](#), [3.6.07](#), [3.6.08](#), [3.6.09](#), [3.6.10](#), [3.6.11](#), [3.6.12](#), [3.6.13](#), [3.6.14](#), [3.6.15](#), [3.6.16](#), [3.6.17](#), [3.6.18](#)). The CCCD conducts annual internal and external audits to ensure financial integrity and responsible use of funds ([3.6.19](#), [3.6.20](#)). Three separate audits — District, Foundation, and Enterprise — ensure expenditures and accounting are aligned with GASB and GAAP standards ([3.6.21](#), [3.6.22](#)). Final audits are presented annually to the respective Boards in the fall ([3.6.23](#), [3.6.24](#), [3.6.25](#)). The District audit is reviewed by the Board of Trustees Audit and Budget Subcommittee, then presented to the full Board of Trustees, and subsequently discussed by the College Budget Committee. The OCC Foundation and CCCD Enterprise Corporation also undergo external audits and are accountable to their respective Boards of Directors, which receive regular income and expenditure reports at board meetings ([3.6.26](#)). Audit findings are documented in the

Annual Financial Audits, State of California Audits, and Internal Audits. Any findings are immediately addressed with mitigation actions identified and implemented, allowing for process improvements at the College level (3.6.27). Increased awareness and communication regarding audit processes support transparency and accountability.

Campus Business Services participates in the College's program review processes, including assessment of its Administrative Unit Outcomes (AUOs) and key performance indicators to ensure the effectiveness of internal and external controls (3.6.28). Results from this assessment are used to modify or create fiscal and budgeting processes for continuous improvement. Executive Summary Reports are distributed to the CBC monthly, promoting accountability for budget decisions across the broader campus community (3.6.29, 3.6.30). Examples of fiscal decisions communicated through this process include the ARR allocation letter from the College President and the Technology Endowment distribution each fall (3.6.31, 3.6.32).

The District Office provides multi-year financial projections, which are presented to and discussed by the Board of Trustees, District, and OCC leadership, and the District Consultation Council (DCC) (3.6.33). The multi-year projections are developed and reviewed on a regular and systematic cycle. They are part of discussions on the preliminary budget (January), tentative budget (May), and adopted budget (September). In 2023, the multi-year financial projections forecasted a period of deficit spending for both the District and OCC. In response, OCC held town hall budget meetings to discuss the implications of deficit spending, hiring freezes, and campus reorganizations. These meetings led to the creation and adoption of a new *Fiscal Stability Plan* (FSP) for long-range planning, with specific plans for each college and the District (3.6.34). The FSP outlines strategies for transitioning from an operational deficit spending pattern to a sustainable financial model (3.6.35). The FSP was presented to the Board of Trustees and discussed at CBC, Administrative Leadership Team, College town hall meetings, and the College Council (3.6.36). Additionally, the OCC Business Office provides regular summaries of expenditures throughout the budget development process (3.6.37).

Advancing Financial Integrity

The College values fiscal process improvements resulting from continuous self-evaluation. There is ongoing collaboration between the District and the College, which enables OCC to understand its fiscal position within the larger District context. OCC takes appropriate fiscal action as needed, evidenced by actions taken based on multi-year projections, which resulted in the FSP development. Departmental program reviews serve as the foundation for planning and resource allocation. As the College continues to strengthen the connection between these processes, stronger alignment with fiscal processes and funding opportunities has emerged. Campus Business Services has enhanced training workshops, documentation, and online resources to promote greater employee understanding and navigation of fiscal processes.

3.7. The institution assures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Actions and Alignment with the Standard

Actions to ensure long-term financial solvency are conducted in collaboration with District Fiscal Services, beginning with identification and confirmation that all liabilities are covered in

alignment with Coast Community College District (CCCD) board policies and administrative procedures (BP 3250: *Institutional Planning*; BP/AP 6250: *Budget Management*; BP/AP 6300: *Fiscal Management*; AP 6305: *Reserves*; BP/AP 6400: *Audits*; BP/AP 6902: *Capitalization, Depreciation, and Inventory of District Property*; BP/AP 6904: *Debt Issuance and Management*) ([3.7.01](#), [3.7.02](#), [3.7.03](#), [3.7.04](#), [3.7.05](#), [3.7.06](#), [3.7.07](#), [3.7.08](#), [3.7.09](#), [3.7.10](#), [3.7.11](#), [3.7.12](#)). One mechanism for achieving this is through an biennial actuarial study conducted district-wide by a third-party actuary ([3.7.13](#)). This study examines all employees and projects the long-term financial obligations of each college throughout the employees' lifetime. At OCC, the only long-term liability is post-employment benefit obligations. Currently, OCC funds retiree benefits on an as-needed basis using general funds. However, the College has funded 94% of its post-employment benefits (OPEB) fund; once this is funded to 100%, retiree benefits will be paid from interest earned irrevocable trust, eliminating reliance on general fund. Liabilities and obligations are presented by District Fiscal Services to the Board of Trustees and are also reported in the CCCD Annual Financial Statements ([3.7.14](#), [3.7.15](#), [3.7.16](#)). The most recent actuarial study, completed and presented to the Board of Trustees in November 2024 ([3.7.17](#)). This study indicated total district liabilities of \$110,100,000 as of June 30, 2024. Of this, the District has set aside \$102,800,000, leaving an unfunded liability of \$7,300,000. The District also maintains a minimum reserve of 16.4% reserve per BP/AP 6305: *Reserves* to cover expenses exceeding current-year resources.

The CCCD's 2023–2028 *Fiscal Stability Plan* (FSP), along with ongoing analysis of historical, current, and ongoing expenses — as documented in operational reports — informs the College Budget Committee (CBC), Business Services, and President's Cabinet of OCC's financial position ([3.7.18](#)). This process is designed to preserve the District's positive fiscal condition by aligning ongoing expenditures with ongoing revenues, eliminating projected deficit spending, and ensuring the unrestricted general fund reserve level requirement is met through a multi-year implementation. The FSP and operational reports serve as critical tools in reducing deficit spending. They emphasize that one-time solutions impact only a single year, whereas ongoing solutions are necessary for structural change. The tools consider the state budget, apportionment trends, revenue increases, reductions in expenditures (e.g., reorganizations with salary savings), and other budget assumptions. The FSP is updated quarterly to reflect plan adjustments based on actual revenue and expenditures to project the fiscal position moving forward. Currently, OCC carries no locally incurred debt repayment schedules.

Short-range financial plans are developed through the College's integrated planning process ([3.7.19](#)). This process is rooted in assessment, program review, and planning, ensuring that resource allocation aligns with the College's mission and priorities. Annual Resource Requests (ARRs), which emerge from departmental planning, are primarily funded from the College's prior year-end balance, ancillary reserves, or categorical funds ([3.7.20](#)). If an ongoing cost is approved through this process, managers incorporate the expense into their regular budget through the annual budget development process ([3.7.21](#)). During budget development, managers may also request revisions or reallocations based on changes in ongoing costs or upcoming annual priorities. The OCC adopted budget includes unappropriated reserves to address emerging needs outside the regular planning cycle. Formal processes to request funds for emergency repairs or items beyond the scope of the budget (BSB) are outlined in the DMD. This includes systematic review by the requestor's manager and Vice President, followed by the President's Cabinet ([3.7.22](#), [3.7.23](#)). The President's Cabinet determines the outcome of these requests, and funding decisions are then communicated to the originating manager through the respective Cabinet member. The status of BSB requests is made available on the College Council's OCC Portal site.

OCC relies on the District Fiscal Services, Campus Business Services, and the College Budget Committee (CBC) to understand how the College's liabilities, revenue, and expenditures affect budget development. The inclusion of a participatory governance committee ensures transparency, accountability, and a shared understanding of fiscal solvency. This approach also incorporates campus input and integrated planning, ensuring that employees are better informed about fiscal decisions.

OCC's annual budget details and the FSP are presented and discussed during Board of Trustees meetings, and are made publicly accessible through the BoardDocs portal ([3.7.24](#)). The CBC reviews and reflects on the multi-year financial projections contained in the FSP to keep the campus aware of the College's budget's status. This information is disseminated through town hall forums, the DCC Budget Subcommittee, the Administrative Leadership Team, and CBC meetings. Updates on the budget and CBC activities are reported to the College Council ([3.7.25](#), [3.7.26](#), [3.7.27](#)).

The College employs appropriate risk management strategies and contingency planning to address financial emergencies and unforeseen events. For example, student housing was made possible through a public-private partnership (P3) agreement, with the College leasing land to a third party, the National Campus and Community Development Corporation (NCCD), which built the housing facilities ([3.7.28](#)). Under the agreement, OCC is responsible for covering operational costs in excess of revenue, if the project does not meet its debt-to-income ratio. The project currently is outperforming its operational requirements, and the excess is returned to the campus. These funds are held in a separate fund to guard against future liabilities and offset campus-incurred expenses related to student housing.

Advancing Fiscal Solvency

The College has matured and strengthened its budget development processes through increased campus participation and improved communication. The CBC plays a central role in both short- and long-term budget planning, fostering transparency and helping to demystify the budget process. This structure serves as a mechanism for accountability and supports fiscal solvency. An example of increased transparency is the regular dissemination and discussion of budget reports across multiple campus forums, such as the College Council, CBC, Academic Senate, Administrative Leadership Team, President's Cabinet, and Board of Trustees. This broadens the constituency's understanding of how the College plans address potential budget challenges.

As part of the College's continuous improvement efforts, OCC continues to explore ways to enhance budget and fiscal stability communication, including the improved refinement of committee reporting practices. These efforts have significantly increased the campus community's awareness of what is required to keep OCC fiscally solvent. For example, Campus Business Services provides managers with monthly financial reports outlining the College's current financial status ([3.7.29](#)). These reports include visual aids, such as graphs and charts, which improve clarity and facilitate more effective communication ([3.7.30](#)). Campus Business Services continues to expand its digital presence by utilizing the OCC Portal to share fiscal reports, meeting minutes, and other important documents ([3.7.31](#), [3.7.32](#)). These materials are discussed during CBC meetings, reviewed by managers, and established resources during budget development and Annual Resource Request (ARR) allocation processes.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution assures safe and effective physical resources at all locations where it offers courses, student services, and/or learning supports.

