ORANGE COAST COLLEGE

Atlas
2022-2023

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

Office of Institutional Effectiveness
Orange Coast College
July 2024

ORANGE COAST COLLEGE

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Introduction

ORANGE COAST COLLEGE

Introduction

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

OCC Atlas Highlights (2022-2023)

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

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

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

    – Headcount and seat count reached a peak in fall 2012 and have been trending down. In fall 2022, headcount decreased by 8.8% and seat count by 1.4%. (See section II.1)
    – OCC's student population has become younger and more ethnically/racially diverse over the last ten years.

        ▪ The Hispanic or Latinx group has been the fastest growing ethnic/racial group over the past ten years, increasing from 30.5% in fall 2011 to 35.8% in fall 2022. Based on projection data, this trend is expected to continue. (See section II.3)
        ▪ In 2012, the under-25 population was 73%. Fall 2022 students under the age of 25 comprised 73.8% of the population while 25 to 30 age students have decreased to 12.7%. Most of the other age groups (31 and older) have correspondingly increased over the last ten years. (See section II.4)

    – Prior to fall 2006, females were the largest gender group among students at OCC. Since then, the proportion of males has decreased, and in fall 2022, there were a higher population of males at 49.1%. (See section II.5)
    – The percentage of OCC international students has increased over the last 10 years and now stands at 5.0% (See section II.7)
    – The majority of OCC students continue to indicate their education goal is to transfer to a four-year institution (51.1% in fall 2022). However, this percentage dropped from the previous semester and the percentage of vocational educational goals and undecided increased. (See section II.12).
    – The proportion of students with full-time status (12 units or more) greatly increased from fall 2021 and is now 50.3% of students. (See section II.14)
    – Day classes make up the majority of the credit sections at 55.3%. Online classes have decreased significantly.(See section II.17)
- Noncredit Student Trends: New in fall 2018. Information is provided on noncredit student demographic and enrollment trends.
    – In fall 2019, the noncredit program served 521 students—360 were exclusively taking noncredit courses. (See section III.2)
    – Noncredit students in 2019 were more diverse and older than students taking credit courses.

- Students who identified as Hispanic or Latinx comprised the largest proportion of students (37% in fall 2022, follow by Asian/Pacific Islander (26.2%), unknown (4.1%) and White, Non-Hispanic (27.1%)). (See section III.3)
- The majority of noncredit students were under 21 years old.. (See section III.4)
- Also, contrarily to credit student population, noncredit students are largely female (57.2%). (See section III.5)

  – A large majority of noncredit OCC students indicated that their education goal was "transfer" (47.2%). (See Section III.9)

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

  – The percentage of 'A' grades has continued to increase, while the percentage of 'F' grades has held steady. Average GPA has been steady. (See section IV.2)
  – Overall success rates have remained constant from Fall 2012 to Fall 2022 (74.2 & 73.9 respectively) and retention rates have remained consistent in fall 2022 (87.6% to 87.5%). (See section IV.4)
  – The total number of Associate Degrees awarded has decreased in the overall percentage of awards (64.5% in 2012/13 to 47.1% in 2022/23). The addition of the AS degree in 2006/2007 and the AA/AS-Transfer degrees in 2011/2012 increased the total number of associate degrees awarded and this trend has continued. In 2022-23, Orange Coast College was ranked 20th in the state for AA-T/AS-T degrees awarded (1,088). The number of Certificates of Achievement has increased substantially from 477 in 2012/13 to 2,451 in 2022/23. The majority of that increase was due to the addition of the CSU Breadth and IGETC certificates being awarded for the first time in 2014/15. (See section IV.11)
  – Transfers to both CSU and UC have remained strong. Since 2012, overall transfers decreased from 2011-2019-20 then greatly increased in 2022. However, this decrease was observed statewide and OCC statewide ranking remained strong at 6th in CSU transfers statewide, 8th in UC transfers statewide, and 8th in overall transfers to CSU and UC schools combined (2018/19). (See section IV.12)

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

- **Employee Data:** Information is provided on OCC employees by demographics.

  – The number of Full-Time Faculty employees has remained steady over the past ten years. (See section VI.1)
  – Among faculty, there has been a shift in the male/female ratio over time toward more equitable representations by gender. The other employee groups have more discrepant representations, with females overrepresented in classified professionals (58.6% in 2022, but under-represented in educational administrators (44.4% in 2022). (See section VI.2)
  – Over the past ten years, the ethnic/racial makeup of faculty and educational administrators has remained relatively stable. The majority of current (fall 2022) OCC full-time and part-time faculty are White/Non-Hispanic (70.2% and 63.8%, respectively). (See section VI.4)
  – Trends in race/ethnicity for classified professionals indicate the group has become more diverse since 2012. Similarly, the diversity of classified managers has generally increased over the last ten years, while the composition of educational administrators remained consistent with the least amount of diversity in the same time frame. (See section VI.6)
  – The majority of full-time faculty are age 40-49 years old, while part-time faculty are somewhat younger. Age distributions of OCC classified professionals have shifted to more staff in the 40 and above age range since 2009. Similarly, classified managers showed decreases in employees ages 40-

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

In Closing…

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

Technical Notes

Atlas
2022-2023
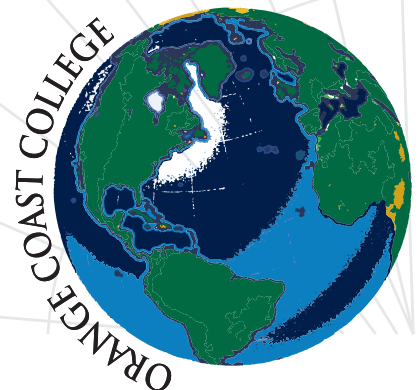
Technical Notes

Technical Notes

Data Sources

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

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

Data Compilation

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

Interpreting Data Tables & Graphs

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

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

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

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

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

Environment
and Access

Atlas
2022-2023

Environment and Access

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

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

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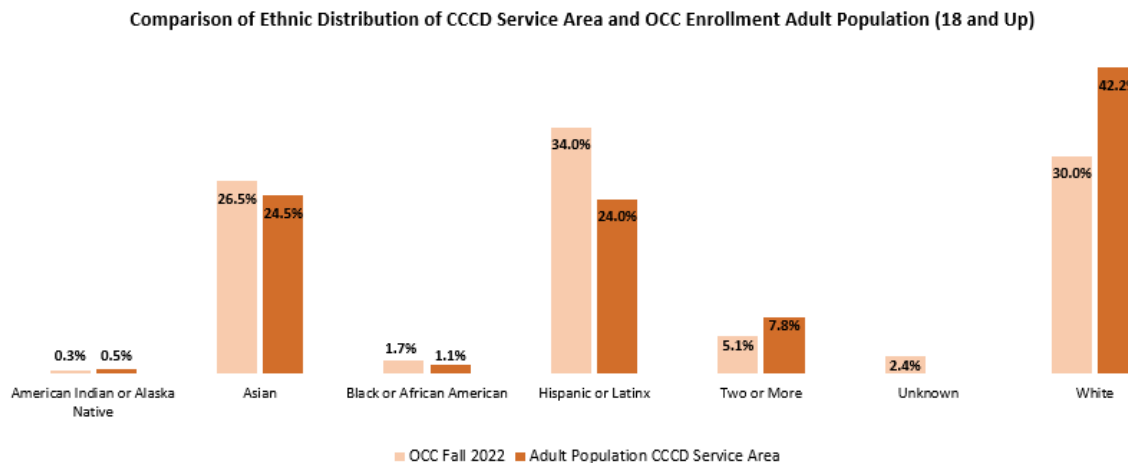
Table I.1: Comparison of Ethnic Distribution of CCCD Service Area and OCC Enrollment Adult Population (18 and up)

Percent	OCC Fall 2022	Adult Population CCCD Service Area
Hispanic or Latinx	34.0%	24.0%
Non-Hispanic or Latinx	66.0%	76.0%
American Indian or Alaska Native	0.3%	0.5%
Asian	26.5%	24.5%
Black or African American	1.7%	1.1%
Two or more	5.1%	7.8%
Unknown	2.4%	0.0%
White	30.0%	42.2%

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

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

I.2 Legal Residency Status

Legal residency refers to a student's legal residency status for registration fee purposes. It does not address where the student is currently living while attending OCC (see section I.3). OCC students are about evenly split between those whose legal residence is within the CCC district and those outside of it. The proportion of students who are California residents living within the District Service Area has decreased steadily from 48.3% in fall 2012 to 45.9% in fall 2022. The proportion who are California residents and live outside of the district has been consistent during this time and was 46.9% in fall 2022. Since the mid-2000's, OCC has observed steady enrollments of students coming from out of state (approximately 5.9%). The percentage of non-US students has historically been approximately 2% until fall 2006. Since then, it has trended upward due to the College's international efforts, and in fall 2022 it stood at 5.3%.

Please use caution when comparing the data below with the District IE report. Data for the Out of State and Non-US Citizen are calculated differently.

OCC Student Enrollment by Legal Residency Status
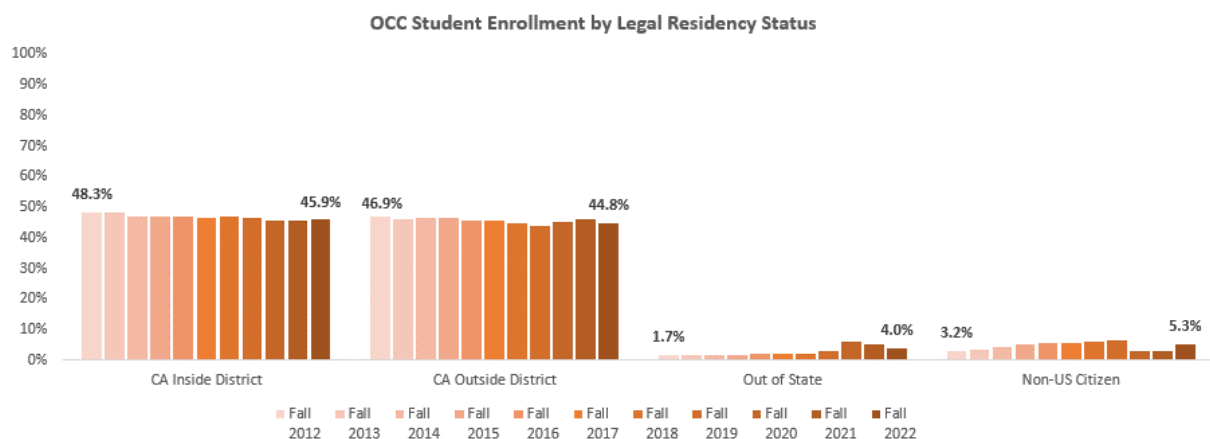
Table I.2: ALL OCC Student Enrollment by Legal Residency Status: Fall 2012- Fall 2022

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
CA Inside District	9,867	10,720	10,292	10,315	10,184	10,354	10,055	9,524	8,555	7,883	7,833
CA Outside District	9,579	10,230	10,212	10,227	9,951	10,111	9,579	9,026	8,455	7,942	7,659
CA Unknown Zip	975	0	1	234	119	92	2	1	3	1	1
Out of State	338	411	419	409	430	434	475	646	1,105	904	687
Non-US Citizen	652	773	966	1,110	1,185	1,301	1,314	1,324	549	493	898
Total Headcount	21,411	22,134	21,890	22,295	21,869	22,292	21,425	20,521	18,667	17,223	17,078

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
CA Inside District	48.3%	48.4%	47.0%	46.8%	46.8%	46.6%	46.9%	46.4%	45.8%	45.8%	45.9%
CA Outside District	46.9%	46.2%	46.7%	46.4%	45.8%	45.5%	44.7%	44.0%	45.3%	46.1%	44.8%
CA Unknown Zip	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Out of State	1.7%	1.9%	1.9%	1.9%	2.0%	2.0%	2.2%	3.1%	5.9%	5.2%	4.0%
Non-US Citizen	3.2%	3.5%	4.4%	5.0%	5.4%	5.9%	6.1%	6.5%	2.9%	2.9%	5.3%
Total Headcount	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: OCC MIS Census Data, Fall 2012-Fall 2022

I.3 Student Enrollment by District Boundaries

Based on physical residency (where the student lives while attending OCC), about half of our students live in cities within district boundaries. District boundaries are determined by the state. The proportion of within-district students were consistent in fall 2012 (50.7%) and fall 2022 (50.8%).

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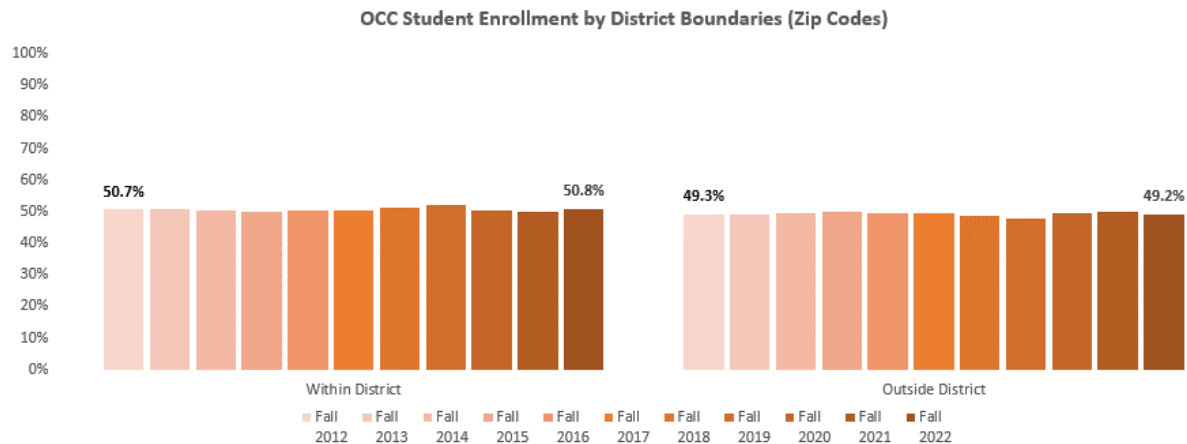
Table I.3: All OCC Student Enrollment by Zip Code (Within/Outside District Boundaries) Fall 2011 – Fall 2021

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Within District	10,350	11,289	11,002	10,991	10,936	10,933	10,963	10,651	9,314	8,505	8,593
Outside District	10,056	10,843	10,885	10,989	10,731	10,813	10,432	9,842	9,187	8,554	8,311
Unknown Zip	1,005	2	3	315	202	546	30	28	166	164	174
Total Headcount	21,411	22,134	21,890	22,295	21,869	22,292	21,425	20,521	18,667	17,223	17,078

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Within District	50.7%	51.0%	50.3%	50.0%	50.5%	50.3%	51.2%	52.0%	50.3%	49.9%	50.8%
Outside District	49.3%	49.0%	49.7%	50.0%	49.5%	49.7%	48.8%	48.0%	49.7%	50.1%	49.2%
Unknown Zip	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Headcount	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

NOTE: Data reflects where students live rather than legal residency.
Source: OCC MIS Census Data, Fall 2012-Fall 2022
Due to a change in district data systems, a large number of students with unreported zip codes were observed from fall 2008 through fall 2012.
*Percentages of within and outside district figures were adjusted when omitting the 'Unknown Zip' student counts from the cumulative total.

I.4 OCC Credit Students' City of Residence

84.9% of OCC students live in Orange County, with 50.3% who live within the CCC district and 34.6% who live outside of it. The percent of students living within CCCD's service area has fluctuated in the past ten years from 48.3% (fall 2012) to 52.0% (fall 2019) to 50.3% (fall 2022). The percentage of students residing in Orange County but are out of district has decreased from 38.5% in fall 2012 to 34.6% in fall 2022. The percentage of students who do not reside in Orange County has been increased in the past ten years from 10.8% in fall 2012 to 14.1% in fall 2022.

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

Numerical	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Costa Mesa	2,835	3,168	3,128	2,959	2,951	2,921	3,017	3,081	2,414	2,097	2,242
Fountain Valley	1,068	1,148	1,138	1,201	1,125	1,105	1,100	1,069	957	944	935
Garden Grove	1,613	1,780	1,743	1,786	1,830	1,929	1,895	1,737	1,573	1,460	1,406
Huntington Beach	2,653	2,849	2,738	2,814	2,797	2,700	2,625	2,568	2,380	2,210	2,198
Newport Beach	882	952	896	856	905	907	840	848	724	629	673
Seal Beach	60	55	61	52	51	34	46	39	51	40	42
Westminster	1,143	1,239	1,195	1,199	1,159	1,211	1,172	1,196	1,110	1,027	1,005
Other CCCD	96	98	103	124	118	126	133	113	105	98	92
Total Within District	**10,350**	**11,289**	**11,002**	**10,991**	**10,936**	**10,933**	**10,828**	**10,651**	**9,314**	**8,505**	**8,593**

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Costa Mesa	27.4%	28.1%	28.4%	26.9%	27.0%	26.7%	27.9%	28.9%	25.9%	24.7%	26.1%
Fountain Valley	10.3%	10.2%	10.3%	10.9%	10.3%	10.1%	10.2%	10.0%	10.3%	11.1%	10.9%
Garden Grove	15.6%	15.8%	15.8%	16.2%	16.7%	17.6%	17.5%	16.3%	16.9%	17.2%	16.4%
Huntington Beach	25.6%	25.2%	24.9%	25.6%	25.6%	24.7%	24.2%	24.1%	25.6%	26.0%	25.6%
Newport Beach	8.5%	8.4%	8.1%	7.8%	8.3%	8.3%	7.8%	8.0%	7.8%	7.4%	7.8%
Seal Beach	0.6%	0.5%	0.6%	0.5%	0.5%	0.3%	0.4%	0.4%	0.5%	0.5%	0.5%
Westminster	11.0%	11.0%	10.9%	10.9%	10.6%	11.1%	10.8%	11.2%	11.9%	12.1%	11.7%
Other CCCD	0.9%	0.9%	0.9%	1.1%	1.1%	1.2%	1.2%	1.1%	1.1%	1.2%	1.1%
Total Within District	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total All Headcount	**10,350**	**11,289**	**11,002**	**10,991**	**10,936**	**10,933**	**10,828**	**10,651**	**9,314**	**8,505**	**8,593**

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

Numerical	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Anaheim	803	848	866	940	938	962	912	805	737	616	537
Irvine	1,253	1,308	1,266	1,287	1,296	1,327	1,296	1,243	1,085	890	823
Orange	463	451	459	478	480	536	499	446	406	381	352
Santa Ana	2,754	3,105	3,240	3,235	3,119	3,203	3,058	2,915	2,388	2,180	2,219
Tustin	464	474	472	477	487	462	491	490	438	387	394
Other Orange County	2,115	2,542	2,117	2,163	2,087	2,020	1,941	1,798	1,753	1,592	1,597
Total-Outside District (OC)	**7,852**	**8,728**	**8,420**	**8,580**	**8,407**	**8,510**	**8,197**	**7,697**	**6,807**	**6,046**	**5,922**
Total-Not in OC	**2,204**	**2,115**	**2,465**	**2,409**	**2,324**	**2,303**	**2,183**	**2,145**	**2,380**	**2,508**	**2,389**
Unknown Zip Code *	**1,005**	**2**	**3**	**315**	**202**	**546**	**27**	**28**	**166**	**164**	**174**
Total-All Headcount	**21,411**	**22,134**	**21,890**	**22,295**	**21,869**	**22,292**	**21,235**	**20,521**	**18,667**	**17,223**	**17,078**

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Anaheim	3.9%	3.8%	4.0%	4.3%	4.3%	4.4%	4.3%	3.9%	4.0%	3.6%	3.2%
Irvine	6.1%	5.9%	5.8%	5.9%	6.0%	6.1%	6.1%	6.1%	5.9%	5.2%	4.9%
Orange	2.3%	2.0%	2.1%	2.2%	2.2%	2.5%	2.4%	2.2%	2.2%	2.2%	2.1%
Santa Ana	13.5%	14.0%	14.8%	14.7%	14.4%	14.7%	14.4%	14.2%	12.9%	12.8%	13.1%
Tustin	2.3%	2.1%	2.2%	2.2%	2.2%	2.1%	2.3%	2.4%	2.4%	2.3%	2.3%
Other Orange County	10.4%	11.5%	9.7%	9.8%	9.6%	9.3%	9.2%	8.8%	9.5%	9.3%	9.4%
Total-Outside District (OC)	**38.5%**	**39.4%**	**38.5%**	**39.0%**	**38.8%**	**39.1%**	**38.7%**	**37.6%**	**36.8%**	**35.4%**	**35.0%**
Total-Not in OC	**10.8%**	**9.6%**	**11.3%**	**11.0%**	**10.7%**	**10.6%**	**10.3%**	**10.5%**	**12.9%**	**14.7%**	**14.1%**
Unknown Zip Code *	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total-All Headcount	21,411	22,134	21,890	22,295	21,869	22,292	21,235	20,521	18,667	17,223	17,078

Source: OCC MIS Census Data, Fall 2012-Fall 2022

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

1.5 Orange County High School Graduates

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

OC High School Graduates
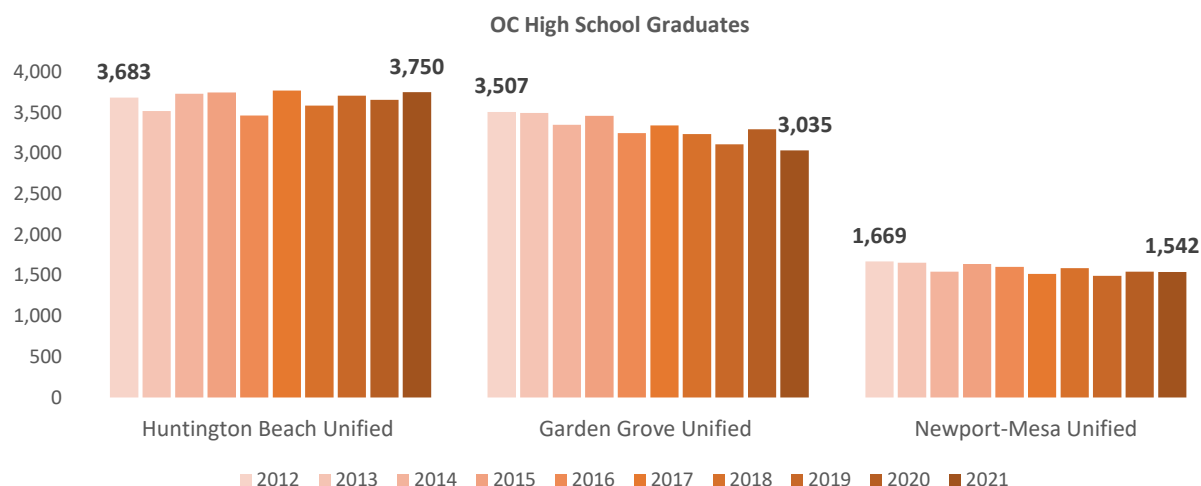
Table I.5: Orange County High School Graduates

Within District	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Huntington Beach Unified	3,683	3,518	3,729	3,744	3,461	3,769	3,584	3,707	3,655	3,750
Garden Grove Unified	3,507	3,495	3,347	3,459	3,248	3,341	3,236	3,108	3,292	3,035
Newport-Mesa Unified	1,669	1,654	1,544	1,640	1,603	1,516	1,589	1,492	1,544	1,542

Outside District	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Santa Ana Unified	3,672	3,684	3,809	3,750	3,004	3,040	3,054	3,023	2,945	3,204
Irvine Unified	2,146	2,149	2,046	2,244	2,195	2,403	2,404	2,527	2,539	2,688

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

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

Newport-Mesa Unified School District

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

Garden Grove Unified School District

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

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

1.6 Orange County Unemployment Rates

Despite the reported link between community college enrollment and local unemployment rates, there has not been a clear correlation between these two figures at OCC over the last 10 years, with the exception from 2010-2012, when enrollment declined parallel to the unemployment rates. From 2012 through 2019, unemployment has continued to decline steadily while OCC enrollment has remained steady. Unemployment rates for 2021 declined to 6.0% annual and OCC continued to decline in enrollment in fall 2022, enrollment continued to slightly decline while the unemployment rates decreased to 3.8%.
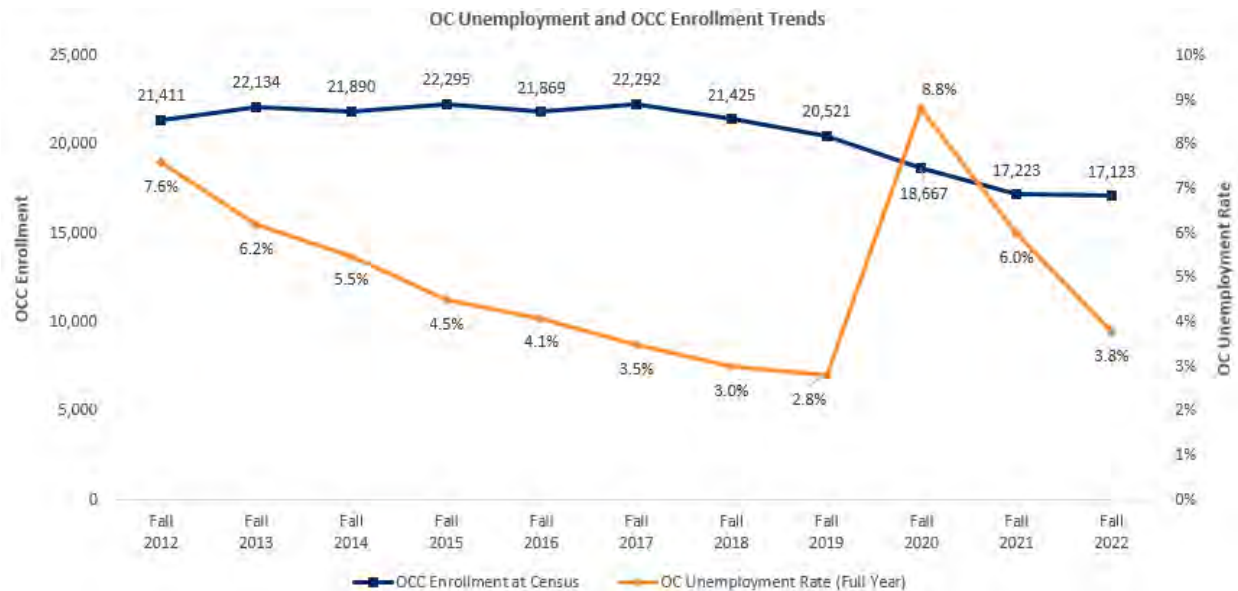
Table I.6: Orange County Unemployment Rate (Full Year) with OCC Enrollment at Census

Employment	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
OCC Enrollment at Census	21,411	22,134	21,890	22,295	21,869	22,292	21,425	20,521	18,667	17,223	17,123
OC Unemployment Rate (Full Year)	7.6%	6.2%	5.5%	4.5%	4.1%	3.5%	3.0%	2.8%	8.8%	6.0%	3.8%

Source: OC Unemployment Rate California Labor Market Information Annual Rates
https://www.labormarketinfo.edd.ca.gov
Source: OCC MIS Census Data, fall 2012 – Fall 2022
NOTE: Data for 2016 through 2019 have been updated to the revised annual unemployment rate.

I.7 Links to Economic and Education Information

Labor Market

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

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

[State and county employment wage estimates](#)

[California labor market information](#)

[Earnings for California Community College graduates](#)

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

[Community college job outlook](#)

[National Occupation Outlook Handbook](#)

US Census Data

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

K-12 Resources

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

Community College Resources

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

[State Chancellor's Office](#)

[Student Success Scorecard](#)

Four Year Resources

[UC community college transfer information](#)

Other Related Resources

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

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

[Projections of education statistics to 2028](#)

Student and Enrollment Trends

ORANGE COAST COLLEGE
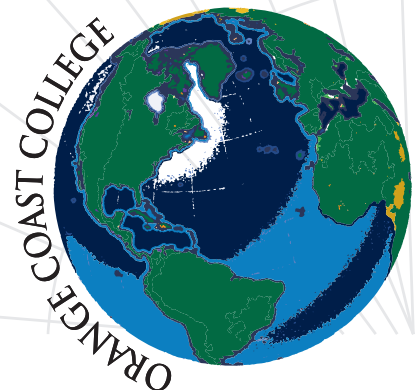
II. Credit Student and Enrollment Trends

II.1 OCC Credit Headcount and Seat Count Trends

Headcount enrollment represents the total number of students attending OCC (i.e., each student counted only once). Seat count enrollment represents the total number of courses in which students were enrolled. For the 2022/2023 academic year, headcount and seat count increased to 7.0% and 1.4%, respectively.

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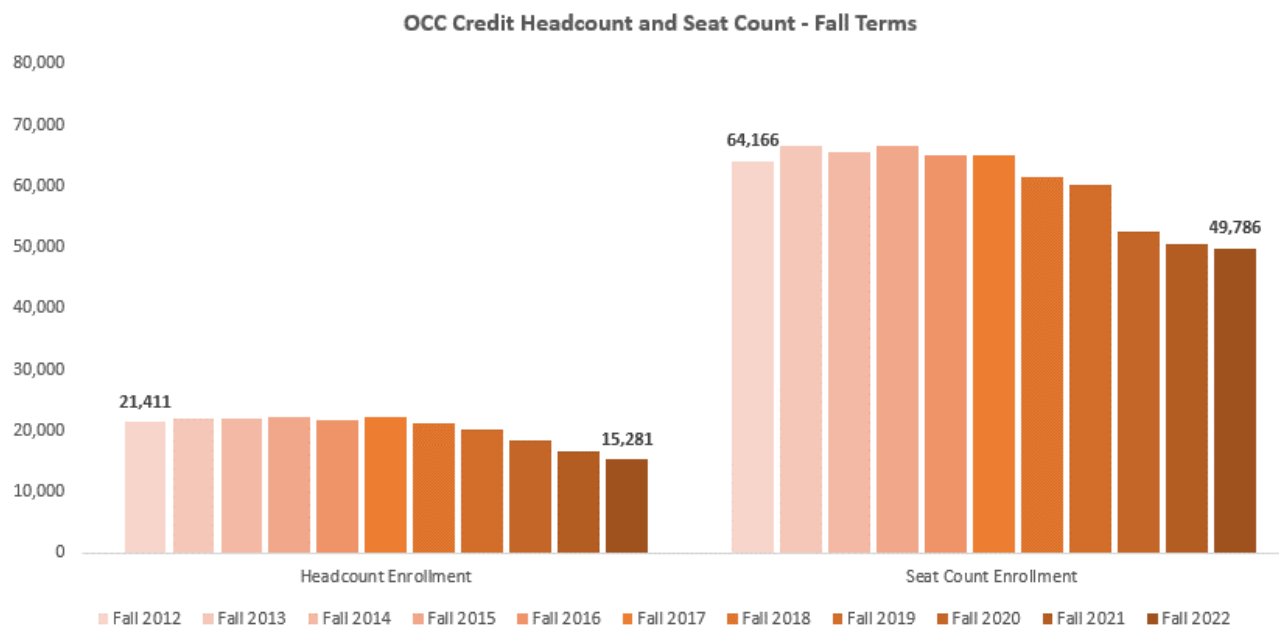
Table II.1a: OCC Credit Headcount and Seat Count Enrollments First Census

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Headcount Enrollment	21,411	22,134	21,890	22,295	21,869	22,292	21,247	20,161	18,441	16,758	15,281
% Change (prior fall)	-7.5%	3.4%	-1.1%	1.9%	-1.9%	1.9%	-4.7%	-5.1%	-8.5%	-9.1%	-8.8%
Seat Count Enrollment	64,166	66,700	65,658	66,708	65,094	65,179	61,420	60,282	52,700	50,484	49,786
% Change (prior fall)	-7.4%	3.9%	-1.6%	1.6%	-2.4%	0.1%	-5.8%	-1.9%	-12.6%	-4.2%	-1.4%

Source: OCC MIS Student Enrollment data Fall 2012 – Fall 2022

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

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Average Class Size	42	40.5	38	37.7	33.3	32.8	30.2	29.5	30	25.6	26.0

Source: OCC MIS Student Enrollment data Fall 2012 – Fall 2022

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

OCC Credit Overall Headcount and Enrollment Trends

Legend: ■2012 / 2013 ■2013 / 2014 ■2014 / 2015 ■2015 / 2016 ■2016 / 2017 ■2017 / 2018 ■2018 / 2019 ■2019 / 2020 ■2020 / 2021 ■2021 / 2022 ■2022 / 2023
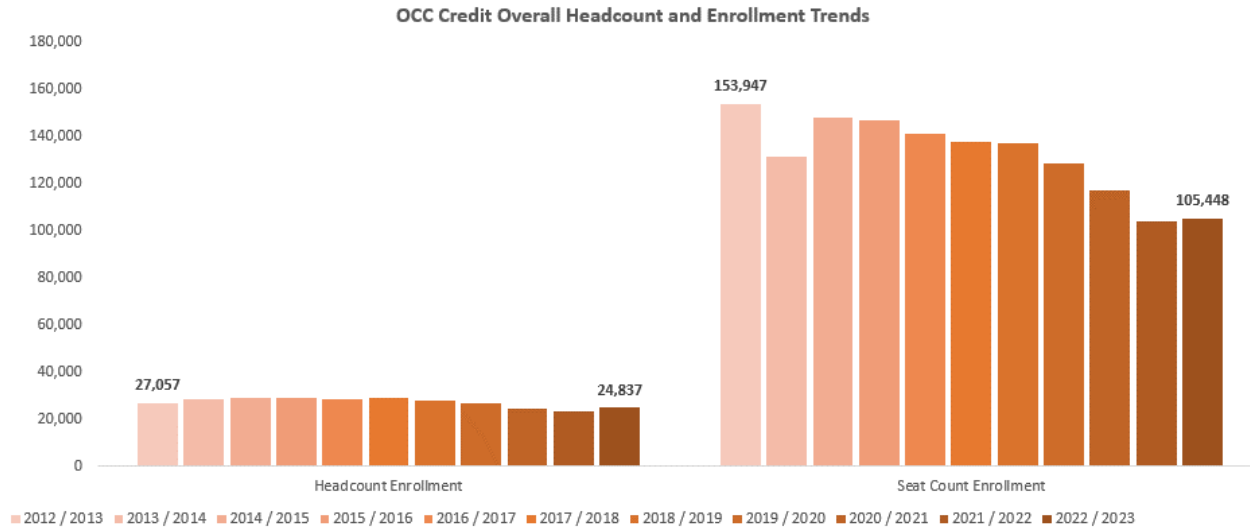
Table II.1c: OCC Headcount Enrollment by Academic Year

Number	2011 / 2012	2012 / 2013	2013 / 2014	2014 / 2015	2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022	2022/ 2023
Headcount Enrollment	29,851	27,057	28,632	28,812	29,300	28,355	29,157	27,754	26,535	24,474	23,204	24,837
% Change (prior year)		-9.4%	5.8%	0.6%	1.7%	-3.2%	2.8%	-4.8%	-4.4%	-7.8%	-5.2%	7.0%
Seat Count Enrollment	172,406	153,947	131,254	148,327	147,213	141,363	137,951	137,441	128,852	117,209	104,033	105,448
% Change (prior year)		-10.7%	-14.7%	13.0%	-0.8%	-4.0%	-2.4%	-0.4%	-6.2%	-9.0%	-11.2%	1.4%

Source: OCC MIS Student Basic Data, 2012/2013-2022/2023

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

II.2 OCC Credit FTES Generated Within the Fiscal Years

OCC credit FTES generated (resident and non-resident FTES combined) has fluctuated over the past 10 years. Data prior to 2012/2013 reflect the FTES submitted to the State Chancellor's Office rather than actual FTES generated. Therefore, summer FTES variation could be due to the district's flexibility in reporting summer semester FTES across multiple fiscal years. FTES data since 2012/2013 reflect FTES generated each term. The observed declines since the college's ten-year high in 2007-2008 are partially masked by the large increases in section/course fill rates. As the state budget decline reversed, more sections have been offered and an increase in FTES resulted. In 2019-2020, FTES decreased by -11.6% for fall and -7.7% for spring terms from the prior year. In March 2020, the College closed its physical campus and transitioned to emergency remote learning due to the Covid-19 pandemic.
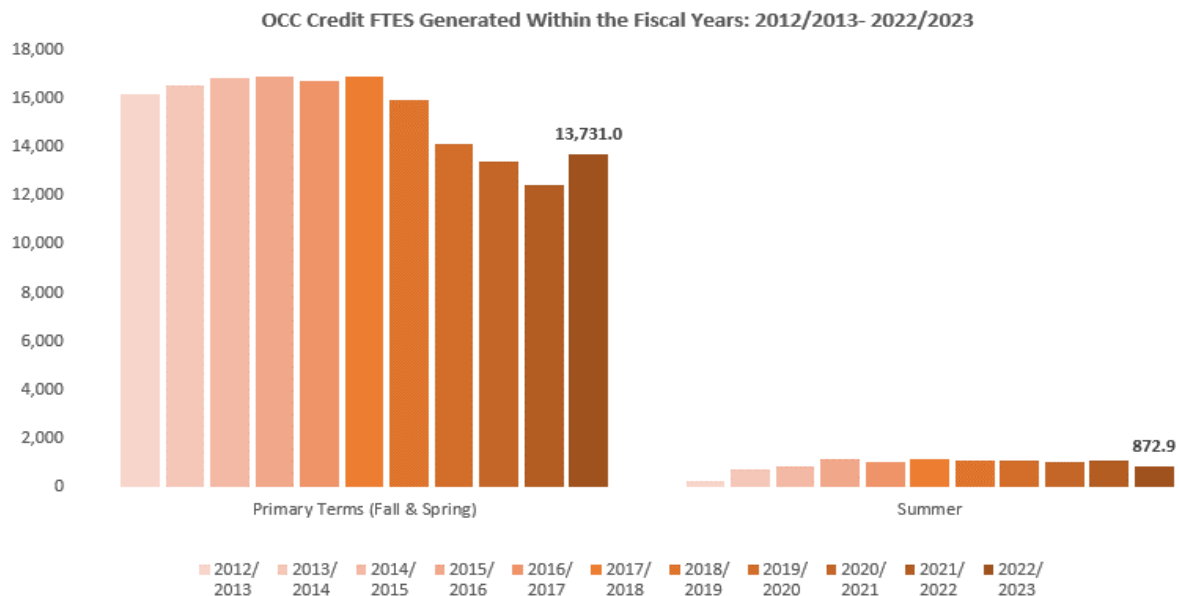
Table II.2: OCC Credit FTES Generated Within the Fiscal Years

Number	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023
Primary Terms (Fall & Spring)	16,179.4	16,561.7	16,852.5	16,910.7	16,706.2	16,907.8	15,967.2	14,106.3	13,395.9	12,438.9	13,732.0
% Change (Prior Year)		2.4%	1.8%	0.3%	-1.2%	1.2%	-5.6%	-11.7%	-5.0%	-7.1%	10.4%
Summer	236.3	750.9	853.3	1,159.5	1,057.3	1,164.8	1,119.8	1,078.7	1,058.0	1,090.1	872.9
% Change (Prior Year)		217.8%	13.6%	35.9%	-8.8%	10.2%	-3.9%	-3.7%	-1.9%	3.0%	-19.9
Total Credit FTES	16,415.6	17,312.6	17,705.8	18,070.2	17,763.5	18,072.6	17,087.0	15,185.0	14,453.9	13,529.0	14,603.9

Source: District 320 Report, 2007/2008-2011/2012; Program Review Enrollment Cube 2012/2013-2022/2023.

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

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

II.3 Credit Race/Ethnicity

There was a large increase in the number of OCC students who identify as Hispanic or Latinx over the last 10 years. Proportionally, the percentage of Hispanic or Latinx students has increased from 30.5% of students in fall 2012 to 35.8% in fall 2022. The proportion of students who identify as White declined during this period from 35.6% to 29.2%. The Asian student population have experienced small increase since fall 2012. The Black or African American student population has remained relatively constant over the past ten years.
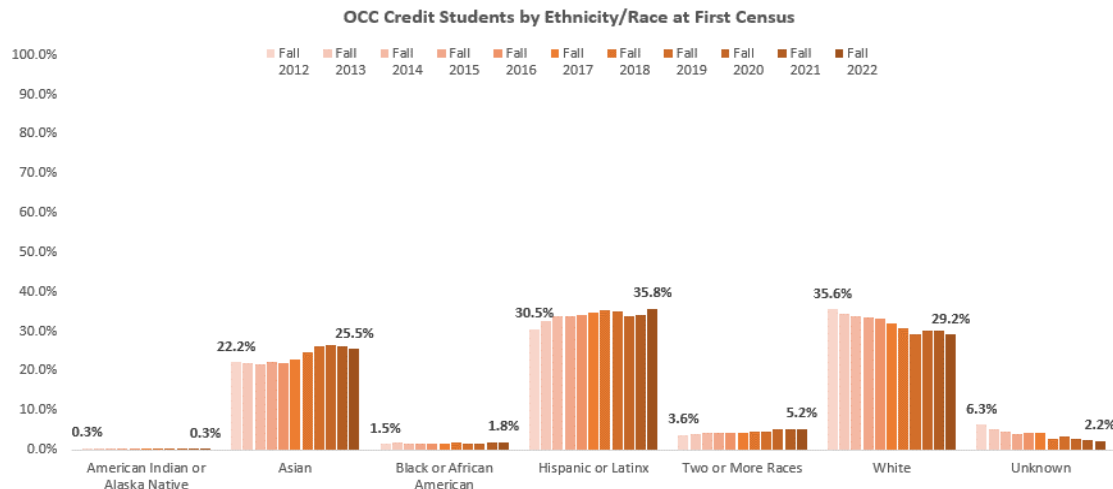
Table II.3: OCC Students by Race/Ethnicity at First Census

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
American Indian or Alaska Native	62	53	52	47	41	45	50	42	48	43	41
Asian	4,753	4,886	4,747	4,969	4,828	5,085	5,230	5,271	4,876	4,394	3,888
Black or African American	317	379	350	371	355	372	364	310	295	290	281
Hispanic or Latinx	6,534	7,192	7,420	7,576	7,467	7,757	7,500	7,046	6,216	5,715	5,468
Two or More Races	780	896	929	973	968	986	965	916	943	867	795
White	7,616	7,606	7,389	7,477	7,285	7,125	6,552	5,915	5,572	5,048	4,461
Unknown	1,349	1,122	1,003	882	925	922	586	661	491	401	340
Total Headcounts	21,411	22,134	21,890	22,295	21,869	22,292	21,247	20,161	18,441	16,758	15,274

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
American Indian or Alaska Native	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%	0.3%
Asian	22.2%	22.1%	21.7%	22.3%	22.1%	22.8%	24.6%	26.1%	26.4%	26.2%	25.5%
Black or African American	1.5%	1.7%	1.6%	1.7%	1.6%	1.7%	1.7%	1.5%	1.6%	1.7%	1.8%
Hispanic or Latinx	30.5%	32.5%	33.9%	34.0%	34.1%	34.8%	35.3%	34.9%	33.7%	34.1%	35.8%
Two or More Races	3.6%	4.0%	4.2%	4.4%	4.4%	4.4%	4.5%	4.5%	5.1%	5.2%	5.2%
White	35.6%	34.4%	33.8%	33.5%	33.3%	32.0%	30.8%	29.3%	30.2%	30.1%	29.2%
Unknown	6.3%	5.1%	4.6%	4.0%	4.2%	4.1%	2.8%	3.3%	2.7%	2.4%	2.2%
Total Percent Headcounts	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2012-Fall 2022

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

II.4 Credit Age

OCC is a college of young adults. The largest age group consisted of those under 21 years (50.8%). The proportion of this group has slowly increased over the last 10 years. The proportion of students between the ages of 21 and 30 years increased somewhat during this time, while the proportion of those over 30 years-old has slightly declined.

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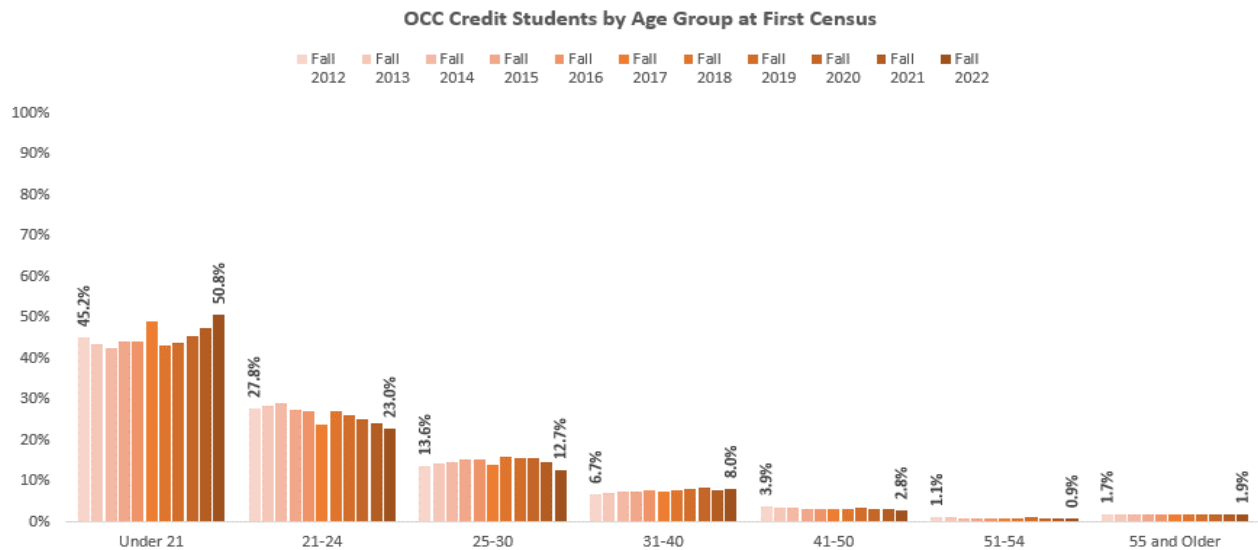
Table II.4: OCC Credit Students by Age at First Census

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 21	9,686	9,645	9,312	9,840	9,664	10,975	9,145	8,830	8,386	7,966	7,760
21-24	5,958	6,297	6,374	6,128	5,955	5,281	5,746	5,248	4,617	4,070	3,513
25-30	2,902	3,166	3,177	3,376	3,334	3,150	3,402	3,179	2,882	2,459	1,934
31-40	1,433	1,574	1,607	1,622	1,657	1,623	1,637	1,618	1,524	1,323	1,229
41-50	828	789	793	722	656	673	684	687	558	510	426
51-54	242	255	214	201	210	201	211	207	150	138	133
55 and Older	362	408	413	406	393	389	422	392	324	292	286
Total Headcounts	**21,411**	**22,134**	**21,890**	**22,295**	**21,869**	**22,292**	**21,247**	**20,161**	**18,441**	**16,758**	**15,281**

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Average Age (in years)	24.8	24.6	24.4	24.6	23.5	24.4	24.6	24.7	24.4	24.2	24.1

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 21	45.2%	43.6%	42.5%	44.1%	44.2%	49.2%	43.0%	43.8%	45.5%	47.5%	50.8%
21-24	27.8%	28.4%	29.1%	27.5%	27.2%	23.7%	27.0%	26.0%	25.0%	24.3%	23.0%
25-30	13.6%	14.3%	14.5%	15.1%	15.2%	14.1%	16.0%	15.8%	15.6%	14.7%	12.7%
31-40	6.7%	7.1%	7.3%	7.3%	7.6%	7.3%	7.7%	8.0%	8.3%	7.9%	8.0%
41-50	3.9%	3.6%	3.6%	3.2%	3.0%	3.0%	3.2%	3.4%	3.0%	3.0%	2.8%
51-54	1.1%	1.2%	1.0%	0.9%	1.0%	0.9%	1.0%	1.0%	0.8%	0.8%	0.9%
55 and Older	1.7%	1.8%	1.9%	1.8%	1.8%	1.7%	2.0%	1.9%	1.8%	1.7%	1.9%
Total Headcounts	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2012 – Fall 2022
*Fall 2011 data has been reviewed and updated, May 29, 2014

II.5 Credit Gender

Since 2012, the male and female population stayed consistently similar however starting in fall 2022, the male student population rose higher than the female population. In fall 2022, the OCC population was 48.8% female and 49.1% male.

OCC Credit Student by Gender
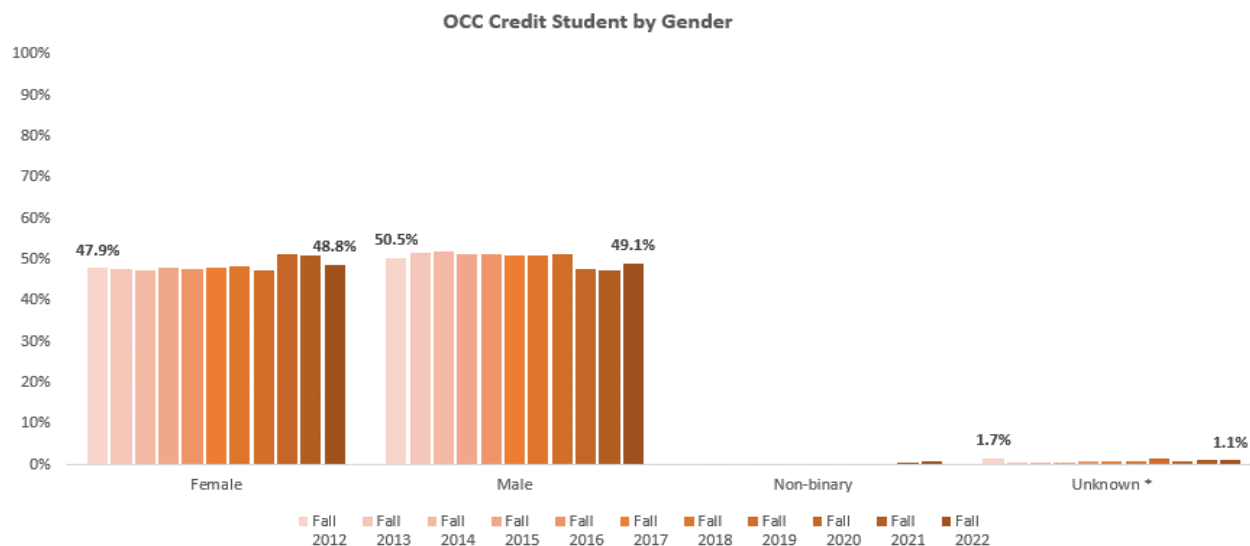
Table II.5: OCC Credit Students by Gender

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	10,248	10,577	10,373	10,674	10,431	10,706	10,266	9,532	9,465	8,523	7,463
Male	10,807	11,411	11,376	11,475	11,249	11,392	10,812	10,347	8,774	7,943	7,504
Non-binary	NA	NA	NA	NA	NA	NA	NA	**	43	80	145
Unknown	356	146	141	146	189	194	169	272	159	212	169
Total Headcounts	21,411	22,134	21,890	22,295	21,869	22,292	21,247	20,151	18,441	16,758	15,281

Percent	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	47.0%	47.9%	47.8%	47.4%	47.9%	47.7%	48.0%	48.3%	47.3%	51.3%	48.8%
Male	49.8%	50.5%	51.6%	52.0%	51.5%	51.4%	51.1%	50.9%	51.3%	47.6%	49.1%
Non-binary										0.2%	0.9%
Unknown *	3.2%	1.7%	0.7%	0.6%	0.7%	0.9%	0.9%	0.8%	1.3%	0.9%	1.1%
Total Headcounts	100%	100%	100%	100%	100%	100%	100%	100%	100%	100.0%	100%

Source: OCC MIS Student Enrollment data, Fall 2012-Fall 2022

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

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

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

II.6 Admission Status

The majority of OCC students in fall 2022 are continuing students (62.0%), a proportion which has stayed consistent over the last 10 years. The proportion of other types of students have tended to remain stable over this time.