Actions and Alignment with the Standard

OCC constructs and maintains physical resources in alignment with Coast Community College District (CCCD) board policies and administrative procedures (BP 3250: *Institutional Planning*; AP 3251: *Total Cost of Ownership*; BP/AP 3501: *District Security and Access*; BP/AP 6300: *Fiscal Management*; BP/AP 6330: *Purchasing*; BP/AP 6340: *Bids and Contracts*; BP/AP 6350: *Contracts Relating to Construction*; BP/AP 6370: *Contracts for Independent Contractor or Professional Expert Services*; BP/AP 6500: *District Real Property*; BP/AP 6550: *Disposal of District Property*; BP/AP 6600: *Capital Construction*; BP/AP 6700: *Civic Center and Other Facilities Use*; BP/AP 6800: *Occupational and Workplace Safety*; BP/AP 6850: *Hazardous Materials*) ([3.8.01](#), [3.8.02](#), [3.8.03](#), [3.8.04](#), [3.8.05](#), [3.8.06](#), [3.8.07](#), [3.8.08](#), [3.8.09](#), [3.8.10](#), [3.8.11](#), [3.8.12](#), [3.8.13](#), [3.8.14](#), [3.8.15](#), [3.8.16](#), [3.8.17](#), [3.8.18](#), [3.8.19](#), [3.8.20](#), [3.8.21](#), [3.8.22](#), [3.8.23](#), [3.8.24](#), [3.8.25](#), [3.8.26](#)). Building and maintaining facilities that support student success requires OCC to continually evolve in response to changing student needs. The allocation of capital outlay funds for facility maintenance, provided by the State, is informed by key planning documents, including the *Coast Community College District (CCCD) 2045 Facilities Plan*, *Educational Master Plan (EMP)*, and *Orange Coast College Decision-Making Document: A Guide to Planning and Governance (DMD)* ([3.8.27](#), [3.8.28](#), [3.8.29](#)). The *Coast Community College District (CCCD) 2045 Facilities Plan* was updated in 2022 with a refresh in 2024 through a participatory process and outlines long-term construction and facility planning projects. This plan is aligned with OCC's mission, EMP, and the *Diversity, Equity, Inclusion, and Accessibility (DEIA) Plan*, strengthening the connection between physical infrastructure and the programs and services that support the College's mission and institutional goals ([3.8.30](#)). The Facilities Planning Committee, a participatory governance committee, monitors and oversees projects to ensure adherence to processes and address any issues that arise ([3.8.31](#)). Facilities needs are identified through departmental program review and planning, town hall forums, and participatory governance committees, which provide inclusive and safe spaces to communicate both immediate and long-term ideas and needs ([3.8.32](#), [3.8.33](#), [3.8.34](#), [3.8.35](#), [3.8.36](#), [3.8.37](#), [3.8.38](#)). Additionally, each department on campus submits Annual Resource Requests (ARR), which may include non-urgent facility needs that support student learning and services ([3.8.39](#)).

OCC also recognizes that needs can arise outside of the formal planning processes. The Maintenance and Operations (M&O) department manages scheduled projects identified in planning processes, addresses urgent needs outside of planning processes, and handles day-to-day operational needs. Needs evaluated through these processes lead to prioritized work, schedules, and scheduled maintenance projects. In 2023–24, M&O processed 2,925 departmental requests to maintain a safe and operational campus environment. Safety concerns outside of routine maintenance follow a separate reporting process. Regular safety inspections are conducted by Public Safety (e.g., night lighting reviews), the District's insurance provider, and external reviewers ([3.8.40](#), [3.8.41](#)). In 2024, the District conducted a third-party Risk Assessment and Safety review. A summary was recently presented to the Board of Trustees in February 2025 ([3.8.42](#)). OCC also maintains an onsite Campus Safety Department, whose safety officers regularly monitor the campus and District Office and respond to safety

concerns. Public Safety prepares an Annual Safety and Fire Safety Report (ASFSR), which addresses security policies, campus safety information, potential threats, and crime statistics ([3.8.43](#)), which is posted on the OCC website under the Clery Act section.

In addition to the process for identifying and handling safety issues on campus, OCC has engaged external experts to evaluate safety. In August 2023, D. Stafford & Associates (DSA) conducted Vulnerability and Physical Security Assessments across CCCD campuses and facilities ([3.8.44](#)). The draft report was completed in Spring 2024 and finalized in Fall 2024 after feedback from CCCD key stakeholders. The report identified and ranked potential vulnerabilities and threats, including risks to CCCD assets and buildings. Public Safety, M&O, and the District Risk Services Office reviewed the recommendations. Work orders were created for priority items that fit within OCC's current budget, while larger-scale projects were integrated into future funding plans or incorporated into the campus's portion of the *Coast Community College District (CCCD) 2045 Facilities Plan* ([3.8.45](#)).

OCC has remarkable facilities supported by effective facilities planning. Since the passage of Measure M (2012–24), the campus has added 500,000 square feet of usable space and significantly upgraded its infrastructure. These improvements have enhanced student engagement, academic success, and service to the local community. The generous support of the local community through two successive bonds, Measure C and Measure M, has enabled the College to maximize state and local funding to construct state-of-the-art facilities and infrastructure. Projects in the last five years leveraging these funds include academic buildings for Literature, Languages and Social and Behavioral Sciences; Chemistry; Kinesiology/Aquatics Complex; and the Professional Mariner Training Center at the Waterfront Campus in Newport Beach. Additional projects include critical buildings like the Student Union, supporting extracurricular activities, student clubs, and student organizations; and the College Center, located near the Student Union to unify student activities, dining, and administration ([3.8.46](#)).

As new spaces are built, vacant locations are repurposed to support students. Examples include Pirates' Cove food pantry and closet; and dedicated, supportive spaces for diverse student communities (e.g., CLEEO Project, Umoja, Rainbow Cove, and the Multicultural Center). The College is in the process of enhancing the landscaping near the Multicultural Center through conceptual pocket parks to promote student engagement. The rationale for these facilities is rooted in the College's desire for supportive student spaces, which align with the college's EMP, *Coast Community College District (CCCD) 2045 Facilities Plan*, and DEIA Plan, or are based on data-supported analyses of student needs and outcomes ([3.8.47](#), [3.8.48](#), [3.8.49](#)).

The opening of the Harbor at OCC — on-campus student housing — provides a residential experience that promotes student engagement ([3.8.50](#)). Unique facilities at the Waterfront Campus reflect OCC's nautical identity, offering credit and fee-based programs to serve students and the local community ([3.8.51](#)). The College's facility usage by off-campus groups is managed by the Facilities Rentals department, serving local high schools, not-for-profit organizations, and for-profit organizations, in accordance with BP/AP 6700: *Civic Center and Other Facilities Use* ([3.8.52](#), [3.8.53](#), [3.8.54](#)).

The Administrative Services Planning Council and Facilities Planning Committee regularly evaluate their effectiveness through surveys, town halls, participatory governance feedback, and campus communication. The use of the Footprints/JIRA technology platform allows M&O to manage service requests efficiently and supports data reporting aimed at evaluating the effectiveness of campus facilities maintenance ([3.8.55](#)).

Advancing Facilities Planning

The College recognizes the importance of adaptability and soliciting feedback through OCC's program review, annual planning processes, town halls, and participatory governance meetings. Moving forward, the collection of specific data on facility rentals will be essential to evaluate their actual value, enabling informed adjustment of fees that account for usage, personnel costs, and parking. Feedback from these areas has led to ongoing discussions about appropriate staffing levels, needing to reduce hiring timelines, and ensuring alignment with the Association of Physical Plant Administrators (APPA) standards.

Additionally, the College is committed to addressing areas that have not yet benefitted from local funding under Measures C & M. These include Visual and Performing Arts (Dance, Theater, Music); Adult Education; Technology; and the Technology Skills Center. To support this, in Fall 2024, the District hired an architectural firm to assist the campus in refreshing *Vision 2030 Master Plan*. The Vision 2030 Task Force met with the Gensler architects to review campus strategies, identify *Vision 2030* projects, and update the existing *Vision 2030 Master Plan* map ([3.8.56](#)). In Spring 2025, the final version was presented to the campus and the Board of Trustees, as the *Coast Community College District (CCCD) 2045 Facilities Plan* ([3.8.57](#), [3.8.58](#)). As part of future planning efforts, the College will develop a Facilities Campus Standards document. This document outlines guidelines for access, accessibility, and sustainability standards in buildings.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Actions and Alignment with the Standard

Information Technology (IT), consisting of 50 employees and four directors, is centralized at the District Office under the Vice Chancellor. The department oversees IT operations, applications, sustainment, and transformation ([3.9.01](#)). IT supports both academic and administrative technology needs, including hardware, globally used software, networking, and cybersecurity. Although centralized, IT assigns staff members to each of the District's three college campuses to ensure immediate IT support, with priority given to classroom support. IT operations at all sites align with Coast Community College District (CCCD) board policies and administrative procedures (BP 3250: *Institutional Planning*; AP 3251: *Total Cost of Ownership*; BP/AP 3720: *Computer and Network Use*; BP/AP 3722: *Accessibility Standards for Electronic & Information Technology*; BP/AP 3901: *Electronic Information Security*) ([3.9.02](#), [3.9.03](#), [3.9.04](#), [3.9.05](#), [3.9.06](#), [3.9.07](#), [3.9.08](#)). The District has developed a *District-Wide Technology Strategic Plan* that outlines planning processes, strategic guiding principles, and objectives. It also addresses the need for college-specific solutions where applicable ([3.9.09](#)). The District conducts an Annual Inventory Assessment of IT hardware and has implemented a technology standardization process ([3.9.10](#)). Standard hardware specifications are documented in the *Coast Community College District's (CCCD) Standards* and are updated annually ([3.9.11](#)). Changes to these specifications are informed by user needs, which also inform the hardware refresh cycle and other purchase decisions. Technology needs outside the scope of the refresh plan can be

requested through the College's annual planning and resource allocation process. The Technology Committee reviews submitted Annual Resource Requests (ARRs) for software and hardware technology ([3.9.12](#), [3.9.13](#)).

The District Office has implemented and managed a comprehensive technology refresh approach to maintain existing technology and support for students, faculty, and staff ([3.9.14](#)). The plan operates on a five-year cycle, replacing approximately 20% of the technology inventory each year. Refresh priorities are based on specific criteria, including inventory data, device age, warranty status, and usage levels. All full-time employee groups have recently received new laptops in a phased rollout to support flexible working environments and technological upgrades. This refresh was funded by the Measure M technology endowment funds and informed by the Technology Refresh Plan. Student computer labs are also included in the refresh plan. OCC's core business depends on technology. As such, consistent maintenance and upkeep of these tools is critical to delivering these services. To further support equitable student success, the District has supplied Chromebooks for OCC's Student Technology Loan Program ([3.9.15](#)). Additionally, students without access to multi-factor authentication devices are provided YubiKeys to enable secure login ([3.9.16](#)).