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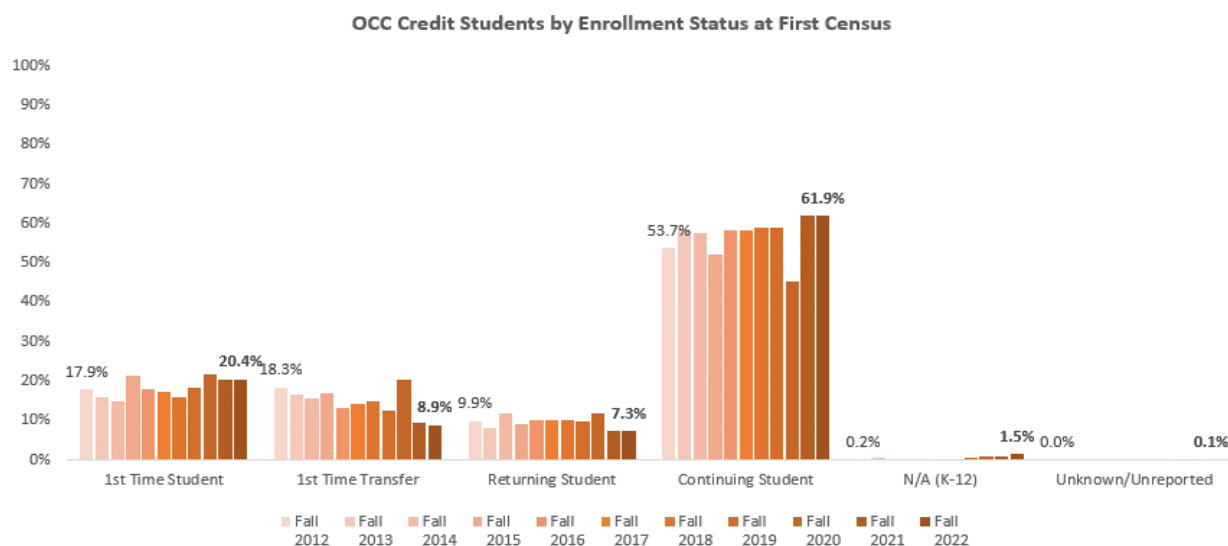
Table II.6 OCC Credit Student by Enrollment Status at First Census

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
1st Time Student	3,828	3,515	3,280	4,789	3,966	3,855	3,365	3,659	3,984	3,425	3,118
1st Time Transfer	3,928	3,678	3,406	3,774	2,876	3,135	3,169	2,542	3,724	1,556	1,353
Returning Student	2,129	1,822	2,574	2,047	2,209	2,270	2,134	1,964	2,183	1,211	1,119
Continuing Student	11,490	12,959	12,579	11,621	12,767	12,973	12,503	11,905	8,341	10,393	9,458
N/A (K-12)	33	153	43	58	51	59	76	91	189	161	225
Unknown/Unreported	3	7	8	6	0	0	0	0	20	12	8
Total Headcounts	**21,411**	**22,134**	**21,890**	**22,295**	**21,869**	**22,292**	**21,247**	**20,161**	**18,441**	**16,758**	**15,281**

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
1st Time Student	17.9%	15.9%	15.0%	21.5%	18.1%	17.3%	15.8%	18.1%	21.6%	20.4%	20.4%
1st Time Transfer	18.3%	16.6%	15.6%	16.9%	13.2%	14.1%	14.9%	12.6%	20.2%	9.3%	8.9%
Returning Student	9.9%	8.2%	11.8%	9.2%	10.1%	10.2%	10.0%	9.7%	11.8%	7.2%	7.3%
Continuing Student	53.7%	58.5%	57.5%	52.1%	58.4%	58.2%	58.8%	59.0%	45.2%	62.0%	61.9%
N/A (K-12)	0.2%	0.7%	0.2%	0.3%	0.2%	0.3%	0.4%	0.5%	1.0%	1.0%	1.5%
Unknown/Unreported	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Total Headcounts	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%[i]**	**100%[ii]**

Source: OCC MIS Student Enrollment data, Fall 2012-Fall 2022

II.7 Citizenship

US Citizens accounted for most students enrolled in fall 2022, although over the past 10 years their proportion decreased from 69.1% to 59.5%. Due to the college's international efforts, the percent of international students on student visas doubled in the past ten years from 3.1% in fall 2012 to 5.0% in fall 2022.

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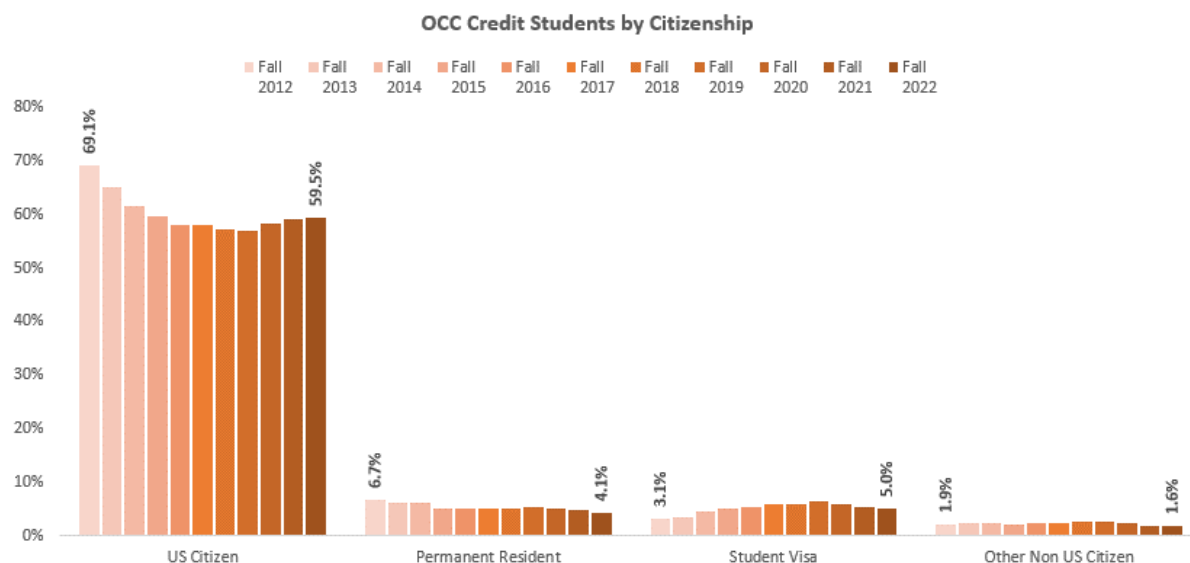
Table II.7 OCC Student by Citizenship Status at First Census

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
US Citizen	14,805	14,422	13,489	13,310	12,703	12,894	12,147	11,495	10,769	9,916	9,085
Permanent Resident	1,445	1,351	1,313	1,149	1,108	1,136	1,089	1,092	948	805	623
Student Visa	657	770	969	1,119	1,178	1,276	1,265	1,261	1,092	877	759
Other Non-US Citizen	414	481	512	481	518	495	522	505	401	302	249
Unknown	4,090	5,110	5,607	6,236	6,362	6,411	6,224	5,808	5,231	4,858	4,565
Total Headcounts	**21,411**	**22,134**	**21,890**	**22,295**	**21,869**	**22,212**	**21,247**	**20,161**	**18,441**	**16,758**	**16,758**

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
US Citizen	69.1%	65.2%	61.6%	59.7%	58.1%	58.0%	57.2%	57.0%	58.4%	59.2%	59.5%
Permanent Resident	6.7%	6.1%	6.0%	5.2%	5.1%	5.1%	5.1%	5.4%	5.1%	4.8%	4.1%
Student Visa	3.1%	3.5%	4.4%	5.0%	5.4%	5.7%	6.0%	6.3%	5.9%	5.2%	5.0%
Other Non-US Citizen	1.9%	2.2%	2.3%	2.2%	2.4%	2.2%	2.5%	2.5%	2.2%	1.8%	1.6%
Unknown	19.1%	23.1%	25.6%	28.0%	29.1%	28.9%	29.3%	28.8%	28.4%	29.0%	29.9%
Total Headcounts	**100%**	**77%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2012-Fall 2022

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

II.8 Educational Attainment

In fall 2022, the highest degree earned at enrollment by a large majority of OCC students (78.8%) was high school diploma or equivalent (including foreign certificates). Smaller proportions of students have earned other types of degrees: 2.7% earned an associate degree, 8.3% a bachelor's degree or higher, 0.9% of students have not earned a HS diploma, and 1.0% are currently enrolled in a K-12 program.

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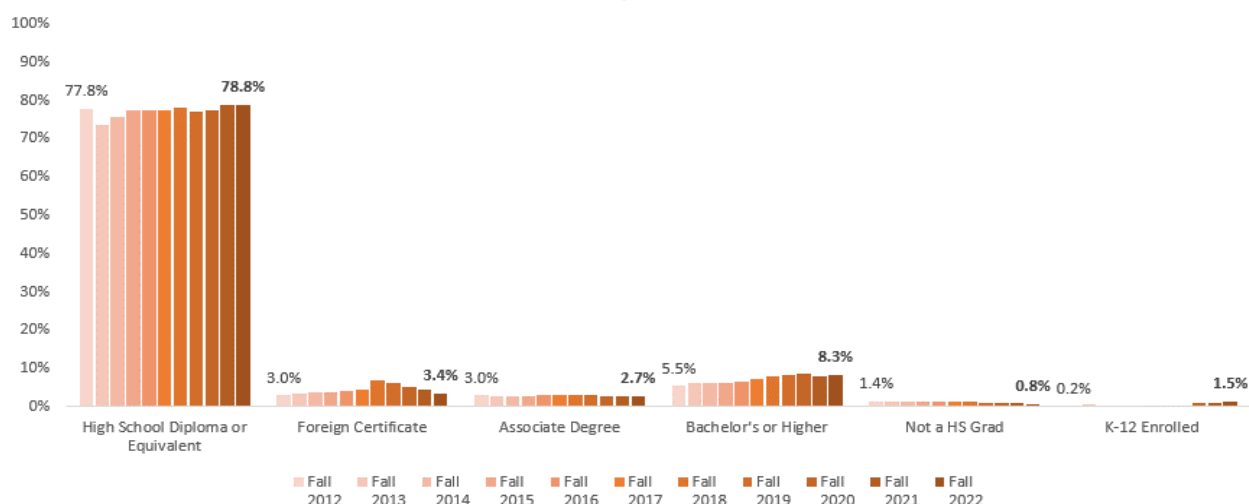
Table II.8: OCC Credit Students by Educational Attainment

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
High School Diploma or Equivalent	16,648	16,323	16,532	17,262	16,942	17,255	16,625	15,556	14,278	13,213	12,041
Foreign Certificate	637	729	809	874	917	975	1,470	1,254	967	734	524
Associate Degree	638	606	593	641	645	657	635	610	528	449	418
Bachelor's or Higher	1,168	1,353	1,325	1,383	1,472	1,647	1,663	1,698	1,576	1,329	1,266
Not a HS Grad	301	282	262	291	262	287	277	230	173	142	125
K-12 Enrolled	33	153	43	58	51	59	76	91	189	161	225
Unknown	1,986	2,688	2,326	1,786	1,580	1,412	501	722	730	730	682
Total Headcounts	**21,411**	**22,134**	**21,890**	**22,295**	**21,869**	**22,292**	**21,247**	**20,161**	**18,441**	**16,758**	**15,281**

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
High School Diploma or Equivalent	77.8%	83.9%	84.5%	84.2%	83.5%	82.6%	80.1%	80.0%	80.6%	82.4%	78.8%
Foreign Certificate	3.0%	3.7%	4.1%	4.3%	4.5%	4.7%	7.1%	6.5%	5.5%	4.6%	3.4%
Associate Degree	3.0%	3.1%	3.0%	3.1%	3.2%	3.1%	3.1%	3.1%	3.0%	2.8%	2.7%
Bachelor's or Higher	5.5%	7.0%	6.8%	6.7%	7.3%	7.9%	8.0%	8.7%	8.9%	8.3%	8.3%
Not a HS Grad	1.4%	1.5%	1.3%	1.4%	1.3%	1.4%	1.3%	1.2%	1.0%	0.9%	0.9%
K-12 Enrolled	0.2%	0.8%	0.2%	0.3%	0.3%	0.3%	0.4%	0.5%	1.1%	1.0%	1.0%
Unknown	9.3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Headcounts	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

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

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

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

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

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

II.9 OCC Assessment

UNDER CONSTRUCTION – DATA WILL BE UPDATED IN 2023

II.12 Educational Goal for Credit Students

The educational goal is the student's intent listed on their initial OCC application. Over half of OCC students stated their goal was to transfer in fall 2022 (51.1%). Students who have undecided or unknown goals increased by over 10% in fall 2022 (25.9%) compared to fall 2021 (13.9%).

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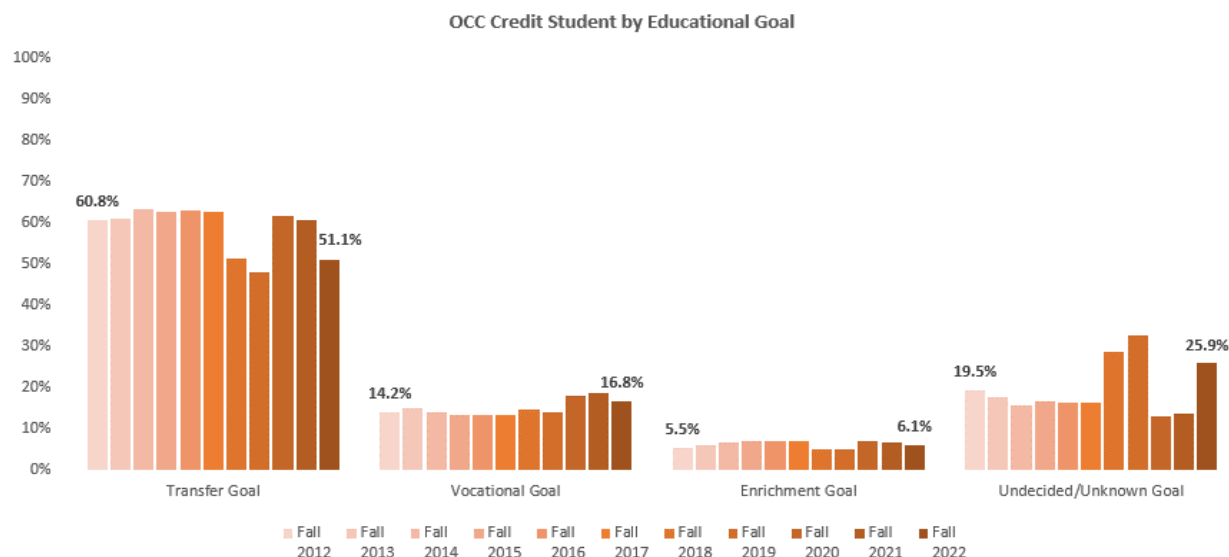
Table II.12 Educational Credit Student by Educational Goal

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Transfer Goal	13,023	13,491	13,914	13,984	13,775	13,991	10,957	9,696	11,383	10,185	7,186
Vocational Goal	3,046	3,362	3,047	2,964	2,930	3,018	3,113	2,834	3,356	3,147	2,569
Enrichment Goal	1,171	1,343	1,463	1,603	1,568	1,596	1,073	1,024	1,308	1,100	934
Undecided/Unknown Goal	4,171	3,938	3,466	3,744	3,596	3,687	6,104	6,607	2,394	2,326	3,962
Total Headcount	**21,411**	**22,134**	**21,890**	**22,295**	**21,869**	**22,292**	**21,247**	**20,161**	**18,441**	**16,758**	**15,281**

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Transfer Goal	60.8%	61.0%	63.6%	62.7%	63.0%	62.8%	51.6%	48.1%	61.7%	60.8%	51.1%
Vocational Goal	14.2%	15.2%	13.9%	13.3%	13.4%	13.5%	14.7%	14.1%	18.2%	18.8%	16.8%
Enrichment Goal	5.5%	6.1%	6.7%	7.2%	7.2%	7.2%	5.1%	5.1%	7.1%	6.6%	6.1%
Undecided/Unknown Goal	19.5%	17.8%	15.8%	16.8%	16.4%	16.5%	28.7%	32.8%	13.0%	13.9%	25.9%
Total Headcount	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2012-Fall 2022

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

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

II.13 OCC Enrollments by Type of Credit Course

Transfer, non-vocational courses comprised the largest group of enrollments and stood at 70.4% in fall 2022. Since the fall 2009 distribution reset, a trend toward a higher percentage of transfer, vocational, and basic skills courses being offered is seen.

OCC Enrollments by Type of Credit Course
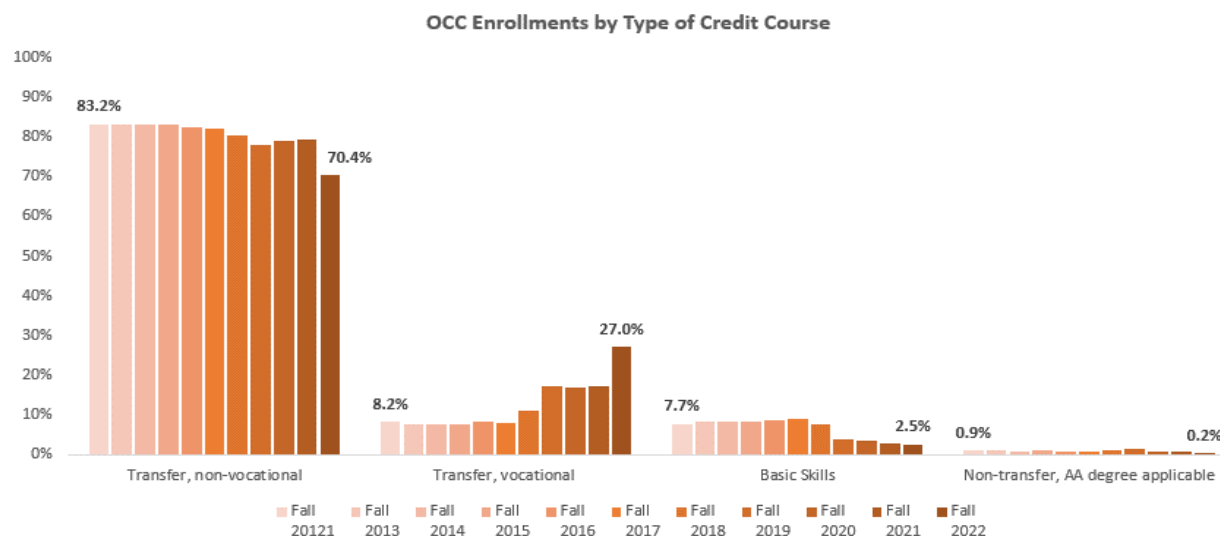
Table II.13: OCC Enrollments by Type of Credit Course

Number	Fall 2012[1]	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Transfer, non-vocational	53,375	55,516	54,636	55,405	53,598	53,542	49,467	46,918	41,689	39,094	24,276
Transfer, vocational	5,240	5,152	5,055	5,107	5,303	5,269	6,724	10,372	8,811	8,481	9,314
Basic Skills	4,966	5,429	5,383	5,581	5,642	5,880	4,598	2,225	1,750	1,341	863
Non-transfer, AA degree applicable	586	603	569	609	551	488	631	767	450	367	52
Total Enrollments	**64,167**	**66,700**	**65,643**	**66,702**	**65,094**	**65,179**	**61,420**	**60,282**	**52,700**	**49,283**	**34,505**

Percent	Fall 2012[1]	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Transfer, non-vocational	83.2%	83.2%	83.2%	83.1%	82.3%	82.1%	80.5%	77.8%	79.1%	79.3%	70.4%
Transfer, vocational	8.2%	7.7%	7.7%	7.7%	8.1%	8.1%	10.9%	17.2%	16.7%	17.2%	27.0%
Basic Skills	7.7%	8.1%	8.2%	8.4%	8.7%	9.0%	7.5%	3.7%	3.3%	2.7%	2.5%
Non-transfer, AA degree applicable	0.9%	0.9%	0.9%	0.9%	0.8%	0.7%	1.0%	1.3%	0.9%	0.7%	0.2%
Total Enrollments	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: OCC MIS Student Enrollment and Course Basic data, Fall 2012-Fall 2022
*Note: The MIS coding for some basic skills courses changed in 2009
1 Basic Skills courses were redefined to match new MIS coding

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

During fall 2022, full-time student enrollments increased by about 25% to 50.3% of students compared to 27.3% full-time enrollments in fall 2021. Part-time enrollments decreased to 45.7% of students in fall 2022.

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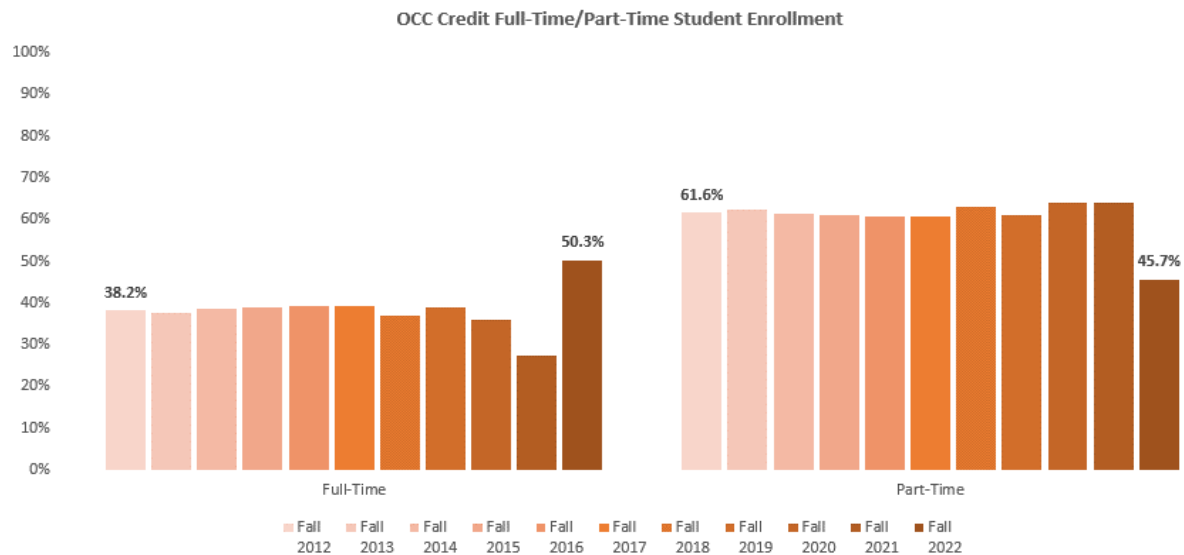
Table II.14: OCC Credit Full-Time / Part-Time Student Enrollment

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Full-Time	8,847	8,079	8,546	8,525	8,758	8,592	7,833	7,866	6,641	4,305	7,679
Part-Time	14,261	13,331	13,588	13,321	13,499	13,277	13,414	12,295	11,800	10,105	6,977
Non-Credit/Zero Units	36	0	0	0	0	0	0	0	0	1,383	625
Total Enrollments	**23,144**	**21,410**	**22,134**	**21,846**	**22,257**	**21,869**	**21,247**	**20,161**	**18,441**	**15,793**	**15,281**

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Full-Time	38.2%	37.7%	38.6%	39.0%	39.3%	39.3%	36.9%	39.0%	36.0%	27.3%	50.3%
Part-Time	61.6%	62.3%	61.4%	61.0%	60.7%	60.7%	63.1%	61.0%	64.0%	64.0%	45.7%
Non-Credit/Zero Units	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.8%	4.1%
Total Enrollments	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

NOTE: Part-Time/Full-Time status is determined by units enrolled in at first census. Part-time status is considered taking less than 12 units and full-time status constitutes 12 or more units.

Source: OCC MIS Student Enrollment and Section Data, Fall 2012 – Fall 2022

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

OCC students take courses at a wide variety of times and formats. Students only taking day classes has consistently accounted for the largest student group from fall 2012 (63.7%) to fall 2022 (21.1%). In fall 2020, COVID-19 skewed the data as students were moved to online classes only. Nine-year trends show a decrease in the number of students taking evening classes. This statement excludes the Fall 2020 data.

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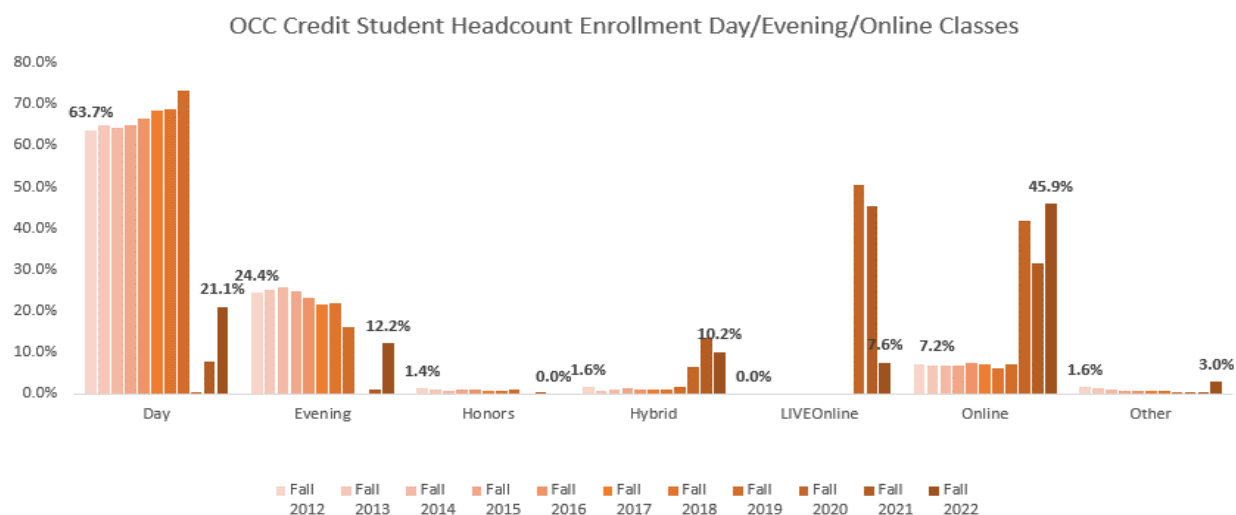
Table II.15: OCC Credit Student Headcount Enrollment Day / Evening / Online Classes

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Day	13,637	14,366	14,089	14,454	14,521	15,252	14,609	14,767	111	1,285	3,226
Evening	5,233	5,557	5,647	5,531	5,082	4,828	4,662	3,281	0	168	1,863
Honors	293	226	175	221	218	198	199	211	0	9	0
Hybrid	349	176	231	287	244	228	255	353	1,221	2,216	1,559
LIVEOnline	0	0	0	0	0	0	0	0	9,323	7,403	1,168
Online	1,551	1,535	1,489	1,561	1,630	1,604	1,338	1,426	7,730	5,169	7,010
Other	347	309	255	203	171	182	184	106	56	54	455
Total Enrollments	**21,410**	**22,169**	**21,886**	**22,257**	**21,866**	**22,292**	**21,247**	**20,144**	**18,441**	**16,304**	**15,281**

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Day	63.7%	64.8%	64.4%	64.9%	66.4%	68.4%	68.8%	73.3%	0.6%	7.9%	21.1%
Evening	24.4%	25.1%	25.8%	24.9%	23.2%	21.7%	21.9%	16.3%	0.0%	1.0%	12.2%
Honors	1.4%	1.0%	0.8%	1.0%	1.0%	0.9%	0.9%	1.0%	0.0%	0.1%	0.0%
Hybrid	1.6%	0.8%	1.1%	1.3%	1.1%	1.0%	1.2%	1.8%	6.6%	13.6%	10.2%
LIVEOnline	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.6%	45.4%	7.6%
Online	7.2%	6.9%	6.8%	7.0%	7.5%	7.2%	6.3%	7.1%	41.9%	31.7%	45.9%
Other	1.6%	1.4%	1.2%	0.9%	0.8%	0.8%	0.9%	0.5%	0.3%	0.3%	3.0%
Total Enrollments	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: OCC MIS Student Enrollment and Section Data, Fall 2012- Fall 2022

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

About half of OCC classes are scheduled during the day (52.7%) The proportion of day classes has trended upward to 76.8% in 2019 until the COVID-19 pandemic drastically decreased day classes to 7.3% in 2021 however the day class enrollments are beginning to mirror pre-pandemic rates. Online courses have the highest rates of online seats (21.7%) compared to LIVEOnline having 4.9% seats filled.

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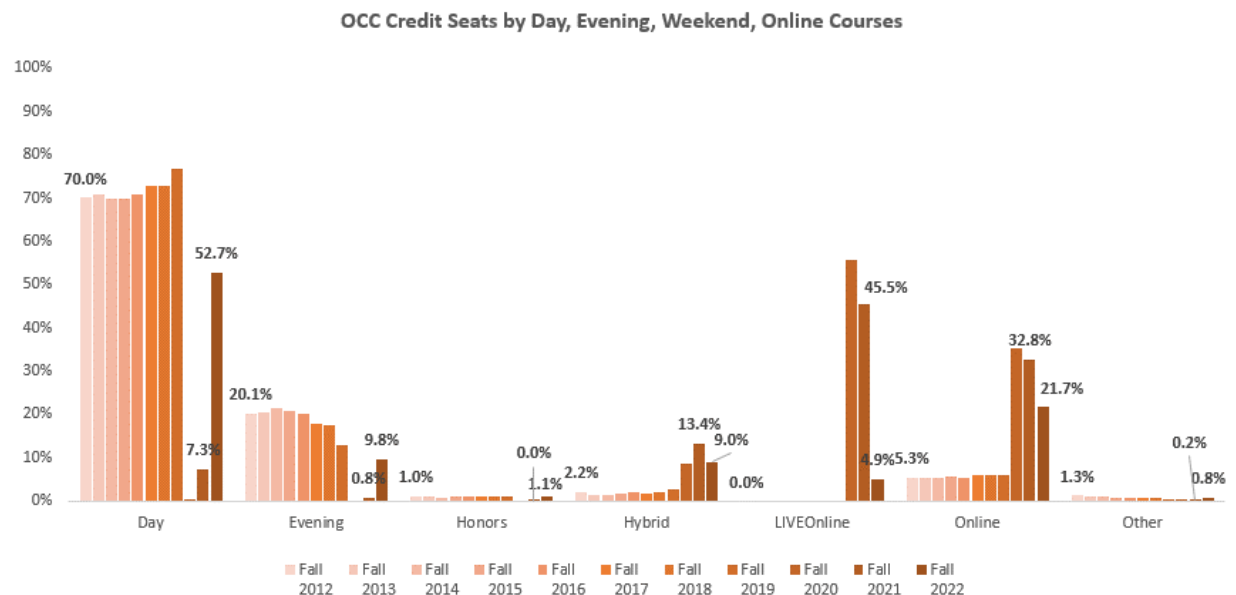
Table II.16: OCC Credit Seats by Day / Evening / Online Courses

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Day	45,093	47,275	46,059	46,680	46,047	47,443	44,650	46,172	280	3,609	26, 432
Evening	12,948	13,692	14,183	13,962	13,118	11,688	10,766	7,820	0	388	4,893
Honors	674	760	535	684	644	743	612	638	0	10	572
Hybrid	1,404	866	993	1,136	1,248	1,082	1,337	1,709	4,480	6,585	4,503
LIVEOnline	0	0	0	0	0	0	0	0	29,301	22,430	2,479
Online	3,443	3,541	3,447	3,715	3,561	3,814	3,570	3,522	18,578	16,168	10,867
Other	816	737	647	525	459	409	485	254	61	93	409
Total	**64,378**	**66,871**	**65,864**	**66,702**	**65,077**	**65,179**	**61,420**	**60,115**	**52,700**	**49,283**	**50,155**

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Day	70.0%	70.7%	69.9%	70.0%	70.8%	72.8%	72.7%	76.8%	0.5%	7.3%	52.7%
Evening	20.1%	20.5%	21.5%	20.9%	20.2%	17.9%	17.5%	13.0%	0.0%	0.8%	9.8%
Honors	1.0%	1.1%	0.8%	1.0%	1.0%	1.1%	1.0%	1.1%	0.0%	0.0%	1.1%
Hybrid	2.2%	1.3%	1.5%	1.7%	1.9%	1.7%	2.2%	2.8%	8.5%	13.4%	9.0%
LIVEOnline	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	55.6%	45.5%	4.9%
Online	5.3%	5.3%	5.2%	5.6%	5.5%	5.9%	5.8%	5.9%	35.3%	32.8%	21.7%
Other	1.3%	1.1%	1.0%	0.8%	0.7%	0.6%	0.8%	0.4%	0.1%	0.2%	0.8%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

NOTE: Online Assisted courses consist of traditional class meetings and online instruction
Source: OCC MIS Student Enrollment and Section Data, DIS Enstat Report, and Banner ODS Report, Fall 2012 – Fall 2022

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

Approximately half of OCC sections are scheduled during the day (55.3% in fall 2022). The majority of Fall 2020 courses were changed to online (85.5%) due to Covid-19 closures. The proportion of day sections has trended upward from 2011 to 2019, while the proportion of evening and weekend sections have trended downwards (26.9% fall 2009 and 20.8% fall 2019). Fall 2020 was during the COVID-19 pandemic, therefore the majority of on campus courses were changed to online and/or hybrids.

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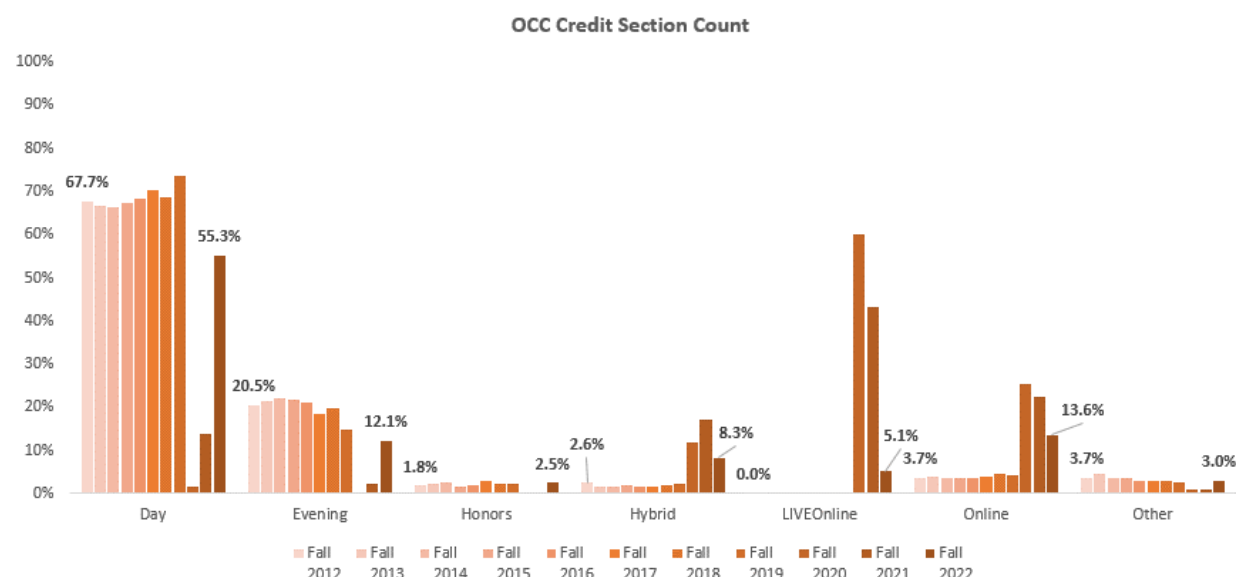
Table II.17: Credit Sections Offered by Day / Evening / Online Status

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Day	1,075	1,177	1,297	1,352	1,359	1,452	1,397	1,503	30	266	1,140
Evening	326	379	432	438	421	382	399	300	0	42	250
Honors	29	37	50	34	40	57	49	47	0	1	51
Hybrid	41	29	29	36	32	31	39	48	212	331	172
LIVEOnline	0	0	0	0	0	0	0	0	1,065	833	106
Online	59	68	71	72	73	82	90	86	447	431	281
Other	59	79	73	71	61	58	58	54	14	18	62
Total	**1,589**	**1,769**	**1,952**	**2,003**	**1,986**	**2,062**	**2,032**	**2,038**	**1,768**	**1,922**	**2,062**

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Day	67.7%	66.5%	66.4%	67.5%	68.4%	70.4%	68.8%	73.7%	1.7%	13.8%	55.3%
Evening	20.5%	21.4%	22.1%	21.9%	21.2%	18.5%	19.6%	14.7%	0.0%	2.2%	12.1%
Honors	1.8%	2.1%	2.6%	1.7%	2.0%	2.8%	2.4%	2.3%	0.0%	0.1%	2.5%
Hybrid	2.6%	1.6%	1.5%	1.8%	1.6%	1.5%	1.9%	2.4%	12.0%	17.2%	8.3%
LIVEOnline	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.2%	43.3%	5.1%
Online	3.7%	3.8%	3.6%	3.6%	3.7%	4.0%	4.4%	4.2%	25.3%	22.4%	13.6%
Other	3.7%	4.5%	3.7%	3.5%	3.1%	2.8%	2.9%	2.6%	0.8%	0.9%	3.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

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

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

Source: OCC MIS Student Enrollment and Section Data, DIS Enstat Reports and Banner ODS Report, Fall 2012 - Fall 2022

Non-Credit Student Trends

ORANGE COAST COLLEGE

III. Non-credit Student Trends

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

III.1 City of Residency

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

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

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Costa Mesa	32.1%	29.0%	17.4%	18.3%	19.9%
Fountain Valley	3.7%	4.8%	6.3%	6.6%	6.0%
Garden Grove	7.0%	5.0%	10.5%	11.0%	6.7%
Huntington Beach	13.9%	18.3%	11.4%	13.8%	13.0%
Newport Beach	10.2%	5.0%	3.3%	4.9%	4.6%
Seal Beach	0.0%	0.2%	0.4%	0.0%	0.4%
Westminster	4.3%	4.3%	7.3%	7.9%	5.8%
Other CCCD	0.5%	0.4%	0.6%	1.3%	0.4%
Total-Within District	71.7%	66.9%	57.3%	63.9%	63.9%
Total-All Headcount	**190**	**541**	**696**	**535**	**535**

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

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

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

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

III.2 OCC Non-credit Headcount and Seat Count

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

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

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Headcount Enrollment	190	521	696	535	640
Seat Count Enrollment	397	1,050	1,030	666	1,417

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

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Average Class Size	23.35	18.42	14.9	14.7	51.9

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

Number	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Headcount Enrollment	504	1,421	1,945	1,186	1,186
% Change (prior year)		181.9%	36.9%	-39.0%	-1.9%
Seat Count Enrollment	1,103	2,696	2,932	1,577	3,198
% Change (prior year)		144.4%	8.8%	-46.2%	102.8%

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

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

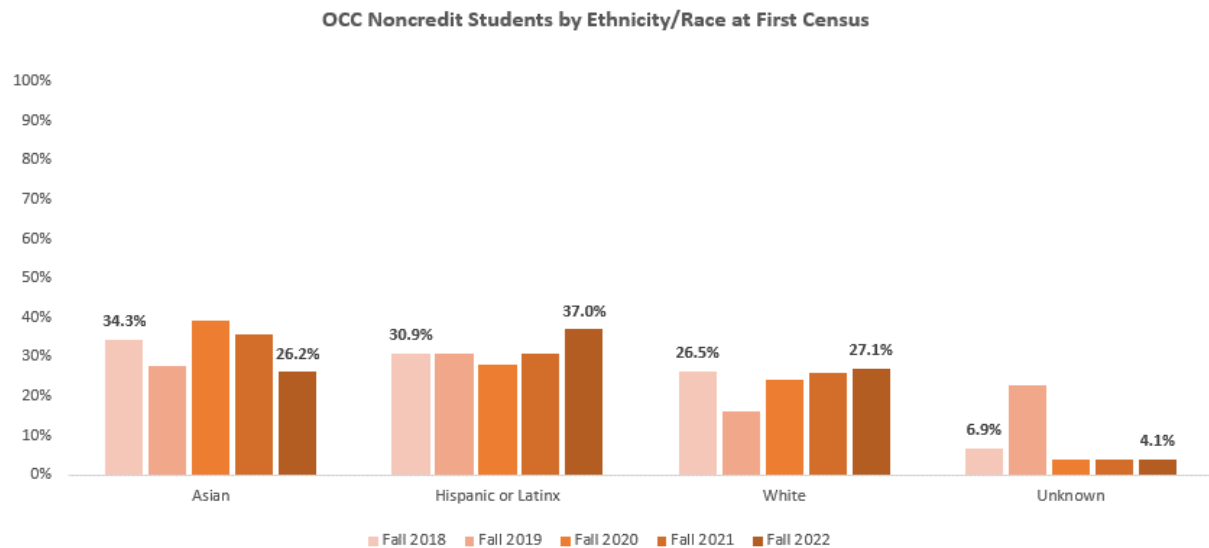| Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Headcount Enrollment	26	161	603	729	2,375
Seat Count Enrollment	31	756	657	2472	10,474

Source: OCC MIS Student Basic Data, 2018 – 2022.

III.3 OCC Non-credit Race/Ethnicity

Fall 2022 OCC non-credit students who identify as Hispanic or Latinx were the largest group at 37.0%, followed by Asian students at 26.2%.

OCC Noncredit Students by Ethnicity/Race at First Census

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

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
American Indian or Alaska Native	<10	<10	<10	<10	<10
Asian	70	144	274	192	469
Black or African American	<10	<10	<10	<4	20
Hispanic or Latinx	63	161	194	165	663
Two or More Races	<10	<10	24	12	81
White	54	84	169	139	486
Unknown	14	118	27	21	74
Total Headcounts	**204**	**521**	**696**	**535**	**1,793**

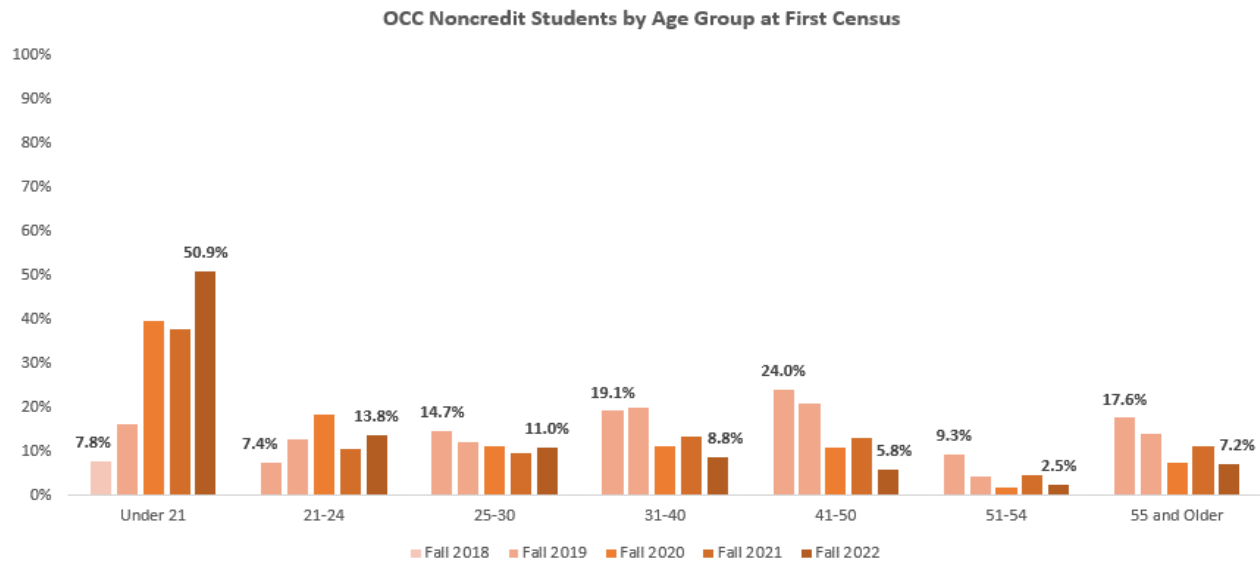| Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
American Indian or Alaska Native	--	--	--	--	--
Asian	34.3%	27.6%	39.4%	35.9%	26.2%
Black or African American	--	--	--	--	1.1%
Hispanic or Latinx	30.9%	30.9%	27.9%	30.8%	37.0%
Two or More Races	--	--	3.4%	2.2%	4.5%
White	26.5%	16.1%	24.3%	26.0%	27.1%
Unknown	6.9%	22.6%	3.9%	3.9%	4.1%
Total Headcounts	**99%**	**97%**	**99%**	**99%**	**100%**

Percentages do not total 100% because of races/ethnicities with less than 10 are not reported.

Source: OCC MIS Student Enrollment data, Fall 2018 – Fall 2022

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

III.4 OCC Non-credit Age

The largest age group for non-credit students was under 21 - (50.9%) in Fall 2022, followed by 21-24(13.8%). The average age for this semester was 24.0%.

OCC Noncredit Students by Age Group at First Census

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

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 21	16	84	275	202	914
21-24	15	66	128	56	248
25-30	30	63	77	52	197
31-40	39	104	77	72	158
41-50	49	108	75	69	105
51-54	19	23	13	24	45
55 and Older	36	73	51	60	130
Total Headcounts	**204**	**521**	**696**	**535**	**1,797**

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Under 21	7.8%	16.1%	39.5%	37.8%	50.9%
21-24	7.4%	12.7%	18.4%	10.5%	13.8%
25-30	14.7%	12.1%	11.1%	9.7%	11.0%
31-40	19.1%	20.0%	11.1%	13.5%	8.8%
41-50	24.0%	20.7%	10.8%	12.9%	5.8%
51-54	9.3%	4.4%	1.9%	4.5%	2.5%
55 and Older	17.6%	14.0%	7.3%	11.2%	7.2%
Total Headcounts	**100%**	**100%**	**100%**	**100%**	**100%**

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Average Age (in years)	40.9	36.8	28.1	32.2	24.0

Source: OCC MIS Student Enrollment data, Fall 2018- Fall 2022

III.5 OCC Non-credit Student by Gender

In fall 2022, the non-credit students were largely comprised of female students (57.2%).

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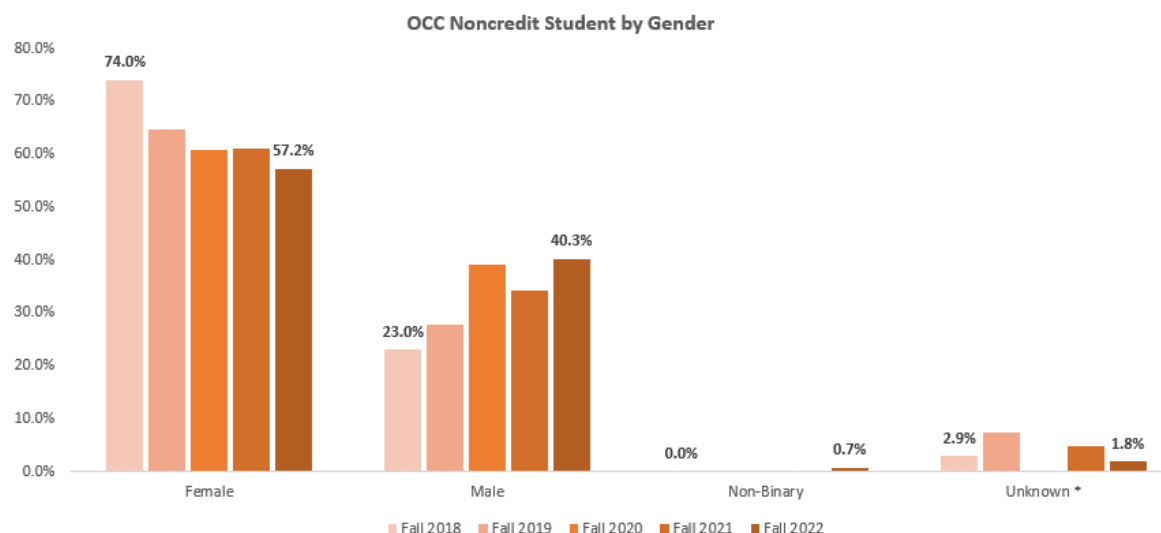
Table III.5: OCC Non-credit Students by Gender, Fall Terms

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	151	337	417	326	813
Male	47	145	268	183	572
Non-Binary	0	0	<10	<10	10
Unknown	6	39	<10	25	26
Total Headcounts	204	521	696	535	1,421

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	74.0%	64.7%	60.9%	60.9%	57.2%
Male	23.0%	27.8%	39.1%	34.2%	40.3%
Non-Binary	0.0%	0.0%	0.0%	0.0%	0.7%
Unknown *	2.9%	7.5%	0.0%	4.7%	1.8%
Total Headcounts	100%	100%	100%	100%	100%

Source: OCC MIS Student Enrollment data, Fall 2018 – Fall 2022.

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

Almost half of non-credit students in fall 2022 were continuing students (42.7%), followed by first-time students (32.3%).