IT is currently developing a software inventory process ([3.9.17](#)). This task is complex due to the variety of software licenses maintained, ranging from Microsoft Office, Google Workspace, and Adobe to specialized software procured by individual departments. To improve tracking of software and hardware usage, IT recently purchased a three-year subscription to LabStats. During the pandemic, IT shifted to a cloud-first approach, increasing user mobility and access to software applications. This transition resulted in the adoption of a cloud-based Desktop as a Service (DaaS) for remote access to desktop environments.

The District Office addresses cybersecurity through a multifaceted strategy ([3.9.18](#)). IT monitors security software for hackers trying to breach firewalls. The department also performs weekly system reboots to address security vulnerabilities and improve system performance, regularly installs patches and updates, and delivers cybersecurity training for employees, as well as notifications when emails come from outside the district. All classified professionals and managers are required to complete cybersecurity training ([3.9.19](#), [3.9.20](#)); faculty are strongly encouraged to participate. Employees receive weekly messages on the most recent scams and threats to cybersecurity ([3.9.21](#)). Additionally, employees receive email alerts about phishing attempts, and users receive feedback from IT when they mistakenly click on these attempts ([3.9.22](#)). By increasing employees' awareness about cybersecurity issues and reinforcing what to do when they suspect malicious activity, IT is safeguarding its network and mitigating the impact of potential intrusions.

To improve service delivery, the District transitioned its IT service request application from IT Footprints to the more robust, cloud-based JIRA platform. JIRA enables OCC's Help Center in Student Services to handle IT calls from anywhere. Several other service areas have adopted JIRA, increasing transparency and operational efficiency.

Although IT has internal support staff, limited capacity necessitates bringing in vendors to install and support new equipment, which accelerates deployment timelines for installing and configuring new technology. In Spring 2023, IT conducted a campus-wide technology needs survey ([3.9.23](#), [3.9.24](#)). Based on the findings, upgrades to wireless access points (WAP) and cellular boosting technology (E Plus) were installed in Wi-Fi "dead zones," such as the Planetarium and Library. These improvements have increased students' access and reduced the number of service ticket requests.

Advancing Information Technology

The IT department continues to provide updated, refreshed device and equipment reports across all functional areas, including faculty, classified professionals, administration, audiovisual, classroom teacher stations, student computer labs, large lecture labs, and the Global Engagement and Multicultural Centers. The Technology Committee reviews the Measure M endowment budget for future refresh cycles. Based on the survey data, the Committee identified areas of campus still lacking Wi-Fi access and implemented solutions ([3.9.25](#)).

Additional technology improvements to support equity and student success include the distribution of YubiKeys through OCC Student Services, and desktop virtualization to extend off-campus software access via DaaS. The College provides students with access to computers on campus in the Computing Center, OCC Library, and specialized computer labs. Accessibility is further addressed through the Accessibility Resource Center, which provides assistive devices and other specialized technology tailored to student needs.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Actions and Alignment with the Standard

The Coast Community College District (CCCD) has comprehensive board policies (BP) and administrative procedures (AP) to address financial, environmental, technological, and other unforeseen emergencies (see Table 1). These BP/APs outline protocols to ensure the effective assignment of resources to support Orange Coast College (OCC), protect the well-being of local community members, and minimize disruptions to academic and administrative operations.

Table 1. Risk Management Board Policies and Administrative Procedures

Board Policy	Administrative Procedure
3500 - Campus Safety (3.10.01)	3500 - Campus Safety (3.10.16)
3501 - District Security and Access (3.10.02)	3501 - District Security and Access (3.10.17)
3505 - Emergency Response Plan (3.10.03)	3520 - Local Law Enforcement (3.10.18)
3520 - Local Law Enforcement (3.10.04)	3530 - Weapons Prohibited on Campus (3.10.19)
3530 - Weapons Prohibited on Campus (3.10.05)	3540 - Sexual and Other Assaults on Campus (3.10.20)
3540 - Sexual and Other Assaults on Campus (3.10.06)	3550 - Drug-Free Environment and Drug Prevention Program (3.10.21)
3550 - Drug-Free Environment and Drug Prevention Program (3.10.07)	3560 - Alcoholic Beverages (3.10.22)
3560 - Alcoholic Beverages (3.10.08)	3570 - Smoking and Tobacco Use (3.10.23)
3570 - Smoking and Tobacco Use (3.10.09)	3810 - Claims Against the District (3.10.24)
3810 - Claims Against the District (3.10.10)	5040 - Student Records Directory Information and Privacy (3.10.25)
5040 - Student Records Directory Information and Privacy (3.10.11)	6200 - Budget Preparation (3.10.26)
6200 - Budget Preparation (3.10.12)	6250 - Budget Management (3.10.27)
6250 - Budget Management (3.10.13)	6305 - Reserves (3.10.28)
6310 - Accounting (3.10.14)	6310 - Accounting (3.10.29)
6330 - Purchasing (3.10.15)	6330 - Purchasing (3.10.30)

The District's *Emergency Response Plan* board policy (BP 3505) addresses OCC's planned response to emergencies arising from natural disasters, technological incidents, and national security emergencies ([3.10.31](#)). BP 3505 details incident response and evacuation procedures, including the structure of the Emergency Operation Center, notification processes, and procedures for testing incident responses and evacuation procedures. Further, OCC adheres to the *CCCD Hazard Mitigation Plan*, which addresses known hazards and identifies potential risk-reduction strategies, as well as potential future losses ([3.10.32](#)). This plan includes processes for hazard assessment, planning, and mitigation. A section on plan maintenance outlines how the plan will be monitored, implemented, evaluated, and updated. The plan also incorporates principles from the California Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS), and the Incident Command System (ICS) into emergency operations. It also outlines a five-year mitigation strategy consisting of both funded and unfunded actions aimed at reducing campus vulnerabilities. The plan, by fulfilling federal requirements, ensures the College's eligibility for pre- and post-disaster mitigation grants and federal mitigation funding. Resources related to Emergency Management, Environmental Health and Safety, and the Clery Act annual security report are available on the CCCD Risk Services website ([3.10.33](#)).

OCC maintains emergency preparedness information on Public Safety's website, including information for responding to disasters and emergencies ([3.10.34](#)). The *Campus Emergency Operations Booklet* provides emergency contact information and procedures for scenarios such as earthquakes, fires, active shooters, bomb threats, and utility failures ([3.10.35](#)). OCC utilizes the RAVE emergency notification system to send out alerts via email and text. Students and employees can subscribe by texting *occcommunity* to 67283. ([3.10.36](#)).

Emergency drills are conducted regularly to educate employees and students on how to respond during fires and earthquakes. For instance, since 2008, OCC has participated annually in the Great California ShakeOut to promote earthquake preparedness. Leading up to the event, the College disseminates preparedness information, and the event day serves as a practice drill for emergency response and evacuation across the campus for both students and employees.

Per BP/AP 6540: *Insurance*, the District maintains legally required insurance policies, including liability, fire, real property damage, personal property loss, district vehicles, and workers' compensation insurance ([3.10.37](#), [3.10.38](#)). Claim procedures are defined under BP/AP 3810: *Claims Against the District* ([3.10.39](#), [3.10.40](#)). All policies are provided through a qualified, licensed insurance broker certified by the California Department of Insurance, with District Risk Services ensuring adequate coverage. District Risk Services collaborates with both the Joint Powers Authority and insurance consultants on insurance coverage and types. CCCD's third-party administrator obtains competitive pricing and suitable coverage.

Policies and procedures to protect employee and student information systems data are critical components of CCCD's risk management. BP/AP 3310: *Records Retention and Destruction*, provides classifications for various employee and student data and defines retention and destruction protocols ([3.10.41](#), [3.10.42](#)). BP/AP 5040: *Student Records Directory Information and Privacy*, defines protected student data and access permissions citing who may lawfully access it ([3.10.43](#), [3.10.44](#)). In addition, the CCCD *IT Security Standards* (ITSS), required by BP/AP 3901: *Electronic Information Security*, outline processes and procedures for mitigating information and technology risks ([3.10.45](#), [3.10.46](#), [3.10.47](#)). ITSS is guided by security requirements specific to CCCD's operating environment, relevant laws and regulations, and best practices. It addresses security controls — such as security logging, monitoring, and third-party access — and identifies access control procedures — such as system and user accounts, passwords, and account review. Remote network access requires multi-factor authentication:

a unique user ID paired with a password/passphrase, token, smart card, or biometric method. Section 1.9.3 of the ITSS details backup procedures for data systems. Critical information across the District must reside on the network or production servers to ensure regular automatic backups, using defined business requirements, for information recovery.

Section 12 of the ITSS outlines disaster recovery protocols, including plans and activities to recover technical infrastructure and restore critical business systems after an incident. It is based on documented and tested disaster recovery procedures for Tier 1 applications — student information and financial systems — and business continuity plans developed with associated business areas. The plan identifies key personnel, including their roles and responsibilities in recovering data and systems, along with a communication plan. The steps for data and network recovery are clearly outlined, detailing the required actions and responsible teams.

Advancing Risk Management

OCC continues to assess potential risks to its operations and infrastructure. To support ongoing preparedness, the College will continue to regularly review emergency preparedness protocols to ensure alignment with instructional needs and equitable student outcomes. Additionally, the regular review of related BPs and APs strengthens OCC's ability to respond effectively to financial, environmental, and technological emergencies.

ORANGE COAST COLLEGE

Standard 4:

Governance and
Decision-Making

SERVING OUR COMMUNITY FOR OVER **75** YEARS

Standard 4: Governance and Decision Making:

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Actions and Alignment with the Standard

The College upholds an explicit commitment to the principles of academic freedom, academic integrity, and freedom of inquiry through Coast Community College District (CCCD) board policies and administrative procedures (BP/AP 3900 *Speech: Time, Place and Manner*, BP 4030: *Academic Freedom*; BP/AP 5500: *Student Code of Conduct*; BP 5902: *Taking Positions on Issues*) as well as through collective bargaining agreements and institutional practices ([4.1.01](#), [4.1.02](#), [4.1.03](#), [4.1.04](#), [4.1.05](#), [4.1.06](#), [4.1.07](#), [4.1.08](#)). Collective bargaining agreements and institutional practice documents outline faculty members' rights and responsibilities related to academic freedom. Academic freedom is a regular part of the dialogue at Academic Senate (AS) meetings, with regular presentations on academic freedom. The Academic Freedom and Transparency Committees, subcommittees of the AS, facilitate ongoing dialogue to uphold academic freedom principles ([4.1.09](#)).

Orange Coast College (OCC) students, employees, and members of the public are free to exercise their constitutional rights of free speech and free expression subject to the requirements of the CCCD BP/AP 3900: *Speech: Time, Place, and Manner* ([4.1.10](#), [4.1.11](#)). BP 5902, *Taking Positions on Issues*, further clarifies that student clubs and organizations have the freedom to express their opinions, provided they clearly state that their views do not represent those of the College, the student government, or the broader student body ([4.1.12](#)). AP 5500: *Student Code of Conduct*, clearly delineates the College's commitment to upholding the principles of academic integrity and provides procedures for handling dishonesty ([4.1.13](#)). This information is communicated to students through the College Catalog, class syllabi, student orientations, and the College website ([4.1.14](#), [4.1.15](#)).

The *Student Code of Conduct* (BP/AP 5500) details student behaviors that violate the code and outlines a defined process for the review of alleged violations ([4.1.16](#), [4.1.17](#)). It also specifies various sanctions that may be imposed for violations. When a violation is reported, the student meets with the Dean of Students' Office to discuss academic integrity, student responsibility, and student expectations. When appropriate, students are provided with an educational experience to learn about academic integrity. Additionally, all employees have access to report academic dishonesty to the Dean of Students Office via *Maxient*, the internal campus reporting system. The system allows the reporting of a variety of incidents, including academic dishonesty ([4.1.18](#)). *Maxient* is accessible via the Dean of Students' webpage and the OCC Portal ([4.1.19](#)).

To assist faculty, the OCC *Faculty Resource Guide* defines academic dishonesty, provides examples, and outlines response procedures for alleged incidents ([4.1.20](#)).

OCC faculty are responsible for maintaining academic honesty in their classrooms. Per the Coast Federation of Educators Contract Section 12.14 (4), and reinforced in the OCC *Faculty Resource Guide*, faculty are required to include academic honesty information in each class syllabus ([4.1.21](#)). For those using Canvas, a template is available that includes examples of academic dishonesty and the consequences for violating the academic honesty policy ([4.1.22](#)). To further support academic honesty, the College informs and educates all constituents on the use of copyrighted materials through BP/AP 3750: *Use of Copyrighted Material* ([4.1.23](#), [4.1.24](#)). Additionally, employees are held to the standards set forth in BP/AP 3050: *Professional Ethics*, which emphasize civility, honesty, and accountability ([4.1.25](#), [4.1.26](#)).

The College demonstrates its commitment to freedom of expression through regular training sessions held during OCC Flex Days and throughout the year by the District's General Counsel. These sessions use scenario-based dialogues to actively engage employees in both understanding and applying board policies and procedures, while ensuring operational consistency and protecting free speech ([4.1.27](#)).

Advancing Academic Freedom, Integrity, and Inquiry

The College unequivocally upholds faculty members' right to academic freedom, as outlined in approved Board Policy 4030: Academic Freedom ([4.1.28](#)). Additionally, statements affirming this commitment are included in the College's *Orange Coast College Decision Making Document: A Guide to Planning and Governance/Role of Faculty*, and the *Diversity, Equity, Inclusion, and Accessibility (DEIA) Plan* ([4.1.29](#)). More specifically, the DEIA Plan reinforces the importance of academic freedom by clearly stating that the implementation of the plan will honor established participatory governance processes and academic freedom protections ([4.1.30](#)). The OCC Academic Senate (AS) maintains an active Academic Freedom Committee (AFC), which has its own formal statement on academic freedom. The committee has recently updated its membership and bylaws, and passed a new Academic Freedom Resolution, Resolution #S2023-1 ([4.1.31](#)).

The College has a well-defined structure, under the Dean of Students, to address Student Code of Conduct violations, including academic dishonesty. This process involves a strong level of collaboration and partnership with faculty to address student conduct issues through education, embracing a student development model. Over the past year, the office reviewed and resolved 289 cases, with 277 students found responsible for violating academic integrity standards. Of those, 268 students were required to complete an academic integrity workshop.

The growing presence of artificial intelligence (AI) in the classroom has raised significant concerns among faculty regarding its impact on academic honesty and integrity. The increased use of AI has contributed to a rise in academic dishonesty cases, particularly related to plagiarism. To address this emerging challenge, the Academic Standards Committee (ASC), a subcommittee of the AS, is actively exploring best practices. During the Spring 2023 Academic Senate of the California Community Colleges (ASCCC) plenary session, the complexities of AI were addressed in Resolution #13.05, which emphasized the need to prioritize the development of resources to navigate AI's implications for education and academic integrity ([4.1.32](#)). The resolution also called for the creation of a framework to support local colleges in developing academic and professional policies, procedures, and guidelines for the use of AI. In response, the AFC is currently surveying faculty to gather their perspectives and concerns on AI to inform the development of effective local policies, procedures, and practices ([4.1.33](#)). The District Consultation Committee (DCC) Board Policies and Administrative Procedures Subcommittee and the DCC Technology Subcommittee are also working on district-wide AI use policies. Once these are vetted and approved, the ASC will develop local guidelines.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. Institutional decision-making processes provide opportunities for the inclusion and participation of stakeholders, as appropriate to the institution's character.

Actions and Alignment with the Standard

OCC's decision-making processes are aligned with the OCC mission and are informed by Coast College District (CCCD) board policies and administrative procedures, such as BP/AP 2510: *Participation in Local Decision Making*, which outlines the role of classified professionals, managers, students, faculty, and the Board of Trustees in decision-making processes ([4.2.01](#), [4.2.02](#)). The OCC *Decision-Making Document: A Guide to Planning and Governance* (DMD) clearly defines the roles, responsibilities, and authority of participatory governance committees (PGCs), taskforces, and administrative groups (e.g., Administrative Leadership Team, President's Cabinet) ([4.2.03](#)). The DMD also outlines the role of each constituency in decision-making processes outside of PGCs, in alignment with BP/AP 2510 ([4.2.04](#), [4.2.05](#)). Each constituent group has representation on PGCs to provide input and feedback on behalf of their constituencies.

Most PGCs have co-chairs or tri-chairs representing the various constituent groups ([4.2.06](#)). Committees annually review their membership, annual guidelines, and goals. If revisions are needed to either membership or annual guidelines, PGCs may recommend changes to the College Council for review and possible endorsement ([4.2.07](#), [4.2.08](#)). Each PGC provides regular reports to the College Council during its regular meetings. Presentations and discussions are formatted using a standard template ([4.2.09](#)). The College Council previously published a newsletter to communicate committee highlights, which was discontinued due to feasibility constraints. The College Council is currently exploring more effective and sustainable methods to communicate PGC highlights to the campus as part of its committee action plan ([4.2.10](#), [4.2.11](#), [4.2.12](#)). The DMD is accessible via the OCC Portal (internal site) and on the President's public-facing webpage under "Governance" ([4.2.13](#)). The OCC Portal also includes a dedicated, "OCC Governance" section, which houses PGC and Senate meeting agendas, membership, summaries, and supporting documents ([4.2.14](#)). The Office of the President's public webpage includes a section on the College's vision, mission, and governance, as well as the DMD ([4.2.15](#)).

The College has practiced and refined its participatory governance process over many years, resulting in collaborative decision-making that produces actionable institutional and midlevel plans, including the *Educational Master Plan* (EMP), *Diversity, Equity, Inclusion, and Accessibility* (DEIA) *Plan*, and *Strategic Enrollment Management Plan* (SEMP). For example, the EMP development process was comprehensive and inclusive of all stakeholders, including students, and intentionally incorporated student equity data as a foundation to inform discussions. These discussions led to revisions of the College's mission and goals, centering both on equity and equitable outcomes. As a result, the College Council revised the mission, goals and objectives statements to center equity in actionable statements ([4.2.16](#)).

The College recognizes the importance of providing committees with adequate time to discuss plans and provide feedback. This includes creating diverse opportunities for engagement, such as PGC meetings, small group sessions, workshops, and town halls. Equally important is ensuring all constituent voices are heard and that opportunities to strengthen feedback

mechanisms are identified and addressed. For instance, during the review of the College's ACCJC Midterm Report, classified professionals expressed challenges in finding time to review the document due to work responsibilities. In response, the College's President asked the management team to allocate 2.5 hours during the workday for classified professionals to complete their review ([4.2.17](#), [4.2.18](#)). This reflects OCC's commitment to inclusive participatory governance as a thoughtful process that requires both time and intentional effort.

As outlined in the DMD, the annual planning cycle and allocation of resources, based on program review and outcomes assessment, has finished its 16th cycle of utilizing the annual planning and Annual Resource Allocation (ARR) processes ([4.2.19](#), [4.2.20](#)). This represents an inclusive, collaborative, and sustainable planning process supported by the governance structure. ARRs (excluding faculty hires), are prioritized by departments and then by wings, with the final integration by the President's Cabinet. Another process, faculty hiring, is outlined in the Instructional Planning Council's (IPC) handbook ([4.2.21](#)). The IPC Faculty Prioritization Subcommittee, whose membership is 50% faculty and 50% division deans, uses a standard set of metrics to rank faculty hiring requests. The Academic Senate reviews and endorses the ranking, and the rankings are presented to the College Council before they are forwarded to the College President as a recommendation ([4.2.22](#), [4.2.23](#)).

PGCs help members to stay informed about campus developments, review data, reflect, and discuss important issues related to the committee's mission. These meetings promote the cross-sharing of information across constituencies and committees, supporting transparent and inclusive vetting, including the endorsement of campus-wide plans and institutional documents. The campus values student input and feedback. Students are voting members of all PGCs. PGC members actively invite students to share their perspectives. The Student Senate also includes PGC updates as a regular agenda item, reported by student representatives ([4.2.24](#)). Including classified professionals in decision-making helps bridge the gap between faculty and students, as classified professionals often engage with students in different and meaningful ways. OCC's well-defined and accepted structure for shared decision-making fosters inclusive dialogue and brings forward diverse campus perspectives.