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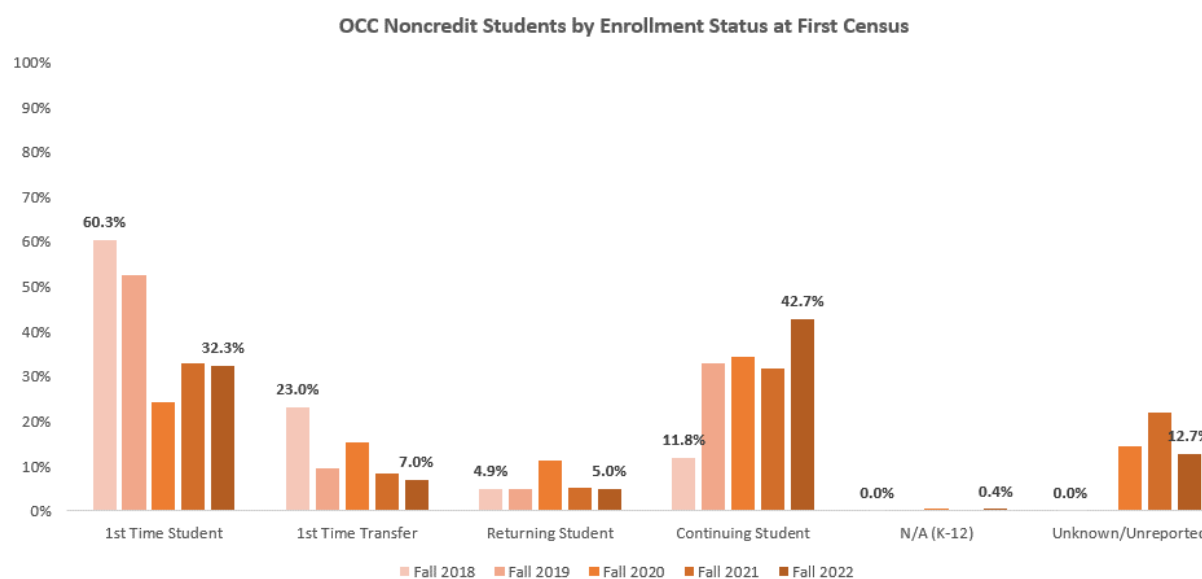
Table III.6: OCC Non-credit Student by Enrollments Status at First Census

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
1st Time Student	123	273	168	176	580
1st Time Transfer	47	50	106	44	125
Returning Student	10	26	78	27	89
Continuing Student	24	171	239	170	767
N/A (K-12)	0	0	4	1	8
Unknown/Unreported	0	1	101	117	228
Total Headcounts	**204**	**521**	**696**	**535**	**1,797**

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
1st Time Student	60.3%	52.4%	24.1%	32.9%	32.3%
1st Time Transfer	23.0%	9.6%	15.2%	8.2%	7.0%
Returning Student	4.9%	5.0%	11.2%	5.0%	5.0%
Continuing Student	11.8%	32.8%	34.3%	31.8%	42.7%
N/A (K-12)	0.0%	0.0%	0.6%	0.2%	0.4%
Unknown/Unreported	0.0%	0.2%	14.5%	21.9%	12.7%
Total Headcounts	**100%**	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2018 – Fall 2022

III.7 Non-credit Citizenship

37.2% of the non-credit students in fall 2022 did not list their citizenship status. US citizens also showed an increase from 16.2% (fall 2018) to 50.0% (fall 2022). Permanent Resident decreased from 19.1% (fall 2018) to 5.0% (fall 2022).

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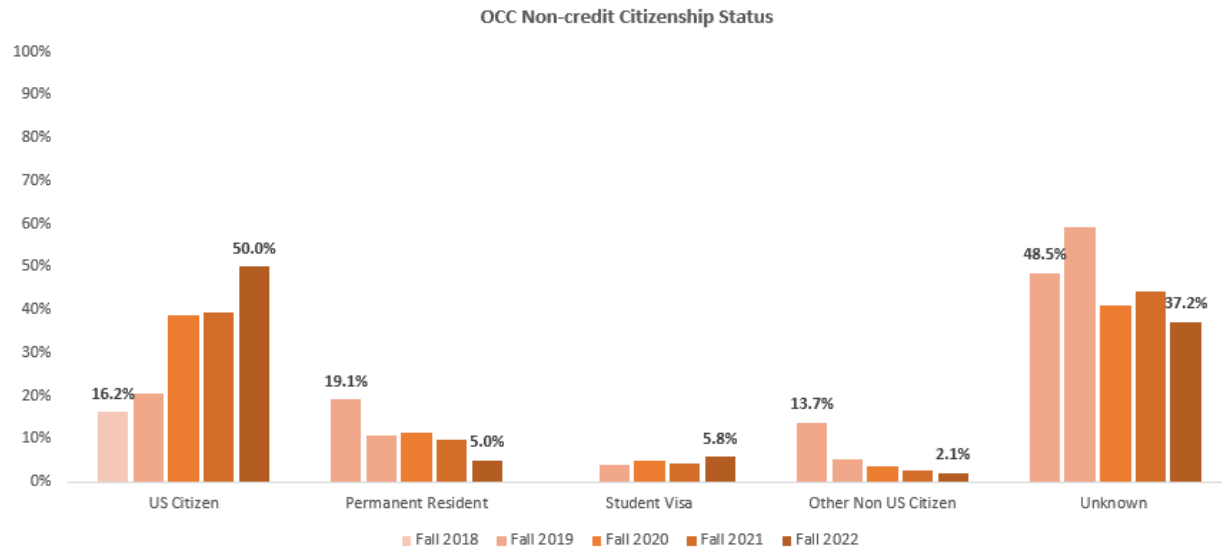
Table III.7: OCC Non-credit Students by Citizenship Status at First Census

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
US Citizen	33	107	270	211	898
Permanent Resident	39	56	80	52	89
Student Visa	<10	21	35	22	104
Other Non US Citizen	28	28	25	14	38
Unknown	99	309	286	236	668
Total Headcounts	**204**	**521**	**696**	**535**	**1,797**

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2021
US Citizen	16.2%	20.5%	38.8%	39.4%	50.0%
Permanent Resident	19.1%	10.7%	11.5%	9.7%	5.0%
Student Visa	--	4.0%	5.0%	4.1%	5.8%
Other Non US Citizen	13.7%	5.4%	3.6%	2.6%	2.1%
Unknown	48.5%	59.3%	41.1%	44.1%	37.2%
Total Headcounts	**98%**	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2018 – Fall 2022
Other Non-US Citizen is defined as Temporary Resident, Refugee, and Other Status.

III.8 Non-credit Educational Attainment

The largest enrollment of OCC non-credit students (80.7%) were students who marked high school diploma or equivalent for their educational attainment.

OCC Non-credit Students by Educational Attainment
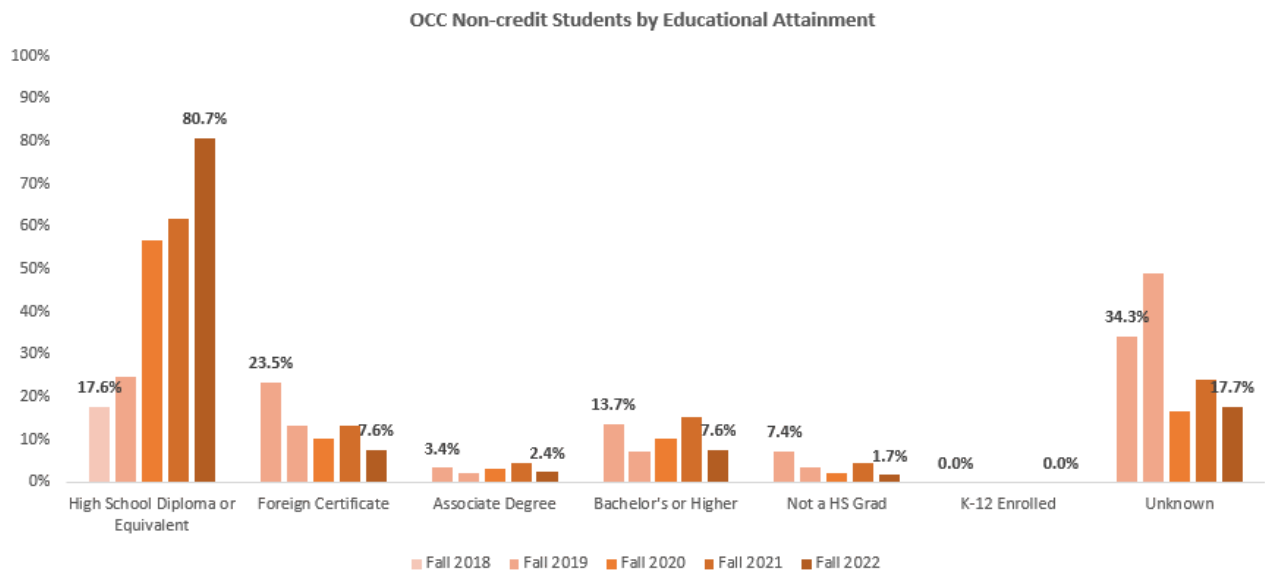
Table III.8: OCC Non-credit Students by Educational Attainment

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
High School Diploma or Equivalent	36	128	394	251	1,188
Foreign Certificate	48	70	71	54	112
Associate Degree	7	11	22	19	36
Bachelor's or Higher	28	37	72	62	112
Not a HS Grad	15	19	16	19	25
K-12 Enrolled	0	0	<10	<10	<10
Unknown	70	256	117	129	316
Total Headcounts	**204**	**521**	**696**	**535**	**1,789**

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
High School Diploma or Equivalent	17.6%	24.6%	56.6%	61.8%	80.7%
Foreign Certificate	23.5%	13.4%	10.2%	13.3%	7.6%
Associate Degree	3.4%	2.1%	3.2%	4.7%	2.4%
Bachelor's or Higher	13.7%	7.1%	10.3%	15.3%	7.6%
Not a HS Grad	7.4%	3.6%	2.3%	4.7%	1.7%
K-12 Enrolled	0.0%	0.0%	0.0%	0.0%	0.0%
Unknown	34.3%	49.1%	16.8%	24.1%	17.7%
Total Headcounts	**100%**	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2018 – Fall 2022

III.9 Non-credit Educational Goal

The educational goal is the student's intent listed on their initial OCC application. Most non-credit students (42.7%) listed their goal as "Transfer" in fall 2022.

OCC Noncredit Student by Educational Goal
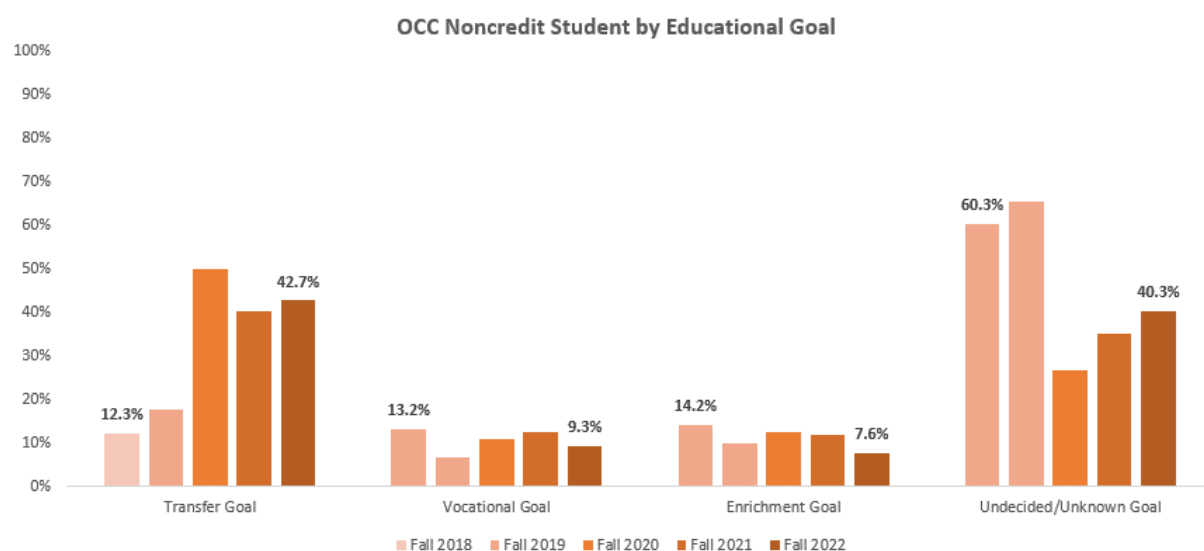
Table III.9: **OCC Non-credit Students by Educational Goal**

Number	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Transfer Goal	25	92	348	216	768
Vocational Goal	27	35	76	67	168
Enrichment Goal	29	52	86	64	137
Undecided/Unknown Goal	123	342	186	188	724
Total Headcount	**204**	**521**	**696**	**535**	**1,797**

Percent	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Transfer Goal	12.3%	17.7%	50.0%	40.4%	42.7%
Vocational Goal	13.2%	6.7%	10.9%	12.5%	9.3%
Enrichment Goal	14.2%	10.0%	12.4%	12.0%	7.6%
Undecided/Unknown Goal	60.3%	65.6%	26.7%	35.1%	40.3%
Total Headcount	**100%**	**100%**	**100%**	**100%**	**100%**

Source: OCC MIS Student Enrollment data, Fall 2018 – Fall 2022

Student Outcomes

Atlas
2022-2023

ORANGE COAST COLLEGE

IV. Student Outcomes

IV.1 OCC Effectiveness Indicators and Targets

Orange Coast College's core indicators are the critical outcomes that illustrate progress towards meeting its goals. Core indicators supporting the goals and strategic objectives are defined with performance targets to gauge the extent to which the College is making progress. The core indicators are organized by the College's values and goals (C-L-A-S-S).

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

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

Core Indicators and Institution Set Standards
OCC Atlas 2021-2022
OCC Vision for Success_Overall and DI Targets_Infographic_updated 5-12-2021 ada.pdf
2019 SEA Targets Summary Revised 11-18-2019 ada.pdf

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

IV.2 Overall Grade Distribution

Most OCC students were successful in their classes, with 73.9% receiving a passing grade (e.g., A, B, C, or P) in fall 2022. The percentage of A grades has been trending up over the last 10 years and stood at 40.3% in fall 2022. The percentage of F grades has been steady over this time and stood at 9.0% in fall 2022.

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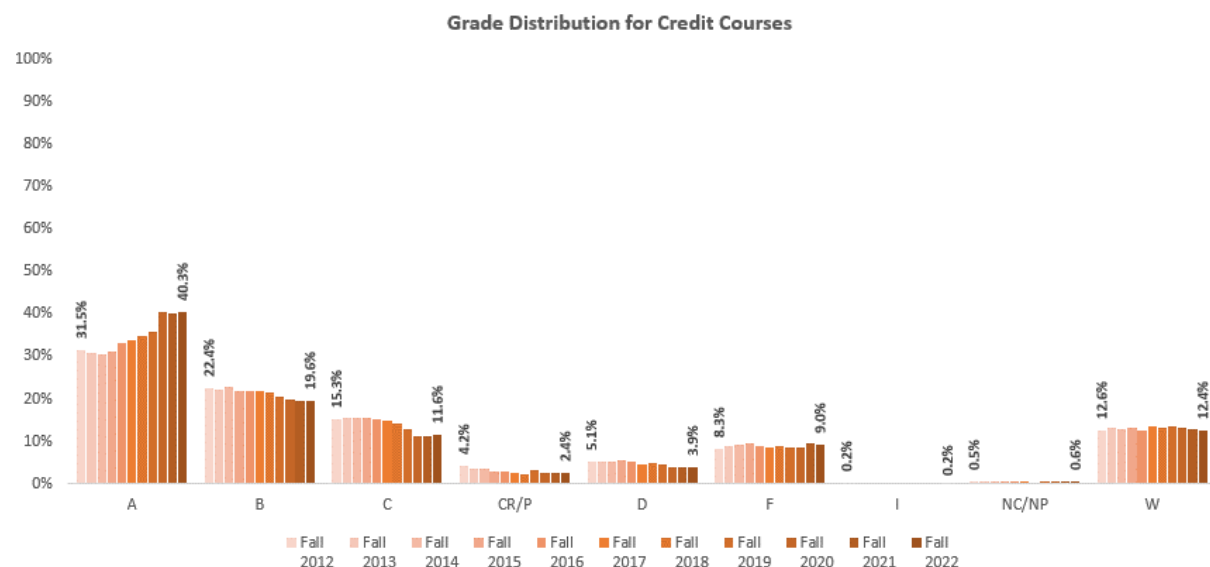
Table IV.2: OCC Grade Distribution for Credit Courses

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
A	20,187	20,603	19,956	20,729	21,485	22,027	21,365	21,667	21,307	19,815	20,011
B	14,367	14,861	14,886	14,638	14,319	14,238	13,157	12,422	10,445	9,690	9,705
C	9,840	10,441	10,127	10,247	9,858	9,621	8,767	7,745	5,917	5,541	5,767
CR/P	2,679	2,349	2,235	1,958	1,790	1,666	1,366	2,016	1,392	1,174	1,183
D	3,258	3,378	3,374	3,722	3,406	2,993	2,885	2,673	1,972	1,858	1,954
F	5,348	5,945	6,123	6,239	5,731	5,514	5,379	5,158	4,428	4,611	4,475
I	115	127	104	79	94	74	56	68	44	77	89
NC/NP	302	296	315	296	317	243	158	357	238	222	289
W	8,070	8,701	8,523	8,800	8,094	8,803	8,137	8,169	6,885	6,286	6,139
Total	**64,166**	**66,701**	**65,643**	**66,708**	**65,094**	**65,179**	**61,270**	**60,275**	**52,628**	**49,274**	**49,612**

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
A	31.5%	30.9%	30.4%	31.1%	33.0%	33.8%	34.9%	35.9%	40.5%	40.2%	40.3%
B	22.4%	22.3%	22.7%	21.9%	22.0%	21.8%	21.5%	20.6%	19.8%	19.7%	19.6%
C	15.3%	15.7%	15.4%	15.4%	15.1%	14.8%	14.3%	12.8%	11.2%	11.2%	11.6%
CR/P	4.2%	3.5%	3.4%	2.9%	2.7%	2.6%	2.2%	3.3%	2.6%	2.4%	2.4%
D	5.1%	5.1%	5.1%	5.6%	5.2%	4.6%	4.7%	4.4%	3.7%	3.8%	3.9%
F	8.3%	8.9%	9.3%	9.4%	8.8%	8.5%	8.8%	8.6%	8.4%	9.4%	9.0%
I	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%
NC/NP	0.5%	0.4%	0.5%	0.4%	0.5%	0.4%	0.3%	0.6%	0.5%	0.5%	0.6%
W	12.6%	13.0%	13.0%	13.2%	12.4%	13.5%	13.3%	13.6%	13.1%	12.8%	12.4%
Total	**64,166**	**66,701**	**65,643**	**66,708**	**65,094**	**65,179**	**61,270**	**60,275**	**52,628**	**49,274**	**49,612**

Note: Excludes (IP) In Progress, (UD) Ungraded Dependent, (EW) Excused Withdraw, (MW) Military Withdraw, (U) Ungraded, and (RD) Report Delayed
Source: OCC MIS Student Enrollment data, Fall 2012-Fall 2022

IV.3 GPA of OCC Students by Student Enrollment Status

The average term GPA of OCC students has increased slightly over the last 10 years and in fall 2022 stood at 2.86, up from 2.73 in 2012. Full-time students carried a higher GPA on average than part-time students (2.92 vs. 2.76, respectively).

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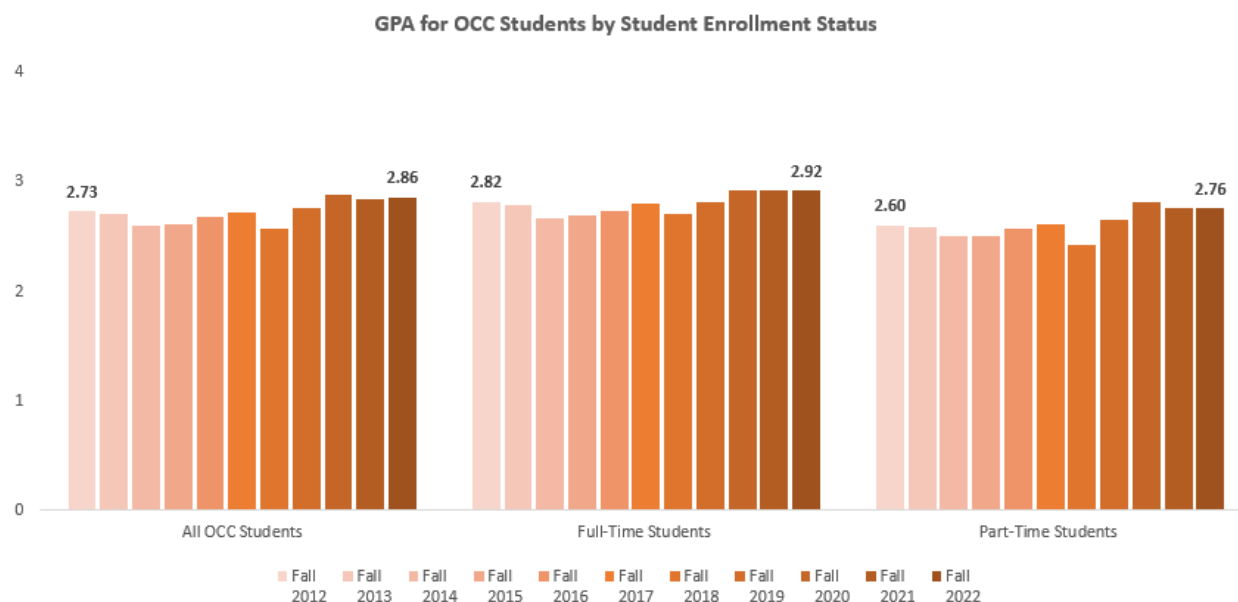
Table IV.3: Credit Grade Point Average (GPA)

GPA	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
All OCC Students	2.73	2.71	2.60	2.62	2.68	2.72	2.57	2.76	2.88	2.85	2.86
Full-Time Students	2.82	2.79	2.67	2.69	2.74	2.80	2.71	2.82	2.93	2.92	2.92
Part-Time Students	2.60	2.59	2.50	2.50	2.58	2.61	2.43	2.66	2.82	2.76	2.76

Source: OCC MIS Student Basic Data, Enrollment Data, and Course Basic Data Fall 2012-Fall 2022
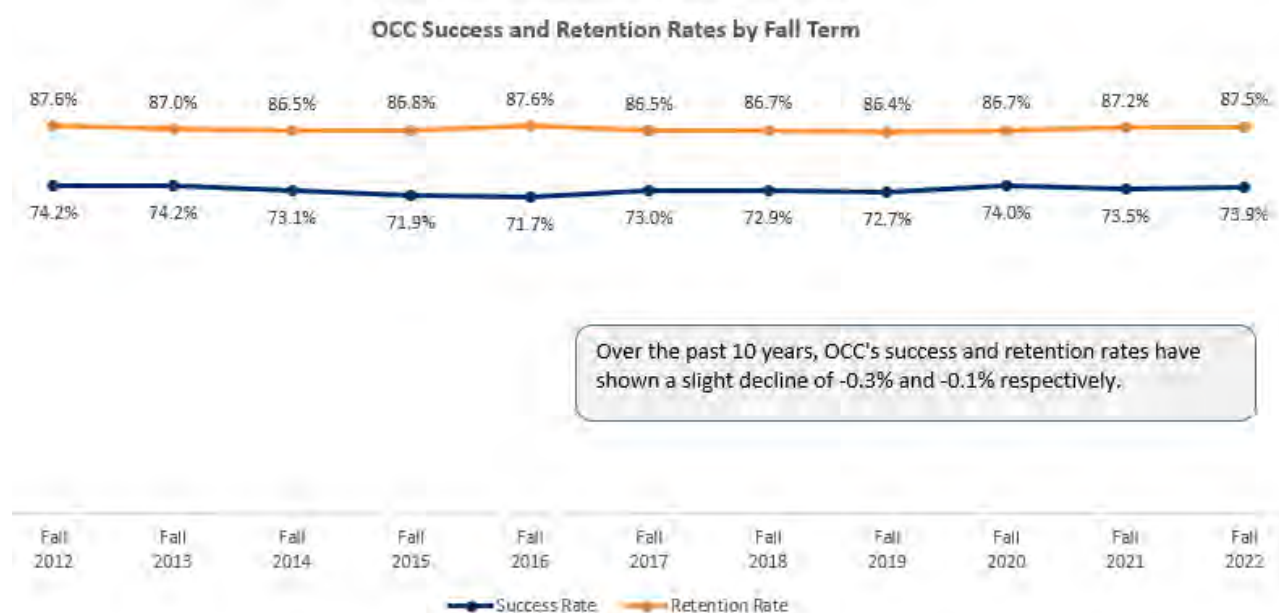
IV.4 Overall Credit Success and Retention Rates

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

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

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

Commensurate with overall grade distribution trends, most OCC students continue to be successful in their classes. OCC's success rate remained constant in the past 10 years, landing on 73.9% in fall 2022. Retention rates are almost equal to fall 2012 at 87.5% in fall 2022. This may have been affected by the slight increase in withdrawals due to a change in the withdrawal deadline that went into effect in fall 2012.

OCC Success and Retention Rates by Fall Term

Over the past 10 years, OCC's success and retention rates have shown a slight decline of -0.3% and -0.1% respectively.

Table IV.4: OCC Credit Success and Retention Rates

Performance	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Successful Enrollments	46,695	48,694	47,805	47,438	46,781	47,427	44,666	43,717	38,655	36,220	36,545
Total Enrollments	62,931	65,626	65,397	65,978	65,245	64,968	61,270	60,133	52,236	49,274	49,452
Success Rate	**74.2%**	**74.2%**	**73.1%**	**71.9%**	**71.7%**	**73.0%**	**72.9%**	**72.7%**	**74.0%**	**73.5%**	**73.9%**

Performance	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Retention Enrollments	55,128	57,095	56,568	57,269	57,155	56,197	53,121	51,955	45,289	42,987	43,271
Total Enrollments	62,931	65,626	65,397	65,978	65,245	64,968	61,270	60,133	52,236	49,274	49,452
Retention Rate	**87.6%**	**87.0%**	**86.5%**	**86.8%**	**87.6%**	**86.5%**	**86.7%**	**86.4%**	**86.7%**	**87.2%**	**87.5%**

Source: OCC MIS Student Enrollment data, Fall 2012-Fall 2015; Program Review Access & Success Cube Fall 2009-Fall 2011 and Fall 2017-Fall 2022 Rates for Fall 2009 through Fall 2012 were revised from prior versions of the OCC Atlas due to a change in census and withdrawal dates.

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

Most OCC students continue to be successful in their classes. OCC's success rate has slightly increased from 73.4% in 2012/2013 to 75.7% in 2022/2023. Retention rates hit a ten-year high in 2011/2012 (88.4%) but have since slightly declined to 87.4% in 2021/2022. This may have been caused by an increase in withdrawals due to a change in the withdrawal deadline that went into effect in fall 2012.

OCC Success and Retention Rates by Academic Year

Over the past 10 years, OCC's academic year success rate has increased slightly to 75%, retention rates have shown an increase of 87.4%.
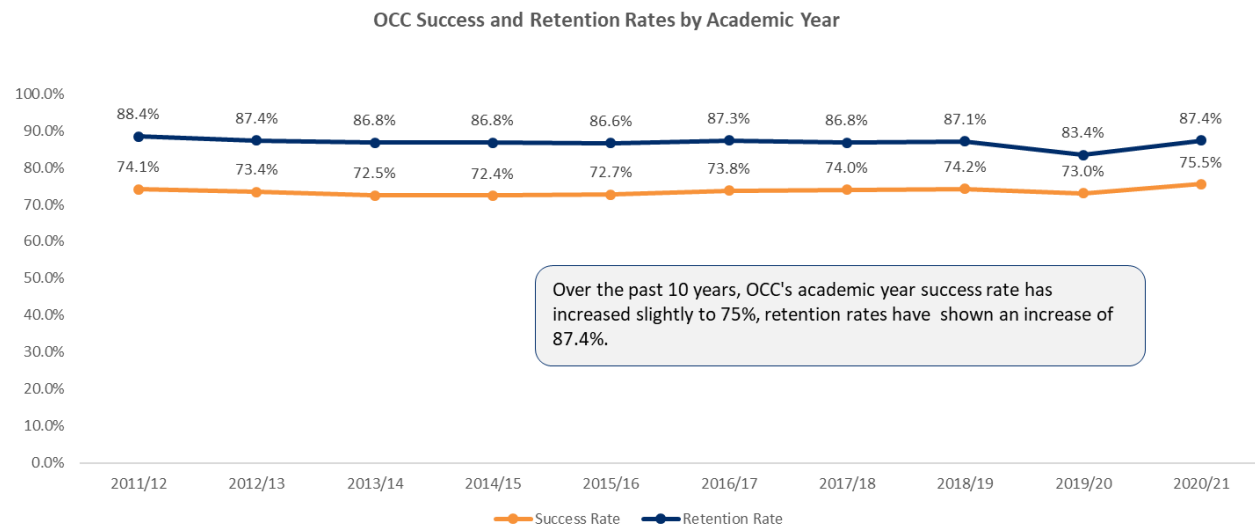
Table IV.5: Overall Credit Success and Retention Rates by Academic Year

Performance	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Successful Enrollments	97,641	101,384	100,657	102,328	101,361	101,365	95,131	91,483	84,753	76,906	79,469
Total Enrollments	132,937	139,912	139,029	140,754	137,346	136,980	128,209	125,319	112,255	102,405	104,979
Success Rate	73.4%	72.5%	72.4%	72.7%	73.8%	74.0%	74.2%	73.0%	75.5%	75.1%	75.7%

Performance	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Retention Enrollments	116,170	121,423	120,677	121,893	119,903	118,899	111,670	104,433	98,111	89,502	92,382
Total Enrollments	132,937	139,912	139,029	140,754	137,346	136,980	128,209	125,219	112,255	102,405	104,979
Retention Rate	87.4%	86.8%	86.8%	86.6%	87.3%	86.8%	87.1%	83.4%	87.4%	87.4%	88.0%

Source: OCC Program Review Access & Success Cube AY 2012/13-AY 2022/23
NOTE: Academic year data was calculated based on prior summer, fall and spring semesters.

IV.6 Success Rates by Academic Year and Modality

Traditional courses exhibited a 1.2% increase in success rates over the past 10 years, while both online and hybrid modalities exhibited a substantial increase over the past decade (online: 13.0% increase, hybrid: 16.8% increase).

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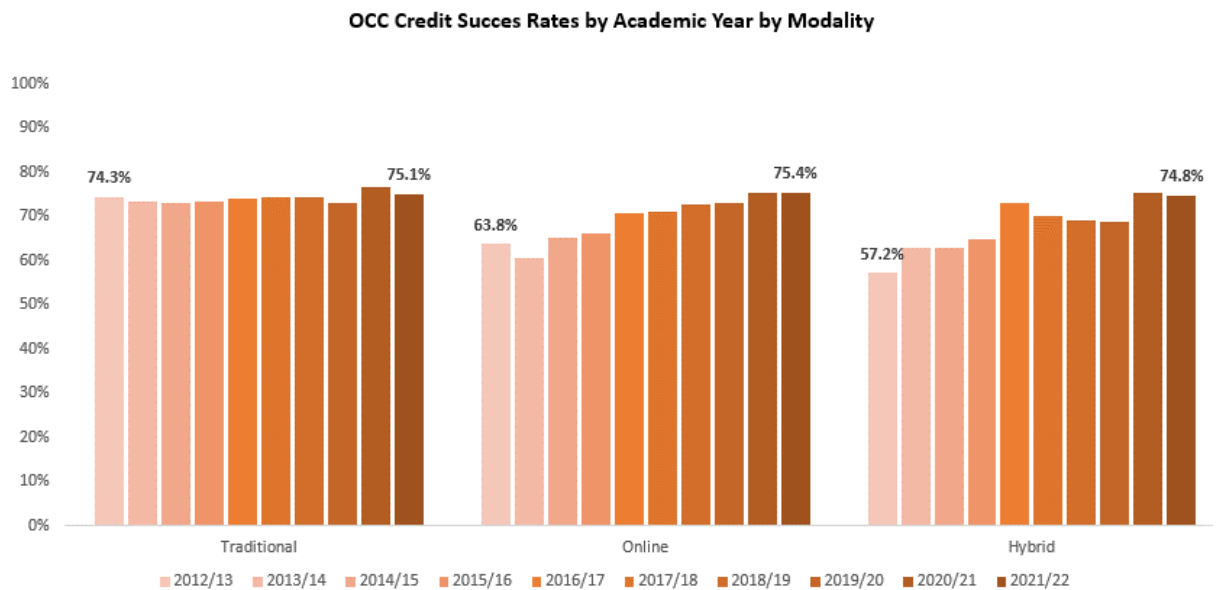
Table IV.6a: OCC Success Rates by Academic Year - Traditional Modality

Performance	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Successful Enrollments	91,855	95,582	93,951	95,096	93,440	93,005	86,226	81,899	23,313	42,928	52,381
Total Enrollments	123,605	130,416	128,743	129,698	126,267	125,101	115,740	112,079	30,395	57,161	69,403
Success Rate	74.3%	73.3%	73.0%	73.3%	74.0%	74.3%	74.5%	73.1%	75.5%	75.1%	75.5%

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

Performance	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Successful Enrollments	4,333	4,468	5,324	5,652	5,718	6,692	6,692	6,961	53,985	42,928	19,255
Total Enrollments	6,793	7,373	8,163	8,532	8,088	9,414	8,935	9,511	71,789	57,161	25,072
Success Rate	63.8%	60.6%	65.2%	66.2%	70.7%	71.1%	72.7%	73.2%	75.2%	75.1%	76.8%

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

Performance	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Successful Enrollments	1,453	1,334	1,335	1,635	2,187	1,722	1,722	2,604	8,078	42,928	7,266
Total Enrollments	2,539	2,123	2,123	2,524	2,991	2,460	3,534	3,781	10,895	57,161	9,819
Success Rate	57.2%	62.8%	62.9%	64.8%	73.1%	70.0%	69.0%	68.9%	73.8%	75.1%	74.0%

Source: Program Review Access & Success Cube AY 2012/13-AY 2022/2023
NOTE: Academic year data was calculated based on prior summer, fall and spring semesters.

IV.7 Retention Rates by Academic Year by Modality

 Retention rates are very similar across traditional (87.7%), online (89.1%), and hybrid (86.6%) modalities. In spring 2020, the COVID-19 pandemic occurred, and a high number of student withdrawals were observed as the college transitioned to emergency remote learning environments mid-semester.

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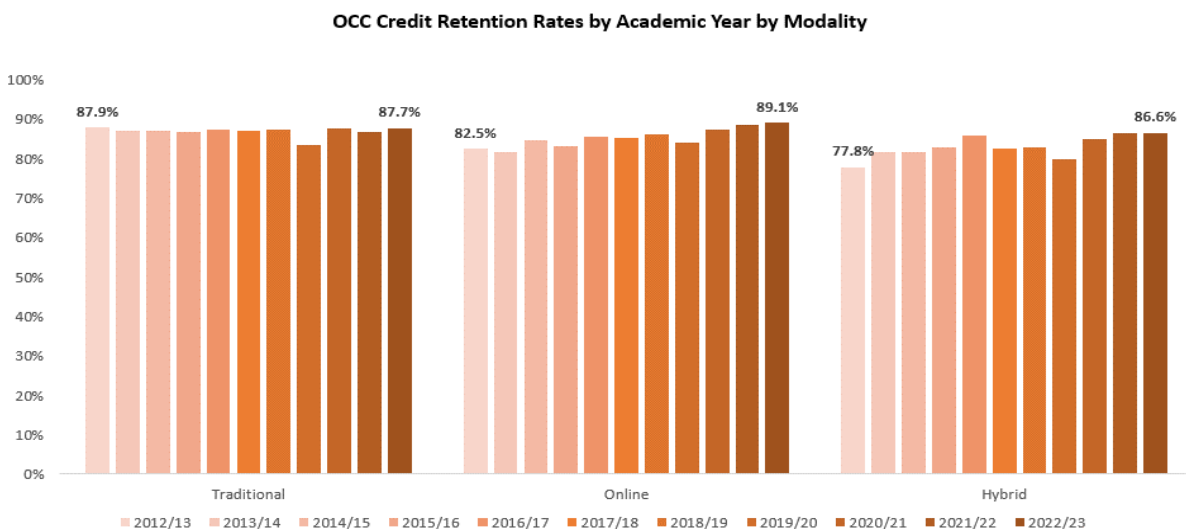
Table IV.7a: OCC Credit Retention Rates by Academic Year by Traditional Modality

Performance	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Retention Enrollments	108,591	113,664	111,989	112,684	110,407	108,893	101,041	93,587	26,650	49,596	60,868
Total Enrollments	123,605	130,416	128,743	129,698	126,267	125,106	115,740	112,079	30,395	57,097	69,403
Retention Rate	87.9%	87.2%	87.0%	86.9%	87.4%	87.0%	87.3%	83.5%	87.7%	86.9%	87.7%

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

| Performance	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Retention Enrollments	5,603	6,027	6,920	7,089	6,931	8,030	7,702	7,992	62,169	28,884	22,239
Total Enrollments	6,793	7,373	8,163	8,532	8,088	9,414	8,935	9,511	71,132	32,593	25,072
Retention Rate	82.5%	81.7%	84.8%	83.1%	85.7%	85.3%	86.2%	84.0%	87.4%	88.6%	89.1%

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

Performance	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Retention Enrollments	1,976	1,732	1,734	2,089	2,569	2,028	2,930	3,022	9,108	10,955	8,502
Total Enrollments	2,539	2,123	2,123	2,524	2,991	2,460	3,534	3,781	10,728	12,651	9,819
Retention Rate	77.8%	81.6%	81.7%	82.8%	85.9%	82.4%	82.9%	79.9%	84.9%	86.6%	86.6%

Source: Program Review Access & Success Cube AY 2011/12-AY 2022/23. NOTE: Academic year data was calculated based on prior summer, fall and spring semesters.

IV.8 Success Rates by Course Type

In fall 2022, OCC student's success rates were highest for CTE courses (77.3%), followed by UC and CSU Transferable courses (72.9%) and Basic Skills courses (59.0%). The rates for UC and CSU transferable and CTE courses have been trending slightly upwards over the last 10 years, with considerable variability. While Basic Skills courses has decreased.

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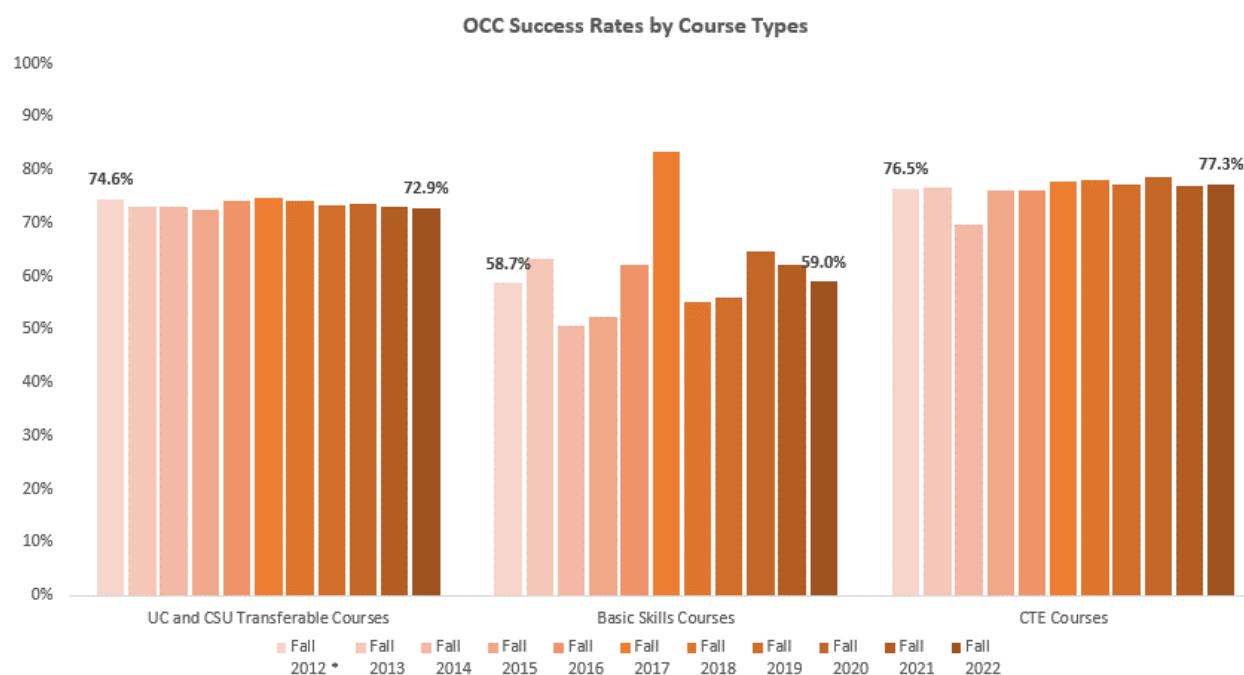
Table IV.8a: OCC Success Rates by UC and CSU Transferable Courses

Performance	Fall 2012 *	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Successful Enrollments	43,721	44,346	43,639	43,888	43,616	43,981	41,728	41,981	30,686	28,531	24,369
Total Enrollments	58,614	60,734	59,691	60,511	58,901	58,811	56,191	57,284	41,655	39,087	33,423
Success Rate	74.6%	73.0%	73.1%	72.5%	74.0%	74.8%	74.3%	73.3%	73.7%	73.0%	72.9%

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

Performance	Fall 2012 *	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Successful Enrollments	2,915	3,431	1,022	1,105	1,885	2,512	2,531	1,245	1,125	834	621
Total Enrollments	4,966	5,429	2,013	2,111	3,039	3,014	4,598	2,224	1,740	1,341	1,053
Success Rate	58.7%	63.2%	50.8%	52.3%	62.0%	83.3%	55.0%	56.0%	64.7%	62.2%	59.0%

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

Performance	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Successful Enrollments	13,435	12,612	12,903	12,790	13,350	13,598	13,751	14,062	6,916	6,538	11,570
Total Enrollments	17,564	16,414	18,496	16,774	17,535	17,459	17,592	18,209	8,795	8,479	14,971
Success Rate	76.5%	76.8%	69.8%	76.2%	76.1%	77.9%	78.2%	77.2%	78.6%	77.1%	77.3%

Source: OCC MIS Student Enrollment data, Fall 2012-Fall 2022
*Note: The MIS coding for some basic skills courses changed in 2009 and 2012
Some CTE courses may also be UC/CSU transferable, so these categories and related data are not mutually exclusive

IV.9 Retention Rates by Course Type

In fall 2022, OCC student's retention rates were highest for UC and CSU transferrable courses (87.2%), followed by CTE courses (77.3%) and Basic Skills courses decreasing significantly from fall 2021 (59.0%). The rates for Basic Skills and UC & CSU courses have been trending downwards over the last 10 years, with considerable variability.

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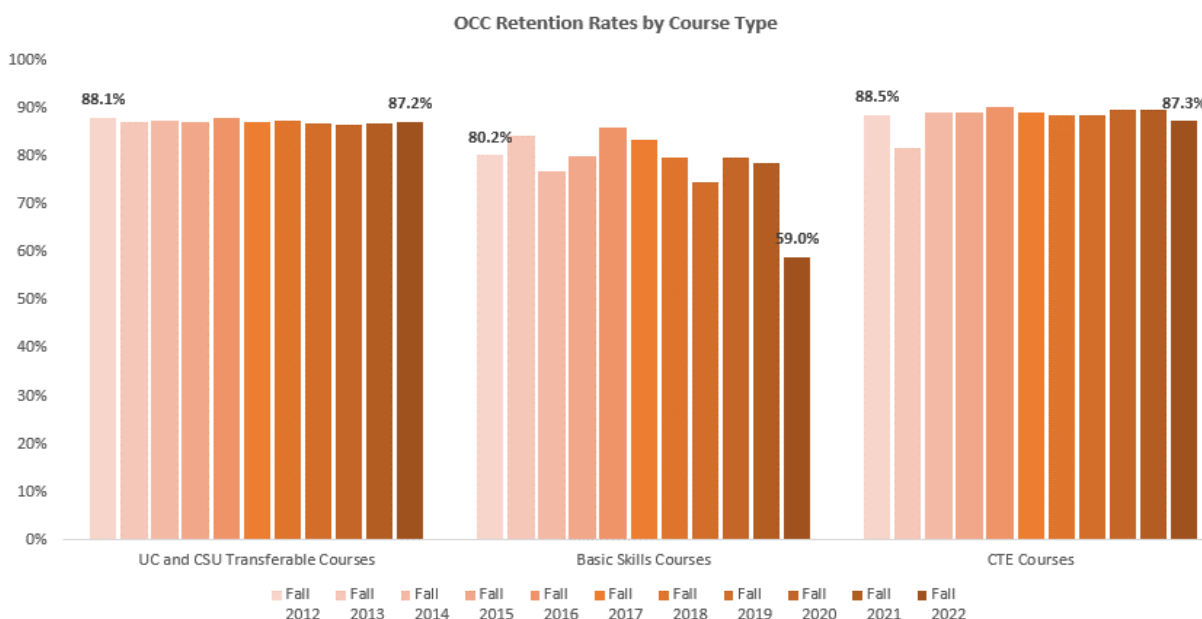
Table IV.9a: OCC Retention Rates by UC and CSU Transferable Courses

Performance	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Retention Enrollments	51,626	52,889	52,242	52,775	51,762	51,186	49,057	49,761	36,071	33,990	29,251
Total Enrollments	58,614	60,734	59,691	60,511	58,901	58,811	56,191	57,284	41,655	39,087	33,423
Retention Rate	88.1%	87.1%	87.5%	87.2%	87.9%	87.0%	87.3%	86.9%	86.6%	87.0%	87.2%

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

Performance	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Retention Enrollments	3,983	4,581	1,548	1,689	2,613	2,512	3,666	1,658	1,386	33,990	621
Total Enrollments	4,966	5,429	2,013	2,111	3,039	3,014	4,598	2,224	1,740	39,087	1,053
Retention Rate	80.2%	84.4%	76.9%	80.0%	86.0%	83.3%	79.7%	74.6%	79.7%	87.0%	59.0%

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

Performance	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Retention Enrollments	14,534	15,142	14,931	15,624	15,764	15,657	15,148	16,104	7,894	33,990	11,570
Total Enrollments	16,414	18,496	16,774	17,535	17,459	17,592	17,117	18,209	8,795	39,087	14,971
Retention Rate	88.5%	81.9%	89.0%	89.1%	90.3%	89.0%	88.5%	88.4%	89.8%	87.0%	77.3%

Source: OCC MIS Student Enrollment data, Fall 2012-Fall 2022
*Note: The MIS coding for some basic skills courses changed in 2009 and 2012
Some CTE courses may also be UC/CSU transferable, so these categories and related data are not mutually exclusive

IV.10 Student Academic Standing

In fall 2008, academic standing categories changed. Students who did not accrue at least 12 units were not assigned an academic standing. Prior to 2008, these students were included in the good standing category. Trends are noted from fall 2012 to fall 2022. There has been an increase in students in good standing from fall 2011 (74.8%) to fall 2022 (83.2%).
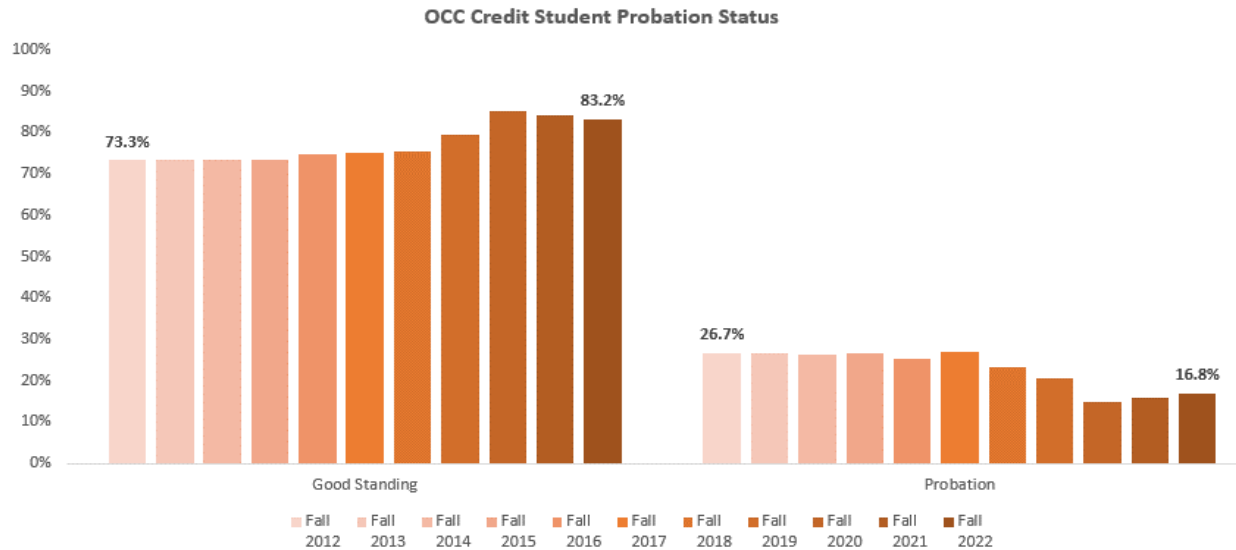

Table IV.10: OCC Student Academic Standing

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Good Standing	12,469	13,114	13,145	13,367	13,390	13,847	13,273	13,306	13,215	11,951	10,510
Progress Probation	141	261	261	267	233	294	273	828	319	338	308
Academic Probation	3,142	3,286	3,235	3,346	3,217	3,108	2,950	1,364	1,613	1,508	1,471
Progress & Academic Probation	153	182	177	171	189	187	162	362	178	209	216
Progress Dismissal / Disqualification	85	80	86	90	83	81	92	192	7	11	2
Academic Dismissal / Disqualification	987	913	949	927	800	860	808	672	155	192	124
Progress & Academic Dismissal / Disqualification	24	18	17	21	23	28	24	46	0	2	3
No Academic Standing Assigned*	4,410	4,326	4,020	4,068	3,934	3,887	3,653	3,391	2,954	2,547	2,481
Total Headcount	21,411	22,180	21,890	22,257	21,869	22,292	21,235	20,161	18,441	16,758	15,115

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Good Standing	73.3%	73.5%	73.6%	73.5%	74.7%	75.2%	75.5%	79.3%	85.3%	84.1%	83.2%
Progress Probation	0.8%	1.5%	1.5%	1.5%	1.3%	1.6%	1.6%	4.9%	2.1%	2.4%	2.4%
Academic Probation	18.5%	18.4%	18.1%	18.4%	17.8%	17.3%	16.8%	8.1%	10.4%	10.6%	11.6%
Progress & Academic Probation	0.9%	1.0%	1.0%	0.9%	1.0%	1.0%	0.9%	2.2%	1.1%	1.5%	1.7%
Progress Dismissal / Disqualification	0.5%	0.4%	0.5%	0.5%	0.5%	0.5%	0.5%	1.1%	0.0%	0.1%	0.0%
Academic Dismissal / Disqualification	5.8%	5.1%	5.3%	5.1%	4.4%	4.8%	4.6%	4.0%	1.0%	1.4%	1.0%
Progress & Academic Dismissal / Disqualification	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%	0.3%	0.0%	0.0%	0.0%
No Academic Standing Assigned*	25.9%	24.2%	22.5%	22.4%	21.7%	21.7%	20.8%	20.2%	19.1%	17.9%	19.6%
Total Percent	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: MIS Student Enrollment and Student Basic data, Fall 2012-Fall 2022

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

IV.11 AA/AS Degrees and Certificates Awarded

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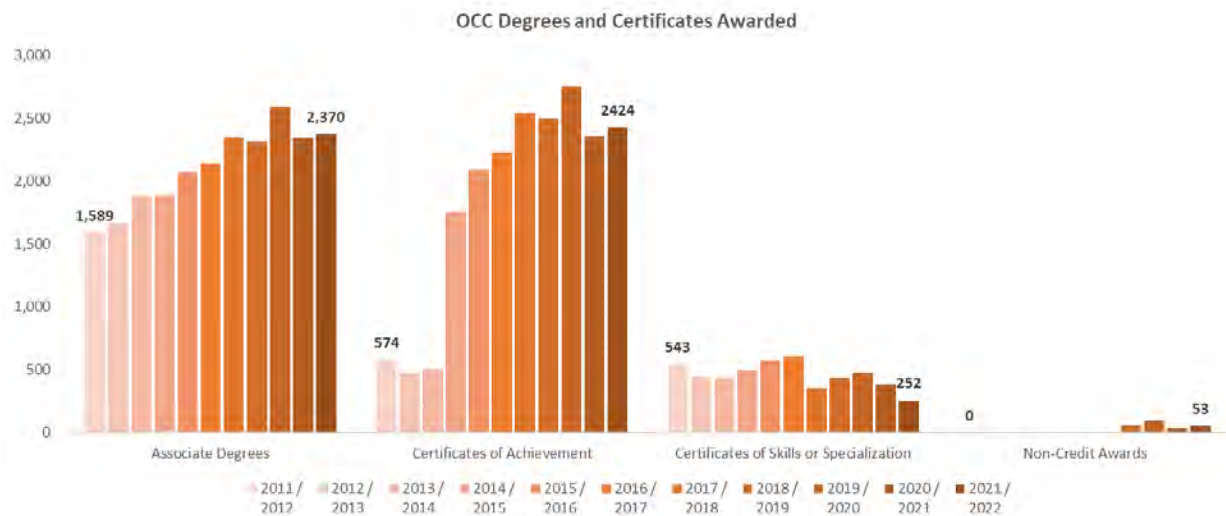

Table IV.11: OCC AA Degrees and Certificates Awarded

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

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

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

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

IV.12 OCC Transfers to Four Year Institutions

The majority of OCC transfers are to the CSU and UC systems. Transfers to UC institutions have decreased 18.1% from 2012-13 through 2022-23 (426), transfers to CSU institutions have decreased 18.1% in the same time period (1,207in 2012-13 to 875 in 2022-23). In 2022-2023, OCC ranked 13th in CSU transfers statewide, 7th in UC transfers statewide, and 9th in overall transfers to CSU and UC schools combined. Compared to the previous year's totals, the 2020-21 results reflect a stable trend in total transfers. Despite the decreases, OCC's rankings have remained strong.