District-wide and district-level decision-making roles, responsibilities, and authority are detailed in the *District Level Decision Making and Participatory Governance* document ([4.2.25](#)). The District Consultation Council (DCC) serves as the primary district-wide PGC, with representation from all constituent groups across the District. DCC regularly reviews and updates the *District Level Decision Making and Participatory Governance* document as needed ([4.2.26](#)). The structures, roles, and responsibilities defined in the document ensure that matters with district-wide impact are discussed with all constituent groups and that consultation occurs where applicable. The document also outlines the decision-making roles, responsibilities, and authority for the Chancellor, College Presidents, and Chancellor's Cabinet.

Advancing Shared Decision-Making

The evaluation of OCC's integrated planning and decision-making processes identified the need for specific institutional plans (e.g., midlevel plans) that further define the College's goals to strategically advance the mission ([4.2.27](#)). For example, in response to significant campus feedback requesting a clearer and more focused articulation of OCC's DEIA efforts, President Suarez established the President's Task Force on Equity & Inclusion using the "task force" process outlined in the DMD ([4.2.28](#)). The taskforce was charged with developing a DEIA Plan aligned with the EMP for campus-wide discussion. The DEIA Plan was intentionally designed to promote equitable student outcomes through goals, objectives, and key actions, and to identify lead groups on campus ([4.2.29](#)). Once the DEIA Plan was vetted and approved by all campus

constituencies, a new ongoing PGC, the DEIA committee, was established through recommendations and consultation ([4.2.30](#), [4.2.31](#)).

Another midlevel plan, the SEMP, was developed to more clearly identify and address barriers along the student application-to-completion pipeline ([4.2.32](#)). Aligned with plans that support the College mission (i.e., DEIA Plan and EMP), the SEMP intentionally connects and supports equitable student outcomes through its goals, objectives, and key actions. For example, Objective 3.2: “*Strategically Schedule Courses to Maximize Program Completion and Ensure Equitable Outcomes*,” has as its key actions: 1. Evaluate the effectiveness of instructional modalities (e.g., online, short-term, evening, and weekend class offerings) to support equitable and timely student completion; 2. Schedule classes in alignment with student need and program pathways, including student demand, enrollment trends, drop data, success, retention, course and completion data; and 3. Consider time to completion and program pathways to identify existing barriers (e.g., waitlists and bottleneck courses), and to make recommendations that reduce and/or eliminate these barriers ([4.2.33](#), [4.2.34](#)).

Results of decisions and important documents informing decision-making from PGCs are communicated through various channels, including the OCC’s newsletter (*Coast to Coast*), weekly campus updates (*Five Things to Know*), and all-user emails ([4.2.35](#), [4.2.36](#)). The College acknowledges that effective communication methods are fluid and continue to evolve based on constituent feedback. For example, the College Council learned that the monthly PGC Newsletter was not achieving its intended impact, due to inconsistent committee highlights. After significant discussion, the College Council decided the best approach was to agendize PGC updates as a standing item at regular meetings, with standardized reports and presentations in meeting minutes and posted to the OCC Portal for all constituents to access ([4.2.37](#), [4.2.38](#)). As part of the Committee Self-Evaluation process in Fall 2024 and Spring 2025, all PGCs are exploring ways to enhance communication of participatory governance outcomes to the broader campus community ([4.2.39](#), [4.2.40](#)).

Employees are introduced to OCC’s participatory governance structure and decision-making processes during New Employee Orientation and Tenure Track Faculty Academy. However, based on committee self-evaluation reports, the College has recognized the need for more frequent and robust presentations on governance in a variety of settings, such as constituency group meetings (e.g., Senates, Administrative Leadership Team, and Wing meetings). Further, student leadership orientations held at the beginning of each academic year include an overview of the participatory governance structures and the important role that constituency representatives play in disseminating information. Throughout the year, student leadership (Executive Board and Senate) includes a regular agenda item that allows for PGC updates. The Director of Student Life & Leadership is currently conducting a study to evaluate the overall experience of students participating in PGCs and to suggest ways to improve it ([4.2.41](#)).

4.3. The institution's decision-making structures and processes are used consistently and effectively to advance the mission and prioritize equitable student outcomes.

Actions and Alignment with the Standard

In alignment with Coast Community College District (CCCD) board policies and administrative procedures (BP/AP 2510: *Participation in Local Decision Making*; BP 3250: *Institutional Planning*), the OCC *Decision-Making Document: A Guide to Planning and Governance* (DMD) outlines OCC's decision-making structures and processes, along with regular and systematic timelines ([4.3.01](#), [4.3.02](#), [4.3.03](#), [4.3.04](#)). The DMD is organized into five main sections: Introduction; The College Culture; Overview of Planning and Sequences for Key College Decisions; Planning and Governance; and Glossary of Commonly Used Terms and Acronyms. It defines each participatory governance committee's (PGCs) mission, membership, and annual agenda guidelines, which each committee reviews and discusses at the beginning of the fall and spring semesters. PGCs are committed to understanding their charge and responsibilities, and actively address actions outlined in their annual agenda guidelines. PGCs ensure consistent application of established decision-making processes and adherence to timelines. To ensure the timelines outlined in the DMD for decision-making processes are maintained on schedule, the Office of Institutional Effectiveness and College Council operationalize and monitor annual timelines. To maintain these timelines, the Office of Institutional Effectiveness produces the "Dates to Know" infographic for each wing, which is widely distributed and discussed during the various planning council meetings ([4.3.05](#)). The College Council conducts an annual review of the DMD to address updates or clarifications related to roles, committees, and processes ([4.3.06](#), [4.3.07](#), [4.3.08](#)). In addition, the full document undergoes a comprehensive review every three years ([4.3.09](#)).

The DMD provides a clear outline of governance structures, decision-making processes, and implementation timelines aligned with the *Educational Master Plan* (EMP) ([4.3.10](#), [4.3.11](#)). Decision-making processes are presented both textually and visually through flowcharts and other graphics. The document identifies all components of the College's integrated planning process (e.g., outcome assessment, program review, planning, and resource allocation), along with their regular and systematic implementation cycles ([4.3.12](#)).

OCC routinely and systematically evaluates its decision-making, continuous improvement, and governance processes to ensure effectiveness and alignment with institutional goals. The College undergoes a *Comprehensive Evaluation of Process* (CEP) every three to four years ([4.3.13](#), [4.3.14](#), [4.3.15](#)). The next evaluation is planned for 2025–26, aligning with the conclusion of Midterm Program Review. This evaluation provides the campus with a platform to assess the integrated planning and decision-making processes, including outcomes assessment, program review, planning, and resource allocation ([4.3.16](#)). Findings from the CEP are reviewed by the Institutional Effectiveness (IE) Committee, a PGC, to develop recommendations for improvement. These recommendations are then reviewed and endorsed by both the Academic Senate (AS) and the College Council.

Additional feedback for continuous improvement is gathered through campus climate surveys and committee self-evaluations ([4.3.17](#), [4.3.18](#)). PGCs complete a Committee Self-Evaluation using the *Nine Factor Model of Committee Effectiveness* ([4.3.19](#)). Committee members complete a survey on the nine factors, and selected items are distributed campuswide via a

survey to provide both internal and external assessments. This results in both internal and external assessments of effectiveness, with committees receiving a gap analysis (4.3.20). The gap analysis helps committees evaluate their level of functioning, set goals aligned with benchmarks, and develop action plans (4.3.21). Prior to the current self-evaluation cycle, the IE Committee revised the model to include a ninth factor: DEIA, aligning with OCC's intentional focus on closing equity gaps (4.3.22). This addition was reviewed and endorsed through dialogue by both the Diversity, Equity, Inclusion and Accessibility (DEIA) Committee and the College Council. In addition, OCC conducts the *Personal Assessment of the College Environment* (PACE) survey biennially to assess employee satisfaction on a variety of factors, including decision-making processes (4.3.23).

Advancing Effective Decision-Making

The College Council, as the primary participatory governance committee, implements the DMD guidelines to hold PGCs accountable, ensure consistent committee structures, articulate committee responsibilities, and establish reporting expectations, with all PGCs reporting directly to the College Council. The DMD outlines regular and systematic processes for integrated planning, from outcome assessment through Annual Resource Requests (ARRs). This framework promotes transparency and accountability across decision-making and continuous improvement processes.

PGCs use the self-evaluation process to assess their effectiveness by comparing the committee's rating of key factors with both the campus-wide rating and the committee's established benchmarks. The purpose of this process is to continue advancing governance effectiveness across the campus. Discussion of results helps PGCs keep the effectiveness of committee operations and their impact on student success, at the forefront of their goals. An example of the College's commitment to equitable student success is the addition of the DEIA factor in the most recent evaluation cycle. The self-evaluation process provides both internal and external feedback, fostering reflection on the committee's established goals. Through this process, the campus community gains insight into how committees' goals, and their implementation of these goals, have evolved and improved over time.

Through regular and systematic review of college documents and plans, OCC has been able to better respond to student needs. One example is the 2021 review and update of the EMP goals (4.3.24). During this process, the campus community expressed a desire to state more explicitly its commitment to equitable student outcomes and closing equity gaps. This commitment was demonstrated in the revision of the third goal, changing it from "Access" to "Access and Equity," with the updated goal statement: "Create equitable access through effective and innovative pathways, programs, and services that result in increased student success."

The regular review of the EMP has also allowed the College to identify significant opportunities for alignment with midlevel plans. For example, following a year of dialogue with campus constituencies through an initiative titled, "Cookies and Conversation," the College President discovered that OCC was ready to develop its inaugural *Diversity, Equity, Inclusion, and Accessibility* (DEIA) Plan. Developing the DEIA Plan alongside the EMP revision provided a natural opportunity to align both plans. The DEIA Plan focuses the campus on identifying and closing equity gaps, with a primary focus on equity in student outcomes (4.3.25). Additionally, the plan addresses equity in hiring practices, employee demographics, and accessibility (4.3.26). OCC remains committed to evaluating its committees, decision-making processes, and governance structures to ensure they continue to support the College's mission and equitable outcomes.