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

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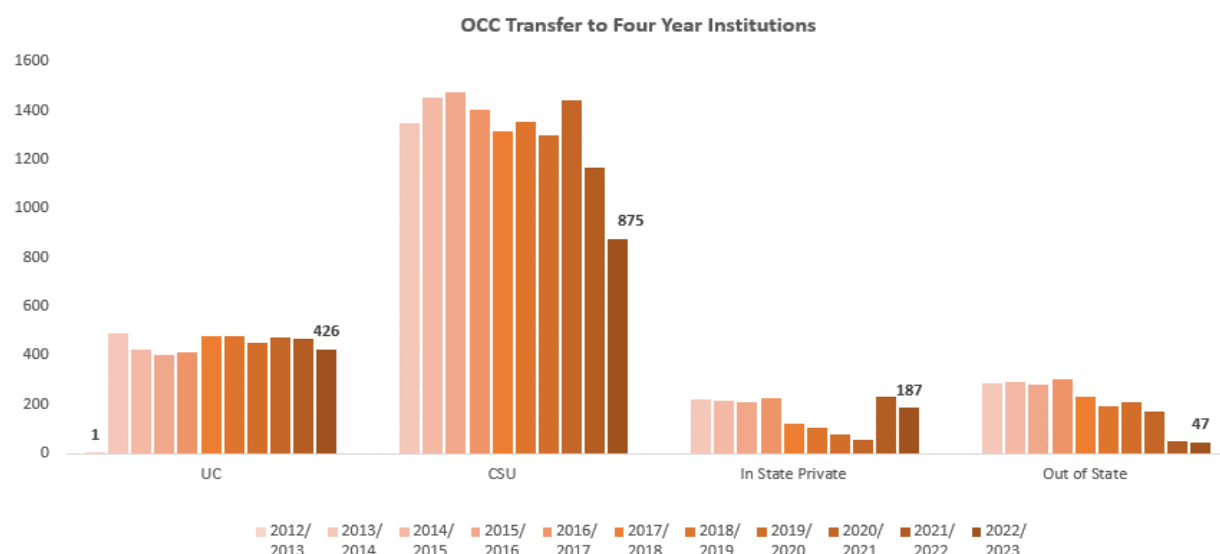
Table IV.12a: OCC Transfers to CSU and UC Systems

Number	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023
UC	493	490	422	405	415	481	477	452	473	470	426
CSU	1,207	1,349	1,451	1,474	1,402	1,316	1,356	1,302	1,444	1,166	875
Subtotal	1,700	1,839	1,873	1,879	1,817	1,797	1,833	1,754	1,917	1,636	1,301

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

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

Source: CCCCO Data
CSU Data Retrieved from CSU Community College Transfer Information
UC Data Retrieved from UC Community College Transfer Information
1 ISP and OOS Retrieved from CCCCO Datamart CCCCO Datamart Student Transfer Volume.
*Data for the In-State/Out-of-State will be available in the following spring. As of Spring 2024, this data is not available.

Student Equity Outcomes

Atlas
2022-2023

V. Student Equity Outcomes

V. Student Equity Plan

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

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

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

Summary of Target Outcomes for 2022-25
Successful Enrollment

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

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

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

Transfer

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

Completion

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

OCC Student Equity Trends

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

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

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

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

Number of Students Needed to Close the Following Gaps

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

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

Employee
Data

Atlas
2022-2023

ORANGE COAST COLLEGE

VI. Employee Data

VI.1 OCC Staffing

The total number of employees has increased 8.7% between fall 2012 and fall 2022 (from 929 to 1,010). Disaggregation reveals that all employee classifications have experienced increase in the past ten years.

OCC Staff Employment Trends
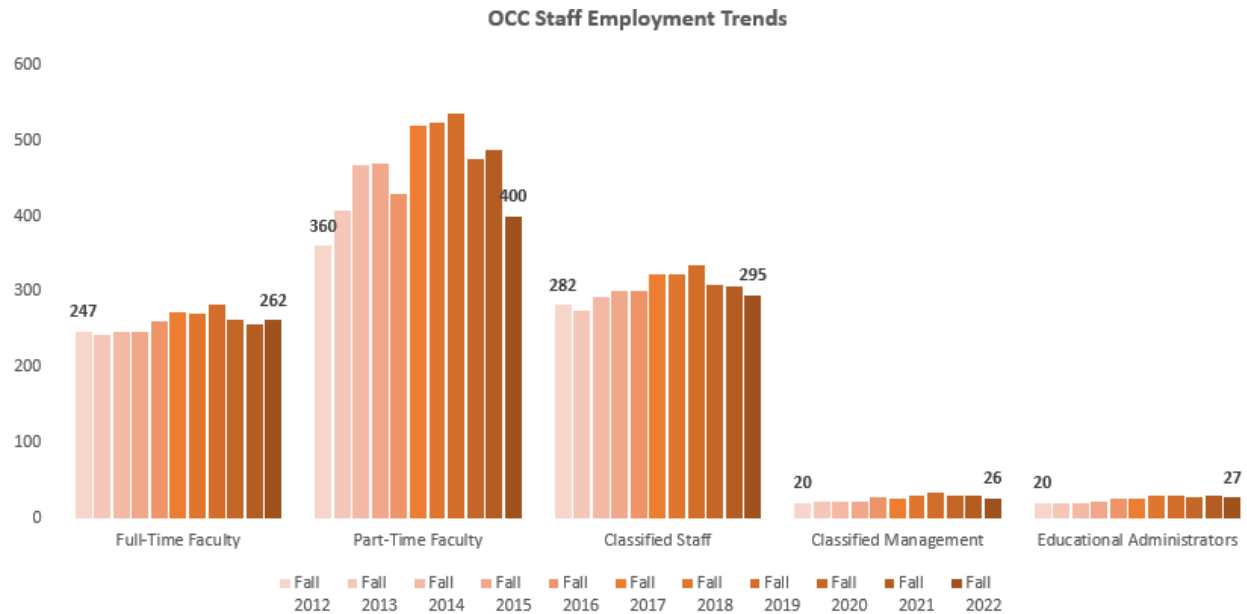
Table VI.1: OCC Staff Employment Trends Comparison

Number	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	# Change (2011 to 2021)	% Change (2011 to 2021)
Full-Time Faculty	247	242	246	246	261	272	271	283	263	257	262	15	6.1%
Part-Time Faculty	360	408	468	469	430	520	523	535	475	488	400	40	11.1%
Classified Staff	282	274	293	301	300	322	323	335	309	307	295	13	4.6%
Classified Management	20	21	22	22	27	26	29	34	30	29	26	6	30.0%
Educational Administrators	20	20	19	21	26	26	29	30	27	29	27	7	35.0%
Total Headcount	**929**	**965**	**1,048**	**1,059**	**1,044**	**1,166**	**1,175**	**1,217**	**1,104**	**1,110**	**1,010**	**81**	**8.7%**

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

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

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

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

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

VI.2 OCC Staffing Trends by Gender

OCC full-time faculty have tended to be evenly split among males and females over the last 10 years, while there has been a slightly higher percentage of female part-time faculty. There has been a stable tendency for classified professional to be female (58.6% female vs. 41.4% male in fall 2022). Classified managers by fall 2022 had a slightly higher rate of males at 53.8% and 46.2% female. The gender ratio among educational administrators has been more variable, possibly due to small numbers. In fall 2022 they were composed of 55.6% male and 44.4% female. The state did not start collecting a 3rd gender grouping of non-binary until summer 2019.

OCC Full-time Faculty by Gender

OCC Part-time Faculty by Gender

OCC Classified Professional Gender

OCC Classified Manager Gender

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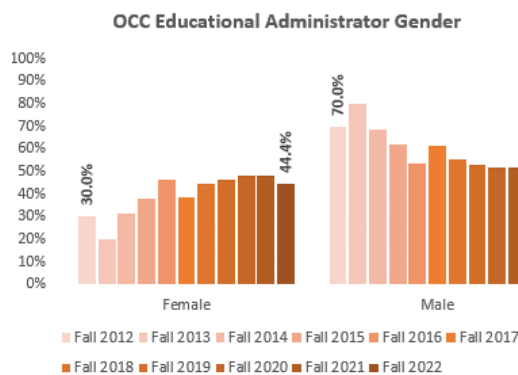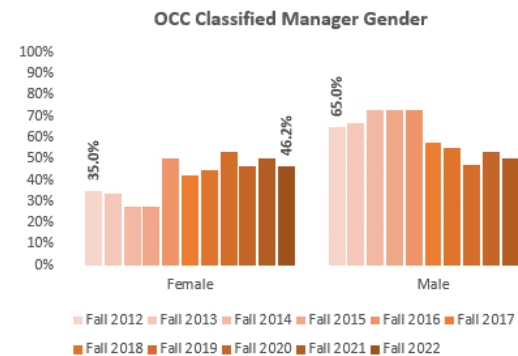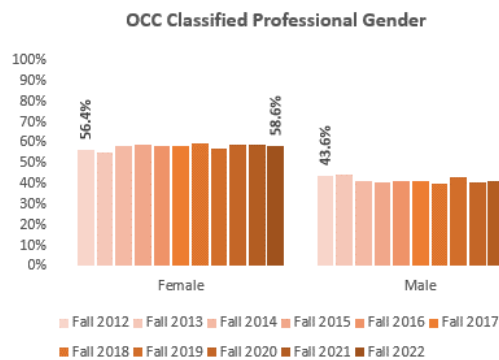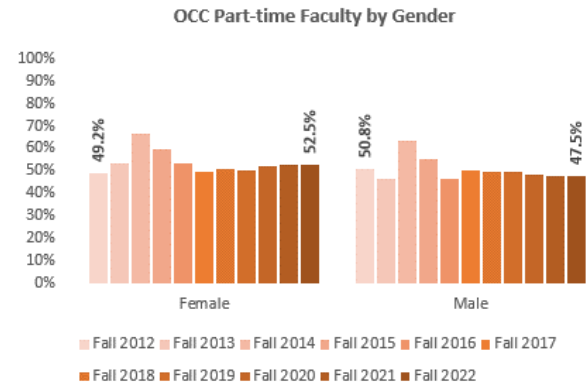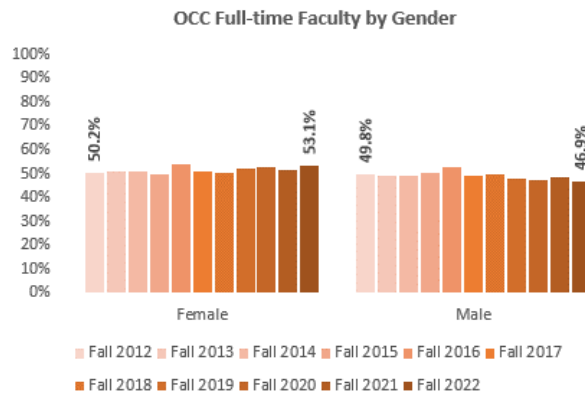
VI.2 OCC Staffing Trends by Gender (Cont.)

Table V.2a: OCC Full-Time Faculty Staffing Trends by Gender Fall 2012 - Fall 2022

Full-time Faculty	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	50.2%	50.8%	50.8%	49.6%	53.7%	50.7%	50.6%	52.3%	52.5%	51.8%	53.1%
Male	49.8%	49.2%	49.2%	50.4%	52.4%	49.3%	49.4%	47.7%	47.5%	48.2%	46.9%
Total Headcount	247	242	246	246	246	272	271	283	263	257	262

Table V.2b: OCC Part-Time Faculty Staffing Trends by Gender Fall 2012 - Fall 2022

Part-time Faculty	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	49.2%	53.4%	66.7%	59.6%	53.5%	49.8%	50.7%	50.3%	52.0%	52.5%	52.5%
Male	50.8%	46.6%	63.3%	55.4%	46.5%	50.2%	49.3%	49.7%	48.0%	47.5%	47.5%
Total Headcount	360	408	360	408	430	520	523	535	475	488	400

Table V.2c: OCC Classified Staff Trends by Gender Fall 2012 - Fall 2022

Classified Professional	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	56.4%	55.5%	58.7%	59.0%	58.7%	58.4%	59.8%	57.0%	59.2%	58.8%	58.6%
Male	43.6%	44.5%	41.3%	41.0%	41.3%	41.6%	40.2%	43.0%	40.8%	41.2%	41.4%
Total Headcount	282	274	293	300	300	322	323	335	309	308	295

Table V.2d: OCC Classified Manager Staffing Trends by Gender Fall 2012 - Fall 2022

Classified Manager	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	35.0%	33.3%	27.3%	27.3%	50.0%	42.3%	44.8%	52.9%	46.7%	50.0%	46.2%
Male	65.0%	66.7%	72.7%	72.7%	72.7%	57.7%	55.2%	47.1%	53.3%	50.0%	53.8%
Total Headcount	20	21	22	22	22	26	29	34	30	28	26

Table V.2e: OCC Educational Administrators Staffing Trends by Gender Fall 2012 - Fall 2022

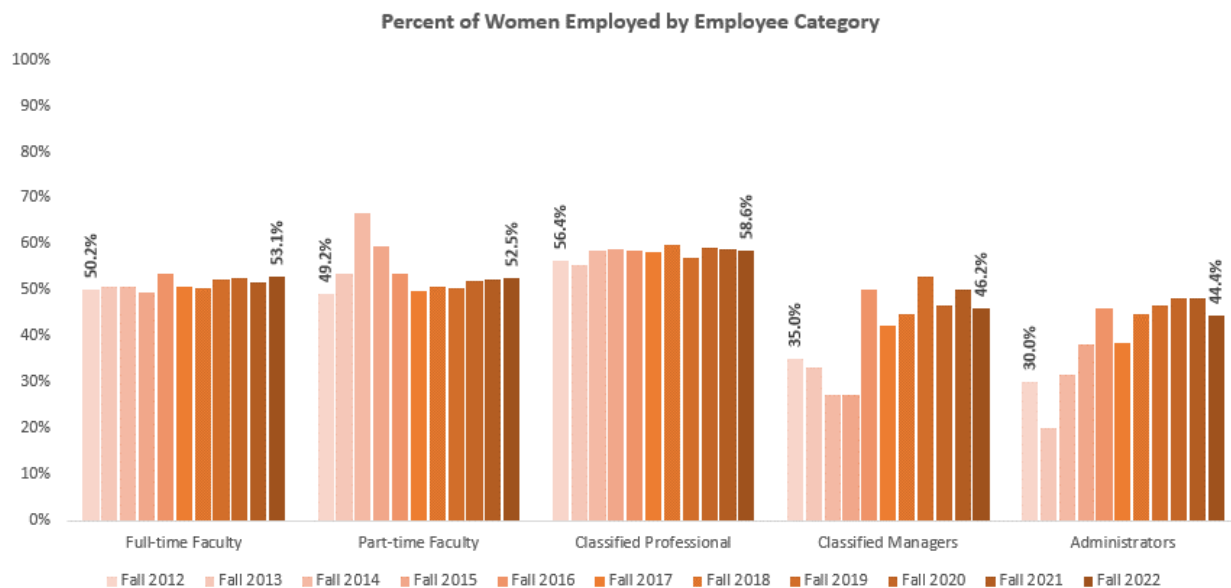| Educational Administrator	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	30.0%	20.0%	31.6%	38.1%	46.2%	38.5%	44.8%	46.7%	48.1%	48.3%	44.4%
Male	70.0%	80.0%	68.4%	61.9%	53.8%	61.5%	55.2%	53.3%	51.9%	51.7%	55.6%
Total Headcount	20	20	19	21	26	26	29	30	27	29	27

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

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

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

VI.3 Women Employed by Employee Category

Examining staffing data by gender across employee categories demonstrates classified professionals have consistently had the highest percent of women employed (approximately 55-59%), followed closely by full-time (approximately 48-53%) and part-time faculty (approximately 52-53%). Educational administrators have a lower percent of women compared to the other groups. Since 2013, the percentage of female educational administrators has been increasing however in fall 2022, it has decreased and now stands at 44.4%. In fall 2022, female classified managers saw a decrease to 46.2%.

Table VI.3: Percent of Women by Employee Category

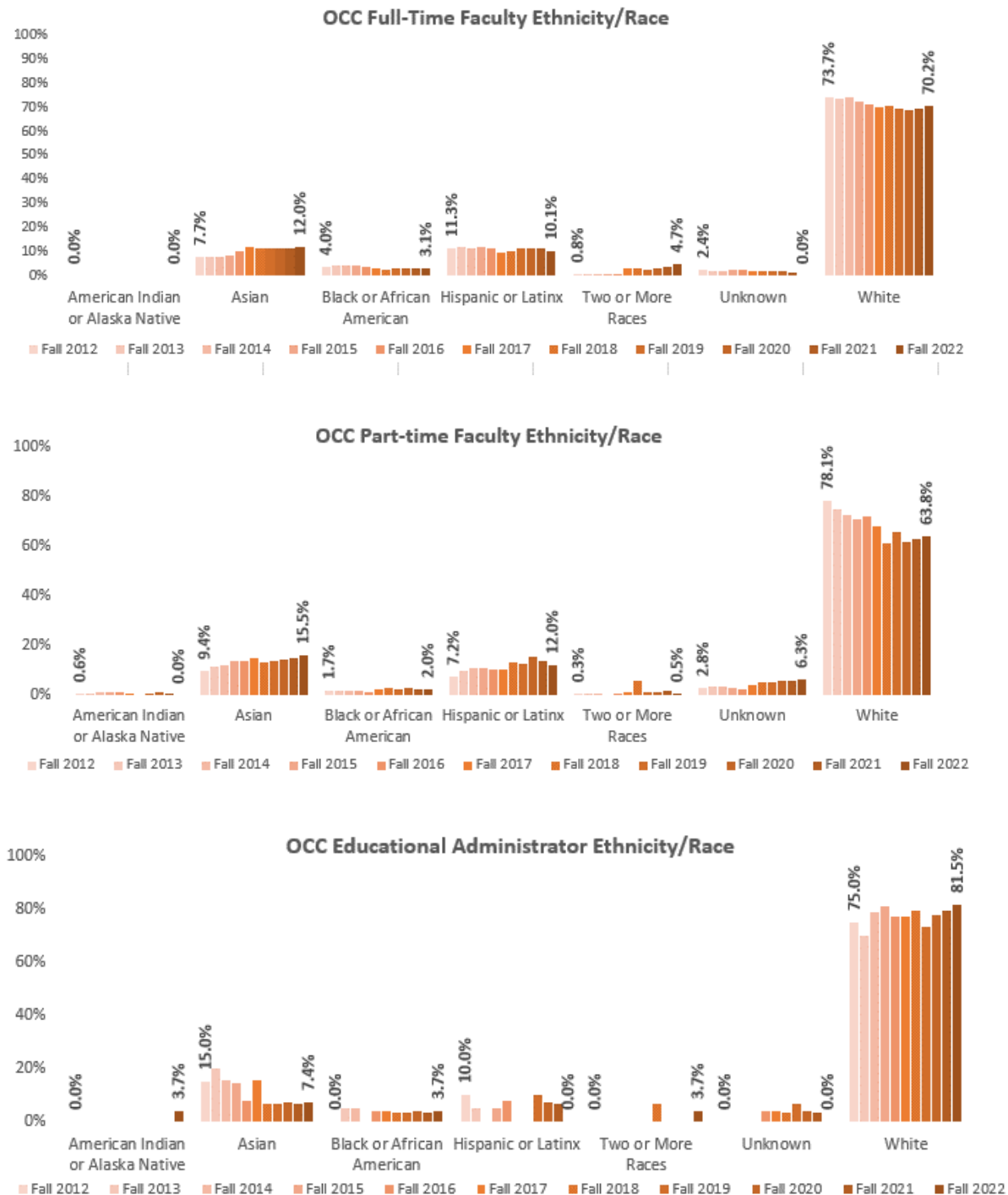| Women	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Full-time Faculty	50.2%	50.8%	50.8%	49.6%	53.7%	50.7%	50.6%	52.3%	52.5%	51.8%	53.1%
Part-time Faculty	49.2%	53.4%	66.7%	59.6%	53.5%	49.8%	50.7%	50.3%	52.0%	52.5%	52.5%
Classified Professional	56.4%	55.5%	58.7%	59.0%	58.7%	58.4%	59.8%	57.0%	59.2%	58.8%	58.6%
Classified Managers	35.0%	33.3%	27.3%	27.3%	50.0%	42.3%	44.8%	52.9%	46.7%	50.0%	46.2%
Administrators	30.0%	20.0%	31.6%	38.1%	46.2%	38.5%	44.8%	46.7%	48.1%	48.3%	44.4%

Source: Employee Profile Cube, except for Part-time faculty data taken from OCC MIS Staff Data (For historical data, please refer to prior year OCC Atlas Reports.)
NOTE: Figures represent total number of employees as of October 15th of the stated year.
Data since fall 2009 is presented for consistency in reporting after the transition to the Banner data system.

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

Over the past ten years, the ethnic/racial makeup of faculty and educational administrators has remained relatively stable. The majority of current (fall 2022) OCC full-time faculty, part-time faculty, and educational administrators are White (70.2%, 63.8%, and 81.5%, respectively). Compared to the adult population of the CCCD service area, there are less Hispanic or Latinx, Asian, Unknown, and American Indian or Alaska Native across OCC faculty and administrators. (see section 1.1).