The DEIA Plan's goals reflect OCC's commitment to informed decision-making that drives equitable outcomes, as highlighted in Goal 6, *"Evolve and Expand Robust Data-Informed Culture Designed to Address and Close Educational Equity Gaps."* This goal facilitated the launch of equity-focused data coaching in the Spring 2023 ([4.3.27](#), [4.3.28](#), [4.3.29](#)). It also served as a catalyst for Culturally Responsive Pedagogy professional development, fostering "cultural synergy" across efforts by the Multicultural Center, Global Engagement Center, and Counseling Latin@s for Equity and Engagement at Orange Coast College (CLEEO Project). Alignment with the EMP guided the 2021 review and update of the *Coast Community College District (CCCD) 2045 Facilities Plan* and, more recently, the development of the *Strategic Enrollment Management Plan* (SEMP) ([4.3.30](#)). Building from the EMP ensures that midlevel plans remain interconnected and aligned with the College's mission, values, and goals. For example, the *Coast Community College District (CCCD) 2045 Facilities Plan* identified the need to expand supportive spaces for students to enhancing their academic success and foster a stronger sense of belonging on campus, which reflects the priorities in the EMP ([4.3.31](#)).

Through the regular, transparent, and consistent application of its decision-making processes, OCC has built a collaborative, data-informed, and equity-minded culture of participatory governance. The development of midlevel plans, aligned with the EMP, has further clarified OCC's goals, encouraged innovation, and strengthened accountability. The ongoing evaluation of decision-making processes ensures that feedback continues to drive innovation and meaningful change.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution and regularly monitors progress towards its goals and fiscal health. (ER 7)

Actions and Alignment with the Standard

In alignment with Coast Community College District (CCCD) board policies and administrative procedures (BP 2200: *Board Duties and Responsibilities*; BP 2220: *Committees of the Board*; BP/AP 2410: *Board Policies and Administrative Procedures*; BP/AP 2510: *Participation in Local Decision Making*; BP/AP 2710: *Conflict of Interest for Board Members*; BP 2715: *Code of Ethics for the Board of Trustees*), the District and its colleges are governed by a Board of Trustees, consisting of five publicly elected members ([4.4.01](#), [4.4.02](#), [4.4.03](#), [4.4.04](#), [4.4.05](#), [4.4.06](#), [4.4.07](#), [4.4.08](#), [4.4.09](#)). The Board of Trustees, in collaboration with the Chancellor, has both the responsibility and the authority to establish policies that ensure the academic quality, integrity, and effectiveness of student learning programs and services, as well as the fiscal stability of the District and the College. The Board is also responsible for regularly monitoring its progress toward meeting established goals and securing fiscal health. CCCD board policies and administrative procedures are reviewed and revised as needed, on a regular six-year review cycle, as stated in BP/AP 2410: *Board Policies and Administrative Procedures*, and review of policies and procedures is a standing agenda item on board agendas ([4.4.10](#), [4.4.11](#), [4.4.12](#)). All board policies are published on the District's website under "*Board Policies*" and are divided into seven chapters pertaining to the District, Board of Trustees, General Institution, Academic Affairs, Student Services, Business and Fiscal Affairs, and Human Resources ([4.4.13](#)). The board policies and administrative procedures related to academic quality, integrity, and effectiveness of the student learning programs and services are available on the District website under Chapter 4: *Academic Affairs* and Chapter 5: *Student Services*. The board policies and

administrative procedures related to the District's financial stability and its colleges can be found in Chapter 6: *Business and Fiscal Affairs*.

BP 2200: *Board Duties and Responsibilities* describes the roles and responsibilities of the Board of Trustees ([4.4.14](#)). The Board of Trustees has adopted policies (BP/AP 2410: *Board Policies and Administrative Procedures*) as is authorized by law, or is determined by the Board of Trustees to be necessary and appropriate for the effective operation of the District ([4.4.15](#), [4.4.16](#)). The board policies convey expectations for actions to be taken by District employees and communicate the Board's philosophy and practices to students and the public.

Throughout the year, the Board of Trustees reviews and discusses a variety of reports and analyses, with ongoing dialogue and presentations on student learning and performance. At these meetings, the Board of Trustees regularly reviews key indicators of student learning, achievement, and institutional plans for improving academic quality. For example, the Board of Trustees annually reviews the *District-wide Annual Institutional Effectiveness Report* ([4.4.17](#), [4.4.18](#)). The report provides an overall evaluation of the College's and District's key performance indicators. The evaluation reflects the District's commitment to examining its institutional strengths and identify areas for improvement. The report is divided into four major areas related to the District's and the Colleges' missions, goals, functions, and resources:

1. Student Learning, Achievement, and Development
2. Student Outreach and Responsiveness to the Community
3. Faculty Members, Classified Professionals, and Administrators/Managers
4. Fiscal Support

Additionally, the Board of Trustees reviews and discusses reports and presentations highlighting programs and activities that support and lead to student success ([4.4.19](#), [4.4.20](#), [4.4.21](#)).

The District has established resource allocation board policies and administrative procedures that support the effective operations and sustainability of the College and District Office. Under the leadership of the Chancellor, OCC and District Office personnel work together to ensure the effective control of expenditures and the District's financial stability. The allocation of District general fund resources to the colleges occurs in accordance with BP/AP 6200: *Budget Preparation*; BP/AP 6250: *Budget Management*; BP/AP 6300: *Fiscal Management*; AP 6305: *Reserves*; AP 6903: *Position Control*; and AP 6906: *Cash Receipt and Handling*; and the *Budget Development Assumptions and Guidelines* contained within each proposed annual budget ([4.4.22](#), [4.4.23](#), [4.4.24](#), [4.4.25](#), [4.4.26](#), [4.4.27](#), [4.4.28](#), [4.4.29](#), [4.4.30](#), [4.4.31](#)). These board policies and administrative procedures were developed in alignment with the Board's philosophy of ensuring proper use of public resources, promoting financial strength and stability, and maximizing educational opportunities for students, in accordance with District and College missions.

The District's Fiscal Services Department processes and facilitates the distribution of resources to the College in accordance with the model set by BP/AP 6200: *Budget Preparation*, and state and federal categorical fund allocation guidelines ([4.4.32](#), [4.4.33](#)). Resources allocated to the College are based on both state-mandated guidelines and Board-approved budget guidelines. The standards set through these board policies and administrative procedures related to college allocations include the following:

1. General fund reserve for economic uncertainties of no less than 16.7 percent of the total general fund operating expenditures shall be maintained.
2. Expenditure budgets for ongoing purposes shall be the resources that would have been available from State apportionment.

3. Excess revenue above apportionment shall be allocated at the College or District for one-time purposes, such as to cover some of the unfunded obligations for the retiree benefit plans.
4. Excess revenue above apportionment shall not be used for ongoing expenditures, such as salaries.
5. Excess revenue above apportionment shall not be used for any purpose that will jeopardize the District's future financial stability.

The District has also established effective mechanisms to control expenditures. College and District financial statuses are regularly reported to, and reviewed by, the Board of Trustees; these reports include the presentation of quarterly financial status reports and tentative and adopted annual budgets ([4.4.34](#), [4.4.35](#), [4.4.36](#)).

Advancing District Goals and Fiscal Health

In addition to board policies that delineate the Board of Trustees' accountability for academic quality and achievement of equitable outcomes, they identify goals every two years, outlining priorities and areas of focus. The goals for 2023–25 demonstrate the Board's commitment to student success and completion, focusing on student basic needs, disadvantaged and non-traditional student populations, and diversity, equity, inclusion, and accessibility. These goals also include a focus on fiscal responsibility and oversight, student-centered budgeting, and operational efficiencies, in order to balance the number of employees with enrollment ([4.4.37](#)).

Starting in 2023–24, the District has further enhanced its fiscal position through the development of a *Fiscal Stability Plan* (FSP), which was discussed with, and adopted by, the Board of Trustees ([4.4.38](#)). The Board of Trustees also conducts in-depth reviews of the District's fiscal stability through study sessions ([4.4.39](#)).

The District commissions an annual audit report, designed to provide reasonable assurance that the financial statements are free of material misstatement ([4.4.40](#)). The annual audit considers the District's internal controls over financial reporting to plan the audit but does not give an opinion on those controls. In addition, the District's participatory governance committees and collective bargaining groups provide comprehensive budget and financial oversight.

The District has a long history of fiscal stewardship. The District Office and OCC adhere to standards of good practice that include maintaining adequate reserves, developing annual budgets, and reporting financial statuses. Through effective control of expenditures, the District Office has consistently had positive ending balances and a healthy reserve each year.

4.5. The governing board selects the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

Actions and Alignment with the Standard

In alignment with District board policies and administrative procedures (BP/AP 2430: *Delegation of Authority to CEO*; BP 2431: *Chancellor Selection*; BP 2435: *Evaluation of the Chancellor*), the Board of Trustees adheres to clearly defined policies for selecting and evaluating the Chancellor of the District, who serves as the CEO of the District ([4.5.01](#), [4.5.02](#), [4.5.03](#), [4.5.04](#)). BP 2431:

Chancellor Selection and BP 2435: *Evaluation of the Chancellor* clearly delineate the rules and requirements for hiring and evaluating the District CEO ([4.5.05](#), [4.5.06](#)).

When a new Chancellor is to be hired, BP 2431: *Chancellor Selection* ensures that input from managers, faculty, classified professionals, and students is obtained to select the most highly qualified individual to fill the vacancy ([4.5.07](#)). If there is a Chancellor search that does not result in the selection of a new Chancellor, the Board of Trustees, at its discretion, may initiate another search. They can do this by adopting a motion to use a simplified version of BP 2431: *Chancellor Selection*, ensuring that it complies with applicable law ([4.5.08](#)). The Search Committee formed for the original search is incorporated into this process. Before implementing the streamlined version of BP 2431: *Chancellor Selection*, it must be specified by the Board of Trustees and communicated to the Search Committee.

Once a Chancellor is successfully selected, the Board of Trustees conducts an annual evaluation of the Chancellor, per BP 2435: *Evaluation of the Chancellor* ([4.5.09](#)). BP 2435 is a comprehensive evaluation framework for the Chancellor, reflecting the CCCD's commitment to accountability and transparency, providing a structure for collaboration between the Board of Trustees and the Chancellor in the development of the evaluation ([4.5.10](#)). The Board of Trustees has evaluated the current Chancellor, which culminated in establishing the *Chancellor's Goals for the District 2023–24* and *2024–25* ([4.5.11](#), [4.5.12](#)).

The Board of Trustees and the Chancellor adhere to BP 7120/AP 7120A: *Recruitment and Selection for Executive Management Employees* to select the Orange Coast College President, who serves as the CEO of the College and reports to the Chancellor ([4.5.13](#), [4.5.14](#)). AP 7120A: *Recruitment and Selection for Executive Management Employees* ensures that input from managers, faculty, classified professionals, and students is obtained in order to select the most highly qualified individual to fill the vacancy.

Through BP 2430: *Delegation of Authority to Chancellor*, the Board of Trustees delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board of Trustees, and executing all decisions of the Board of Trustees requiring administrative action ([4.5.15](#)). The Board of Trustees delegates authority to the Chancellor to appoint an Acting Chancellor, who may serve while the Chancellor is away for a short period, not to exceed thirty calendar days at a time. The Board of Trustees appoints an Acting Chancellor for periods exceeding thirty calendar days when the Chancellor is incapacitated or unable to perform their duties. In the case of resignation, retirement or death of the Chancellor, the Board of Trustees may appoint an Interim Chancellor for up to two years. Through AP 2430: *Delegation of Authority to the College President*, the Chancellor delegates authority to the College President to administer the College's functions and operations ([4.5.16](#)). The College President is the final authority at the college level.

Advancing Effective Leadership Selection

As previously stated, the Board of Trustees and the Chancellor adhere to BP 7120/AP 7120A: *Recruitment and Selection for Executive Management Employees* when selecting the College President ([4.5.17](#), [4.5.18](#)). To enhance the input from the college community in this selection process, the AP was revised in October 2023 to include open forum sessions for finalists applying for the College President position, prior to final interviews with the Selection Committee. One successful College President search within the District was completed under the revised version of the AP.

The Board of Trustees will continue to adhere to BP/AP 2430: *Delegation of Authority to CEO*, BP 2431: *Chancellor Selection*, BP 2435: *Evaluation of the Chancellor*, and BP 7120/AP 7120A:

Recruitment and Selection for Executive Management Employees ([4.5.19](#), [4.5.20](#), [4.5.21](#), [4.5.22](#), [4.5.23](#), [4.5.24](#)). The Board of Trustees gives the Chancellor full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission, which is essential for leading initiatives that promote student success, equity, and institutional effectiveness. The Board of Trustees' structured approach to selecting and evaluating the Chancellor exemplifies the College's and District's commitment to effective governance. By adhering to its policies, the Board of Trustees ensures that the evaluation process is thorough, transparent, and aligned with the institution's goals. This framework not only supports the Chancellor in their role but also reinforces the Board of Trustees' commitment to advancing the mission of the institution and prioritizing equitable outcomes for all students.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

Actions and Alignment with the Standard

In alignment with Coast Community College District (CCCD) board policies and administrative procedures (BP 1200: *District Mission*; BP 2200: *Board Duties and Responsibilities*; BP/AP 2510: *Participation in Local Decision Making*; BP 2715: *Code of Ethics for Members of the Board of Trustees*; BP 2720: *Communications among Board Members*; BP 2740: *Board Education*; BP 2745: *Board Self Evaluation*), the Board of Trustees functions effectively as a collective entity to promote the institution's values and mission, and fulfill its fiduciary responsibilities ([4.6.01](#), [4.6.02](#), [4.6.03](#), [4.6.04](#), [4.6.05](#), [4.6.06](#), [4.6.07](#), [4.6.08](#)). The Board of Trustees demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.

The Board of Trustees establishes and promotes the District's vision, mission, and values. BP 1200: *District Mission* states:

Coast Community College District, comprised of Coastline Community College, Golden West College, and Orange Coast College, serves the diverse educational needs of its communities, both locally and globally. We promote academic excellence and student success, empowering students to achieve their educational goals by providing accessible, high-quality, equitable, innovative, and flexible programs and services leading to associate degrees, transfer, workforce preparation and development, certificates, careers, and adult education/noncredit. We seek to transform students into lifelong learners and engaged community members ([4.6.09](#)).

The District's vision, mission, and values are reflected in the *District-wide Strategic Plan*, adopted by the Board in June 2024 ([4.6.10](#)).

As stated in BP 2200: *Board Duties and Responsibilities*, the Board is committed to fulfilling its responsibilities, including:

- Establish policies that define the institutional mission and set ethical and legal standards for college operations.

- Monitor institutional performance and educational quality.
- Assure fiscal health and stability of the District ([4.6.11](#)).

The Board of Trustees is committed to high standards of ethical conduct for its members, as delineated in BP 2715: *Code of Ethics for Members of the Board of Trustees* ([4.6.12](#)). The Board of Trustees annually reviews and discusses this policy ([4.6.13](#)). One of the basic principles contained within this policy is the recognition that the Board of Trustees acts as a whole and that authority rests only with the Board of Trustees in a legally constituted meeting — not with individual members. Thus, while members of the Board of Trustees, at times, have differing opinions on items that come before them, once the Board of Trustees has reached a decision on an item, either by unanimous consent or by vote, the Board of Trustees acts as a collective entity, and all Board of Trustees members act in unison in support of the decision.

The Board of Trustees follows the Ralph M. Brown Act and cannot conduct or discuss District business with each other as a governing body when not at a recognized and properly announced Board meeting. This section of the government code prohibits a broad range of conduct to ensure transparency in all Board of Trustees operations. BP 2720: *Communications among Board Members* sets guidelines for acceptable communication outside a properly posted meeting ([4.6.14](#)).

The Board of Trustees has developed and implemented board policies that outline the ethical conduct for all elected Board of Trustees members. This specified conduct includes the requirement that the Board of Trustees act in unison once a decision is reached by the body ([4.6.15](#)). In addition, when disagreements arise, they are discussed openly and respectfully prior to reaching a collective decision. Minutes indicating Board actions from recent years are available on the District's website and substantiate behavior in accordance with these policies ([4.6.16](#)).

The Board of Trustees engages in a self-evaluation process to assess its performance. BP 2745: *Board Self-Evaluation* establishes the expectation for the Board of Trustees to conduct a self-evaluation “in order to identify strengths and areas in which it may improve its functioning” ([4.6.17](#)). In addition to establishing the expectation, the policy outlines the process and cycle for conducting the evaluation. The cycle calls for an evaluation beginning in the fall of odd-numbered years. The most recent Board of Trustees Self-Evaluation was conducted in Fall 2023 ([4.6.18](#)). The results of the self-evaluations conducted in 2013, 2015, 2017, 2021, and 2023 are posted on the Board of Trustees *Self-Evaluation* webpage, along with employee survey results and the developed goals. The Board of Trustees developed and approved its goals for 2023–25 at its November 15, 2023, meeting based on the results of the evaluation surveys conducted in Fall 2023 and discussion of these results ([4.6.19](#)).

Advancing Effective Governance

The Board of Trustees has access to an ongoing training program for the development of its members ([4.6.20](#)). This training program includes orientation for new members of the Board of Trustees. Additionally, the District has mechanisms in place to provide continuity of Board of Trustee membership that, among other points, includes staggered terms of office. Per BP 2740: *Board Education*, the Board of Trustees is committed to its ongoing development as a board and to an individual trustee education program related to educational governance, policies, legislation, best practices, employee relations, leadership, and accreditation standards and expectations ([4.6.21](#)). The Board of Trustees has a comprehensive new Board of Trustees member orientation program that includes attendance at the Community College League of California (CCLC)'s Effective Trusteeship Workshop. Locally, new trustees are given an

orientation by the Chancellor and the Board Secretary, they also meet with the Vice Chancellor of Fiscal and Administrative Services, the Vice Chancellor of Educational Services and Technology, the Vice Chancellor of Human Resources, and the college presidents.

Each Board of Trustees member is encouraged to attend one conference per year that provides professional development on trustee-related knowledge and skills. These conferences include the CCLC's Effective Trusteeship Workshop, as well as various conferences hosted by the CCLC, the American Association of Community Colleges, and the Association of Community College Trustees ([4.6.22](#)). In addition, all Board of Trustees members have completed an ethics course and received a certificate of completion. This commitment to professional development is evidenced by budget allocations allowing each trustee to participate in conferences, meetings, and workshops each year, in alignment with BP 2735: *Board Member Travel* ([4.6.23](#)). Following attendance at conferences, workshops, and meetings, trustees regularly share oral, and sometimes written, reports with the other Trustees and the public at open Board meetings.

Regarding fulfilling its fiduciary responsibility, as noted above, ensuring the fiscal health and stability of the District is one of the responsibilities of the Board of Trustees, as stated in BP 2200: *Board Duties and Responsibilities* ([4.6.24](#)). One of the ways that the Board of Trustees enacts this responsibility is through the adoption of the District budget. Every year, the Board of Trustees receives and discusses a tentative District budget in June and a final District budget in September, adhering to BP/AP 6200: *Budget Preparation*; BP/AP 6250: *Budget Management*; BP/AP 6300: *Fiscal Management*; and AP 6305: *Reserves* ([4.6.25](#), [4.6.26](#), [4.6.27](#), [4.6.28](#), [4.6.29](#), [4.6.30](#), [4.6.31](#), [4.6.32](#), [4.6.33](#), [4.6.34](#), [4.6.35](#)). Additionally, the Board of Trustees regularly reviews contracts and procurements, adhering to BP/AP 6330: *Purchasing*; BP/AP 6340: *Bids and Contracts*; and BP/AP 6350: *Contracts Relating to Construction* ([4.6.36](#), [4.6.37](#), [4.6.38](#), [4.6.39](#), [4.6.40](#), [4.6.41](#)).

ORANGE COAST COLLEGE

Required Documentation

SERVING OUR COMMUNITY FOR OVER **75** YEARS

Required Documentation

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	Orange Coast Junior College District Rules and Regulations Orange Coast Junior College District Annual Report of the Superintendent 1949-50 Orange Coast College Certificate of Accreditation
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	Comprehensive Program Review Prompts OCC Decision Making Document's Strategic Planning Process
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	OCC College Council Summary 09-07-21 OCC College Council Summary 10-05-21 Coast Community College District Board of Trustee Meeting Minutes 11-03-21
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	OCC Decision Making Document's Educational Master Plan Process BP 3250 Institutional Planning
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	OCC Job Placement Rates 04-22-25 OCC Licensure Rates 06-18-25 Presentation of Status of College Student Equity Plans 2022-25 to College Council 11-05-24 Program Set Standards for Associates and Certificates BP 3250 Institutional Planning

Standard 2: Student Success

Required Item	Documentation
<p>i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including:</p> <ul style="list-style-type: none"> Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable <p>(See Commission Policy on Competency Based Education and Policy on Credit Hour, Clock Hour, and Academic Year)</p>	<p>OCC Catalog Associate Degree for Transfer Requirements</p> <p>OCC Catalog AA AS Local Degree Requirements</p> <p>OCC Catalog Certificate Requirements</p> <p>BP 4100 Graduation Requirements for Degrees and Certificates</p> <p>BP 4020 Program Curriculum and Course Development</p> <p>AP 4020 Program Curriculum and Course Development</p>
<p>ii. Documentation that the institution's transfer of credit policies include the following:</p> <ul style="list-style-type: none"> Any established criteria the institution uses regarding the transfer of credit earned at another institution Any types of institutions or sources from which the institution will not accept credits A list of institutions with which the institution has established an articulation agreement Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning <p>See Policy on Transfer of Credit</p>	<p>BP 4235 Credit for Prior Learning</p> <p>AP 4235 Credit for Prior Learning</p> <p>OCC Catalog Awarding Credit Alternate Methods</p> <p>OCC Catalog Advanced Placement</p> <p>OCC Catalog College Level Examination Program</p> <p>OCC Catalog International Baccalaureate</p> <p>OCC Catalog Previously Completed College Coursework</p> <p>Institution List of Established Articulation Agreements</p>
<p>iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the Policy on Institutional Advertising and Student Recruitment (ER 16)</p>	<p>OCC Catalog Policies and Regulations Listing</p> <p>OCC Communication and Branding Guidelines</p>
<p>iv. Documentation of clear policies and procedures for handling student complaints, including:</p> <ul style="list-style-type: none"> Evidence that these policies/procedures are accessible to students in the catalog and online; Evidence that that institution provides contact information for filing complaints with associations, 	<p>AP 5500 Student Code of Conduct</p> <p>External Accreditors</p> <p>OCC Catalog Grade Grievance</p> <p>OCC Catalog Sexual Misconduct</p>

agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	OCC Catalog Student Community Standards Code of Conduct OCC Catalog Student Due Process Procedure
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: <ul style="list-style-type: none"> • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards 	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	BP 5040 Student Records, Directory Information, and Privacy AP 5040 Student Records, Directory Information, and Privacy AP 5045 Student Records Challenging Content and Access Log
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	Viability Process
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: <ul style="list-style-type: none"> • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See Policy on Institutional Compliance with Title IV	BP 5130 Financial Aid AP 5130 Financial Aid NOTE: OCC is currently in compliance and eligible to disburse financial aid to students. The College went through a Title IV Program Review in 2015. The College issued a response in May 2016 and received a determination on July 24, 2018. The College satisfied its liability and put in place procedures to ensure continuous compliance. There are no compliance findings with the institution post Title IV Program Review.

FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:

<p>x. Documentation of the institution's:</p> <ul style="list-style-type: none"> Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) Policies regarding protection of student privacy <p>See Policy on Distance Education and on Correspondence Education</p>	<p>AP 4105 Distance Education</p> <p>OCC Catalog Family Rights Privacy Act 1974 Policy</p> <p>OCC Catalog Privacy Access to Student Records</p>
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REQUIRED ONLY IF APPLICABLE

<p>xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum</p>	<p>Curriculum Committee Handbook 2025-27</p>
<p>xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit</p>	<p>BP 4235 Credit for Prior Learning</p> <p>AP 4235 Credit for Prior Learning</p>
<p>xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services</p>	<p>Not applicable</p>
<p>xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs</p>	<p>Not applicable</p>

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	BP 3420 Equal Employment Opportunity AP 3420 Equal Employment Opportunity BP 7100 Commitment to Diversity BP 7120 Employee Recruitment and Selection AP 7120A Recruitment and Selection for Executive Management Employees AP 7120B Recruitment and Selection for Management Employees AP 7120C Recruitment and Selection for Faculty Employees AP 7120D Recruitment and Selection for Confidential Employees AP 7120E Employee Recruitment and Selection for Classified Employees BP 7125 Verification of Eligibility for Employment AP 7125 Verification of Eligibility for Employment BP 7126 Applicant Background and Reference Checks AP 7126 Applicant Background and Reference Checks BP 7902 Faculty Service Areas, Minimum Qualifications and Equivalency AP 7902 Faculty Service Areas, Minimum Qualifications and Equivalency 2024-27 CCCD EEO Plan
ii. Employee handbooks or similar documents that communicate expectations to employees	BP 3050 Code of Professional Ethics AP 3050 Code of Professional Ethics BP 7100 Commitment to Diversity BP 7150 Evaluation AP 7150 Evaluation BP 7160 Professional Development AP 7160 Professional Development

	2024-27 CCCD EEO Plan
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	2023-24 Financial Audit Report 2022-23 Financial Audit Report 2021-22 Financial Audit Report
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	BP 3250 Institutional Planning AP 3251 Total Cost of Ownership BP 6250 Budget Management AP 6250 Budget Management BP 6300 Fiscal Management AP 6300 Fiscal Management
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	BP 3250 Institutional Planning AP 3251 Total Cost of Ownership BP 6250 Budget Management AP 6250 Budget Management BP 6300 Fiscal Management AP 6300 Fiscal Management AP 6305 Reserves BP 6330 Purchasing AP 6330 Purchasing BP 6340 Bids and Contracts AP 6340 Bids and Contracts BP 6350 Contracts Relating to Construction AP 6350 Contracts Relating to Construction BP 6400 Audits AP 6400 Audits BP 6500 District Real Property AP 6500 Property Management BP 6550 Disposal of District Property AP 6550 Disposal of District Property BP 6600 Capital Construction AP 6600 Capital Construction

	BP 6902 Capitalization of District Property AP 6902 Capitalization of District Property BP 6904 Debt Issuance and Management AP 6904 Debt Issuance and Management
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	BP 3720 Computer and Network Use AP 3720 Computer and Network Use BP 3722 Accessibility Standards for Electronic and Information Technology AP 3722 Accessibility Standards for Electronic and Information Technology BP 3901 Electronic Information Security AP 3901 Electronic Information Security BP 5040 Student Records, Directory Information, and Privacy AP 5040 Student Records, Directory Information, and Privacy BP 6450 Wireless and Cellular Telephone Use AP 6450 Wireless and Cellular Telephone Use
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	NSLDS School 3-Year Default Rate FY 2021, 2020, and 2019 (latest published report)
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's Policy on Contractual Relationships with Non-accredited Organizations	Not applicable
ix. Written code of professional ethics for all personnel including consequences for violations	BP 3050 Code of Professional Ethics AP 3050 Code of Professional Ethics

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	BP 2431 Chancellor Selection BP 2435 Evaluation of the Chancellor
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	BP 2010 Board Membership AP 2710 Conflict of Interest for Board Members
iii. Governing board policies/procedures/bylaws related to Board Ethics	BP 2715 Code of Ethics for the Board of Trustees
iv. Governing board policies/procedures/bylaws related to conflict of interest	BP 2710 Conflict of Interest for Board Members AP 2710 Conflict of Interest for Board Members BP 2712 Conflict of Interest Code

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions , Section D	Orange Coast College Accreditation Website
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See Policy on Representation of Accredited Status	Orange Coast College Accreditation Website

ORANGE COAST COLLEGE

Appendix



SERVING OUR COMMUNITY FOR OVER **75** YEARS

Appendix 1: Verification of Catalog Requirements (ER 20)

ER 20 requires colleges to provide specific information in their official catalog.

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	https://catalog.cccd.edu/orange-coast/
Educational Mission	https://catalog.cccd.edu/orange-coast/about-college/
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	https://catalog.cccd.edu/orange-coast/about-college/general-information/accreditation-approvals/
Course, Program, and Degree Offerings	https://catalog.cccd.edu/orange-coast/pathways/
Student Learning Outcomes of Programs and Degrees	https://catalog.cccd.edu/orange-coast/pathways/
Academic Calendar and Program Length	https://catalog.cccd.edu/orange-coast/about-college/calendar/ https://catalog.cccd.edu/orange-coast/pathways/
Academic Freedom Statement	https://catalog.cccd.edu/orange-coast/policies-regulations/academic-freedom/
Available Student Financial Aid	https://catalog.cccd.edu/orange-coast/student-services/financial-aid/
Available Learning Resources	https://catalog.cccd.edu/orange-coast/student-services/
Names and Degrees of Administrators and Faculty	https://catalog.cccd.edu/orange-coast/administration-faculty/
Names of Governing Board Members	https://catalog.cccd.edu/orange-coast/administration-faculty/
Requirements	
Admissions	https://catalog.cccd.edu/orange-coast/admissions-registration/admissions-eligibility/
Student Tuition, Fees, and Other Financial Obligations	https://catalog.cccd.edu/orange-coast/admissions-registration/fees-expenses/
Degrees, Certificates, Graduation and Transfer	https://catalog.cccd.edu/orange-coast/graduation-requirements/

Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	https://catalog.cccd.edu/orange-coast/policies-regulations/
Nondiscrimination	https://catalog.cccd.edu/orange-coast/policies-regulations/non-discrimination-policy/
Acceptance and Transfer of Credits	https://catalog.cccd.edu/orange-coast/policies-regulations/previously-completed-college-coursework/
Transcripts	https://catalog.cccd.edu/orange-coast/policies-regulations/transcript-requests/
Grievance and Complaint Procedures	https://catalog.cccd.edu/orange-coast/policies-regulations/grade-grievance/
Sexual Harassment	https://catalog.cccd.edu/orange-coast/policies-regulations/sexual-misconduct/
Refund of Fees	https://catalog.cccd.edu/orange-coast/admissions-registration/refund-policy/
Locations or Publications Where Other Policies May be Found	
Coast Community College District Website	https://www.cccd.edu/index.html

Appendix 2: Organizational Structure

Organizational charts for the major functional areas are provided to help readers understand the institution's structure.

[Orange Coast College Organizational Charts](#)

[Coast Community College District Organizational Charts](#)



ORANGE COAST COLLEGE

2701 Fairview Road, Costa Mesa, California 92626

GOCOAST

Angelica L. Suarez, Ph.D., President

COAST COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Elizabeth Dorn Parker, Ed.D., Mary L. Hornbuckle, Lorraine Prinsky, Ph.D.,
Jim Moreno, Phu Nguyen, Student Trustee

Whitney Yamamura, Ed.D., Chancellor