OCC Full-Time Faculty Ethnicity/Race

OCC Part-time Faculty Ethnicity/Race

OCC Educational Administrator Ethnicity/Race

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

Table V.4a: OCC Full-time Faculty Ethnicity Fall 2012 - Fall 2022

Full-time Faculty	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	7.7%	7.9%	7.7%	8.5%	10.3%	11.7%	11.4%	11.7%	11.4%	11.3%	12.0%
Black or African American	4.0%	4.1%	4.1%	4.5%	3.8%	2.9%	2.6%	3.2%	3.0%	3.1%	3.1%
Hispanic or Latinx	11.3%	12.0%	11.4%	11.8%	11.5%	9.9%	10.0%	11.7%	11.4%	11.3%	10.1%
Two or More Races	0.8%	0.8%	0.8%	0.8%	0.4%	3.3%	3.3%	2.5%	3.4%	3.5%	4.7%
Unknown	2.4%	2.1%	2.0%	2.4%	2.7%	2.2%	2.2%	1.8%	1.9%	1.6%	0.0%
White	73.7%	73.1%	74.0%	72.0%	71.3%	70.0%	70.5%	69.3%	68.8%	69.3%	70.2%
Total Headcount	247	242	246	246	261	273	271	283	263	257	258

Table V.4b: OCC Part-time Faculty Ethnicity Fall 2012 - Fall 2022

Part-time Faculty	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
American Indian or Alaska Native	0.6%	0.5%	0.6%	0.6%	0.9%	0.4%	0.0%	0.6%	0.6%	0.2%	0.0%
Asian	9.4%	11.0%	11.5%	13.2%	13.7%	14.8%	13.0%	13.5%	14.1%	14.5%	15.5%
Black or African American	1.7%	1.2%	1.5%	1.7%	1.2%	2.3%	2.8%	2.1%	2.5%	1.8%	2.0%
Hispanic or Latinx	7.2%	9.6%	10.5%	10.9%	10.2%	10.2%	13.0%	12.3%	15.2%	13.7%	12.0%
Two or More Races	0.3%	0.2%	0.2%	0.0%	0.2%	0.8%	5.4%	0.9%	0.6%	1.2%	0.5%
Unknown	2.8%	2.9%	3.2%	2.6%	1.9%	3.8%	5.0%	4.9%	5.3%	5.5%	6.3%
White	78.1%	74.5%	72.4%	71.0%	71.9%	67.7%	60.7%	65.8%	61.7%	62.9%	63.8%
Total Headcount	360	408	468	469	430	520	499	535	475	488	400

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

Educational Administrators	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.7%
Asian	15.0%	20.0%	15.8%	14.3%	7.7%	15.4%	6.9%	6.7%	7.4%	6.9%	7.4%
Black or African American	0.0%	5.0%	5.3%	0.0%	3.8%	3.8%	3.4%	3.3%	3.7%	3.4%	3.7%
Hispanic or Latinx	10.0%	5.0%	0.0%	4.8%	7.7%	0.0%	0.0%	10.0%	7.4%	6.9%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.9%	0.0%	0.0%	0.0%	3.7%
Unknown	0.0%	0.0%	0.0%	0.0%	3.8%	3.8%	3.4%	6.7%	3.7%	3.4%	0.0%
White	75.0%	70.0%	78.9%	81.0%	76.9%	76.9%	79.3%	73.3%	77.8%	79.3%	81.5%
Total Headcount	20	20	19	21	26	26	29	30	27	29	27

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

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

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

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

In 2022, a little less than half of all classified professionals were White (38.4%), 30.1% were Hispanic or Latinx, and 21.8% were Asian. In recent years, classified professionals have become more diverse, with decreasing percentages of White and increasing numbers of Asian and Hispanic or Latinx employees. The classified professionals have a similar ethnic/racial make-up as the adult population of the CCCD service area.

52.2% of classified managers were White in 2022. There has been an increasing percentage of Hispanic or Latinx managers from fall 2012 (20.0%) to fall 2021 (32.1%) the the percentage decreased back to 21.7% in fall 2022.

OCC Classified Professionals Ethnicity/Race

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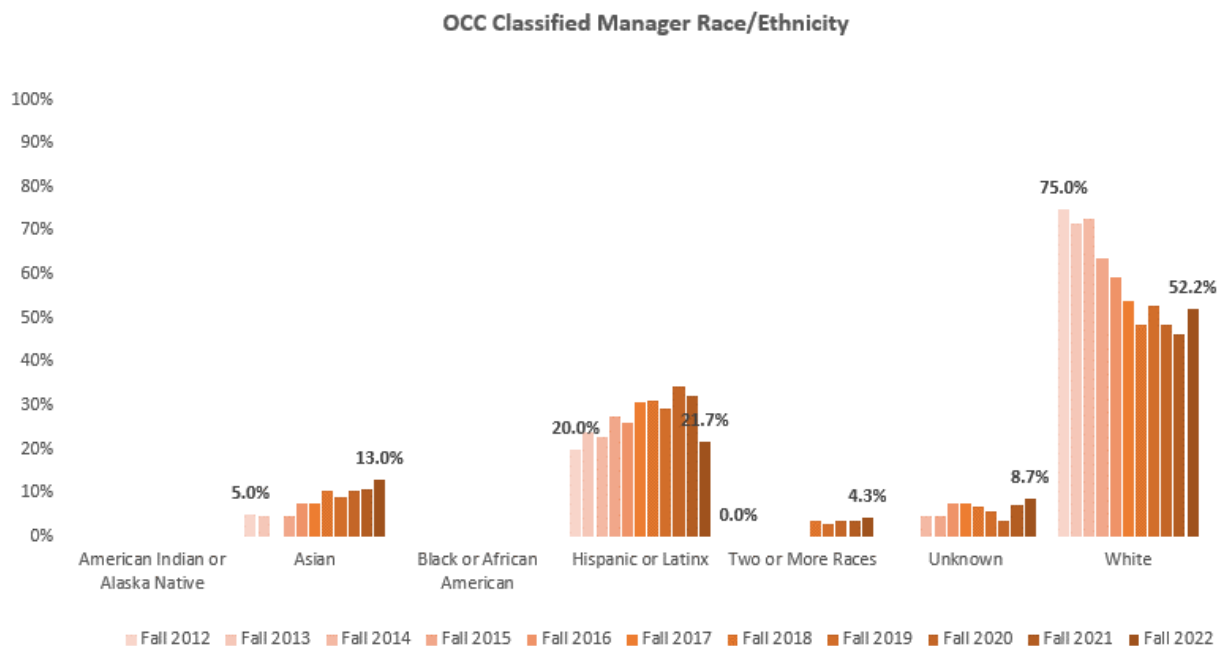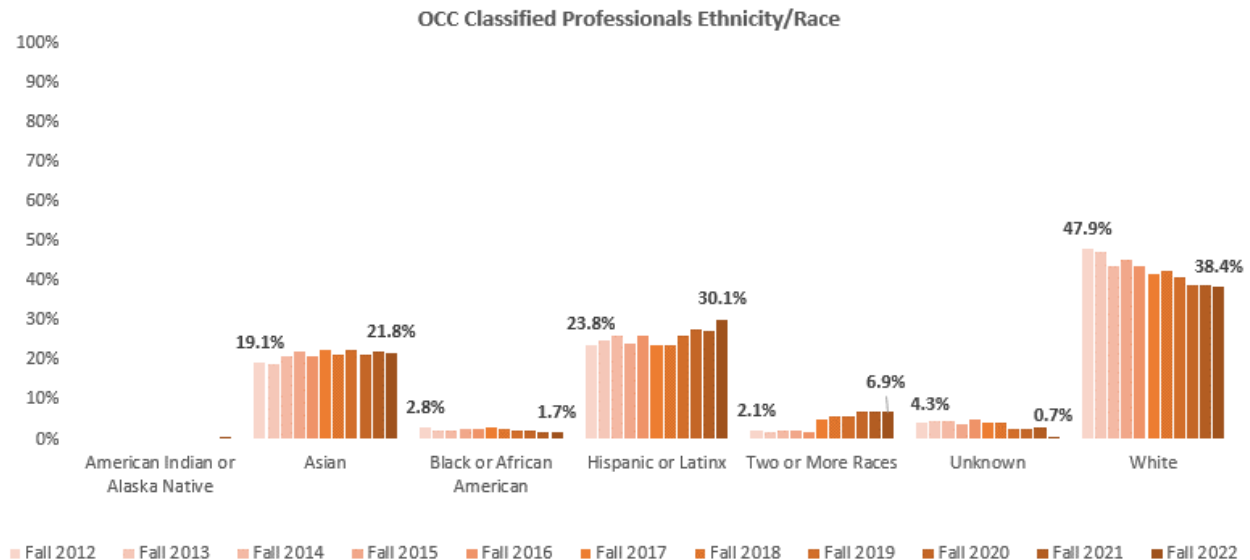
VI.5 OCC Staffing Trends by Ethnicity/Race – Classified Professionals and Managers (Cont.)

Table V.5a: OCC Classified Staff Ethnicity Fall 2012 - Fall 2022

Classified Professionals	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
Asian	19.1%	19.0%	20.8%	22.2%	21.0%	22.4%	21.4%	22.7%	21.5%	22.1%	21.8%
Black or African American	2.8%	2.2%	2.4%	2.7%	2.7%	3.1%	2.5%	2.1%	2.3%	1.9%	1.7%
Hispanic or Latinx	23.8%	24.8%	25.9%	24.2%	26.0%	23.6%	23.8%	26.0%	27.7%	27.3%	30.1%
Two or More Races	2.1%	1.8%	2.4%	2.0%	1.7%	5.0%	5.9%	5.7%	6.8%	6.8%	6.9%
Unknown	4.3%	4.7%	4.8%	3.7%	5.0%	4.3%	4.0%	2.7%	2.6%	2.9%	0.7%
White	47.9%	47.4%	43.7%	45.1%	43.7%	41.6%	42.4%	40.9%	39.1%	39.0%	38.4%
Total Headcount	282	274	293	297	300	322	323	335	307	308	289

Table V.5b: OCC Classified Managers Ethnicity Fall 2012 - Fall 2022

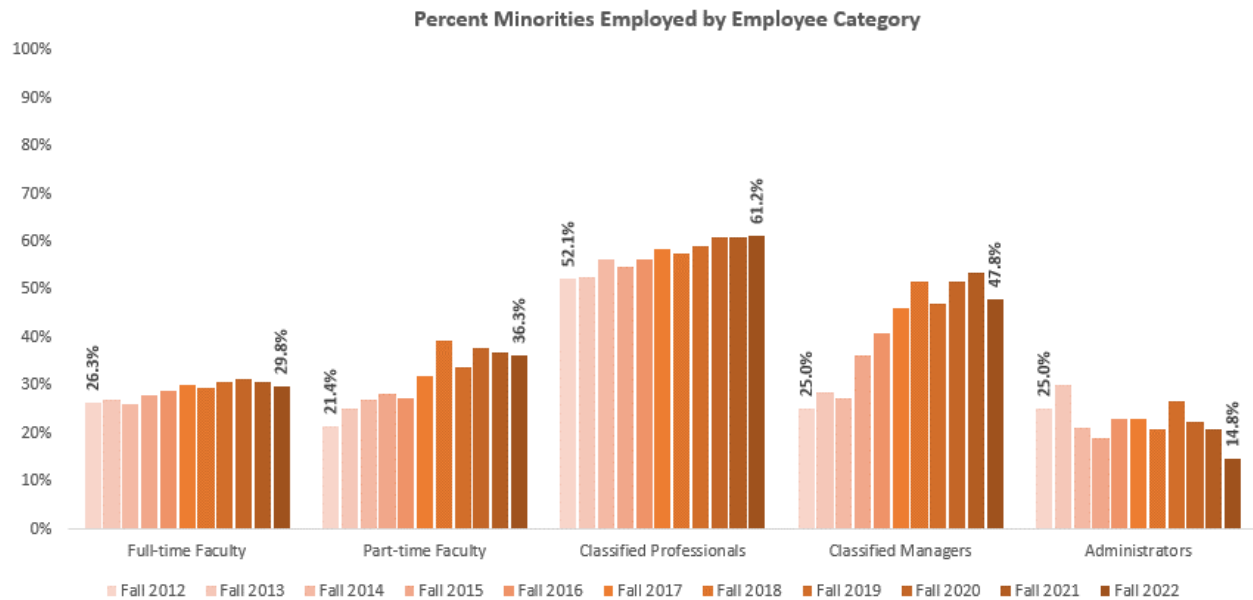| Classified Managers	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	5.0%	4.8%	0.0%	4.5%	7.4%	7.7%	10.3%	8.8%	10.3%	10.7%	13.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latinx	20.0%	23.8%	22.7%	27.3%	25.9%	30.8%	31.0%	29.4%	34.5%	32.1%	21.7%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.4%	2.9%	3.4%	3.6%	4.3%
Unknown	0.0%	0.0%	4.5%	4.5%	7.4%	7.7%	6.9%	5.9%	3.4%	7.1%	8.7%
White	75.0%	71.4%	72.7%	63.6%	59.3%	53.8%	48.3%	52.9%	48.3%	46.4%	52.2%
Total Headcount	20	21	22	22	27	26	29	34	29	28	23

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

VI.6 Ethnic/Racial Minorities by Employee Category

Examining the percent of people of color at OCC by employee category shows that over half of classified professional employees (61.2% in 2022) are people of color. All other groups employ people of color at rates of at least approximately 8% lower than classified professionals. All employee groups have increased in the percent of people of color since fall 2012.
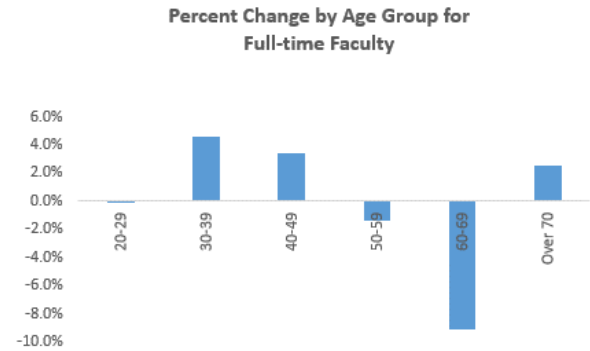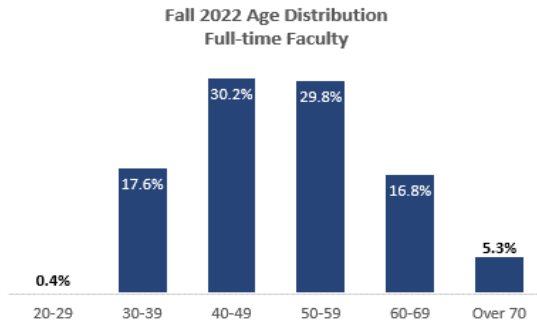

Percent Minorities Employed by Employee Category

Table VI.6: Percent of Minorities

Percent Minorities	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Full-time Faculty	26.3%	26.9%	26.0%	28.0%	28.7%	30.0%	29.5%	30.7%	31.2%	30.7%	29.8%
Part-time Faculty	21.4%	25.0%	26.9%	28.4%	27.2%	31.9%	39.3%	33.6%	37.7%	36.9%	36.3%
Classified Professionals	52.1%	52.6%	56.3%	54.9%	56.3%	58.4%	57.6%	59.1%	60.9%	61.0%	61.2%
Classified Managers	25.0%	28.6%	27.3%	36.4%	40.7%	46.2%	51.7%	47.1%	51.7%	53.6%	47.8%
Administrators	25.0%	30.0%	21.1%	19.0%	23.1%	23.1%	20.7%	26.7%	22.2%	20.7%	14.8%

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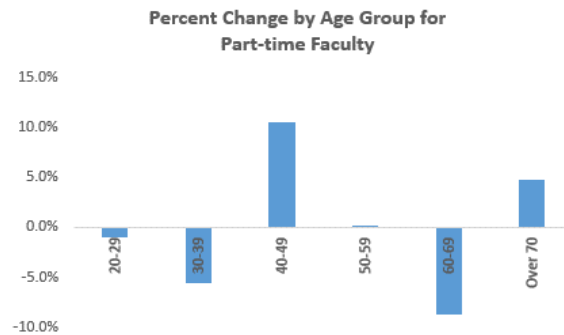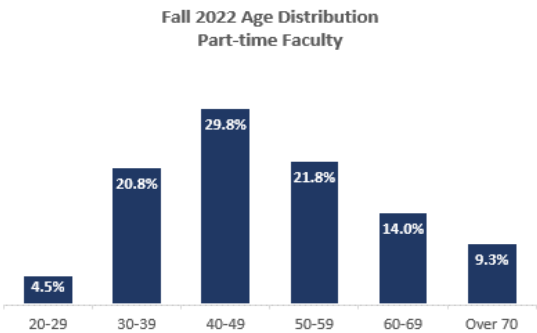NOTE: Figures represent total number of employees as of October 15th of the stated year.

VI.7 OCC Staffing Trends by Age – Faculty

The majority of full-time faculty (51.9%) were over the age 50 years in 2022, while part-time faculty were somewhat younger (55.1% were under 50). The largest changes for full-time faculty over the last 10 years have occurred for the 60-69 age group (-9.9% decrease) and the 30-39 age group (4.6% increase). For part-time faculty, the largest changes occurred for the 40-49 age group which increased 10.6% in this period.

Fall 2022 Age Distribution Full-time Faculty

Percent Change by Age Group for Full-time Faculty

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Change 2012-2022
20-29	0.4%	0.4%	0.8%	1.2%	1.1%	1.5%	0.7%	2.1%	1.9%	0.8%	0.4%	0.0%
30-39	13.0%	11.6%	10.2%	11.0%	16.5%	16.2%	16.6%	16.3%	17.1%	14.0%	17.6%	4.6%
40-49	26.7%	24.8%	25.6%	26.4%	28.4%	30.1%	30.6%	32.5%	34.6%	32.3%	30.2%	3.4%
50-59	31.2%	33.9%	33.7%	31.7%	28.0%	25.7%	25.8%	25.4%	27.0%	29.6%	29.8%	-1.4%
60-69	25.9%	25.6%	26.0%	25.6%	22.6%	23.2%	23.6%	21.6%	14.8%	18.7%	16.8%	-9.1%
Over 70	2.8%	3.7%	3.7%	4.1%	3.4%	3.3%	2.6%	2.1%	4.6%	4.7%	5.3%	2.5%
Total Headcount	249	247	242	246	246	261	272	271	283	263	257	15

Fall 2022 Age Distribution Part-time Faculty

Percent Change by Age Group for Part-time Faculty

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Change 2012-2022
20-29	5.6%	8.6%	9.4%	7.0%	12.3%	17.7%	7.6%	7.5%	6.5%	5.1%	4.5%	-1.1%
30-39	26.4%	25.7%	27.6%	26.7%	27.2%	29.1%	27.0%	26.9%	27.8%	26.2%	20.8%	-5.6%
40-49	19.2%	22.3%	22.0%	25.6%	22.1%	19.1%	24.1%	23.6%	25.7%	24.4%	29.8%	10.6%
50-59	21.7%	18.9%	20.1%	19.6%	21.9%	19.8%	20.5%	21.3%	22.1%	23.2%	21.8%	0.1%
60-69	22.8%	18.6%	15.8%	15.4%	14.2%	11.9%	13.8%	13.6%	12.6%	13.3%	14.0%	-8.8%
Over 70	4.4%	5.9%	5.1%	5.8%	2.3%	2.3%	7.1%	7.1%	5.3%	7.8%	9.3%	4.8%
Total Headcount	421	360	408	468	469	430	519	523	535	475	488	40

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

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

The largest percentage changes for classified professionals over the last 10 years occurred for the 40-49 age group (9.7% decrease) and the 20-29 age group (3.2% increase). Among classified managers there was a 19.3% increase in the 30-39 age group and a 21.3% decrease in the 50-59 age group over this time period.
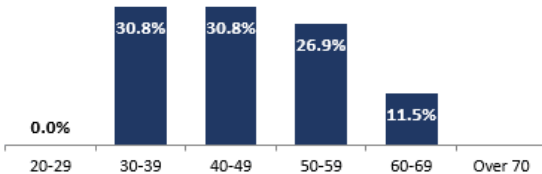
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Fall 2022 Age Distribution Classified Professionals
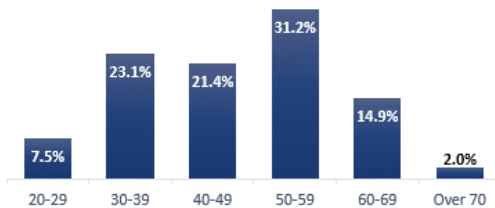
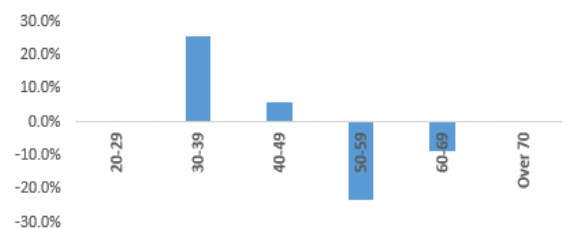Percent Change by Age Group for Classified Professionals
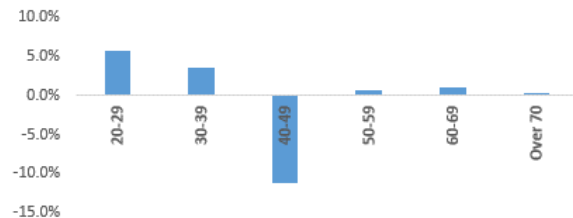
Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Change 2012-2022
20-29	1.8%	4.4%	5.8%	7.3%	8.0%	9.6%	9.9%	9.6%	8.4%	6.2%	7.5%	5.7%
30-39	19.5%	16.8%	18.8%	18.0%	20.0%	20.5%	21.1%	21.5%	24.9%	25.0%	23.1%	3.5%
40-49	32.6%	32.8%	29.7%	30.0%	26.7%	25.8%	24.5%	24.5%	22.7%	21.1%	21.4%	-11.3%
50-59	30.5%	30.3%	30.4%	27.7%	28.0%	28.6%	28.5%	29.3%	30.4%	31.2%	31.2%	0.7%
60-69	13.8%	14.6%	14.3%	16.0%	16.0%	13.7%	13.9%	13.4%	12.9%	15.6%	14.9%	1.1%
Over 70	1.8%	1.1%	1.0%	1.0%	1.3%	1.9%	2.2%	1.8%	0.6%	1.0%	2.0%	0.3%
Total Headcount	282	274	293	300	300	322	323	335	309	308	295	13

Fall 2022 Age Distribution Classified Managers
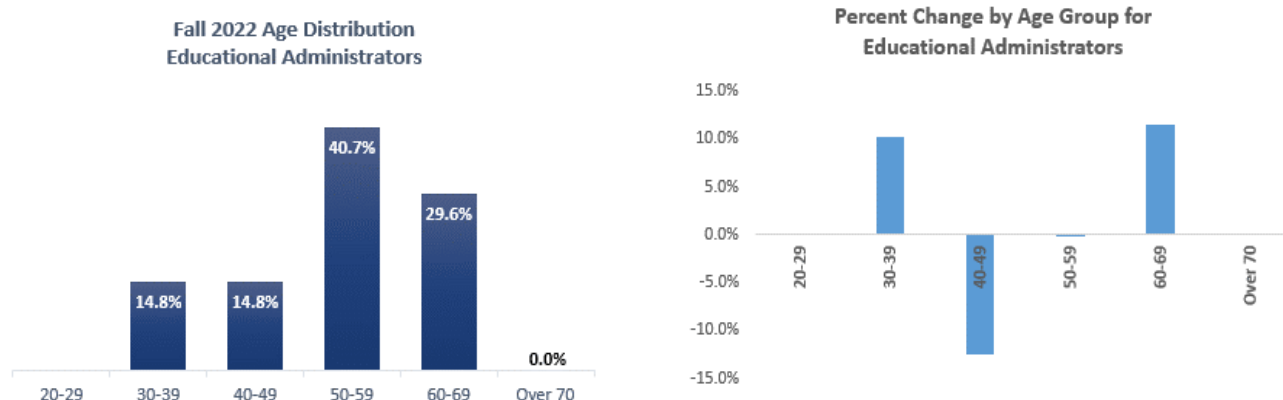

Percent Change by Age Group for Classified Managers

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Change 2012-2022
20-29	0.0%	4.8%	0.0%	0.0%	3.7%	0.0%	3.4%	2.9%	3.3%	3.6%	0.0%	0.0%
30-39	5.0%	4.8%	4.5%	18.2%	14.8%	19.2%	24.1%	32.4%	23.3%	25.0%	30.8%	25.8%
40-49	25.0%	23.8%	27.3%	27.3%	29.6%	38.5%	34.5%	23.5%	30.0%	28.6%	30.8%	5.8%
50-59	50.0%	47.6%	50.0%	31.8%	40.7%	23.1%	24.1%	29.4%	26.7%	25.0%	26.9%	-23.1%
60-69	20.0%	14.3%	18.2%	22.7%	11.1%	15.4%	13.8%	11.8%	16.7%	17.9%	11.5%	-8.5%
Over 70	0.0%	4.8%	0.0%	0.0%	0.0%	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Headcount	20	21	22	22	27	26	29	34	30	28	26	6

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

VI.9 OCC Staffing Trends by Age – Administrative

The majority of educational administrators were age 50 years or older (44.8% in fall 2022), which has remained consistent over the past ten years. However, the proportion of administrators in the 30-39 age group has increased to 17.2%.

Fall 2022 Age Distribution Educational Administrators

Percent Change by Age Group for Educational Administrators

Table VI.9 Age of Educational Administrators

Percent	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Change 2012-2022
20-29	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
30-39	4.5%	0.0%	0.0%	0.0%	15.0%	10.5%	17.2%	16.7%	14.8%	17.2%	14.8%	10.3%
40-49	27.3%	21.1%	25.0%	25.0%	30.0%	26.3%	17.2%	13.3%	14.8%	13.8%	14.8%	-12.5%
50-59	40.9%	52.6%	45.0%	40.0%	50.0%	42.1%	34.5%	43.3%	48.1%	44.8%	40.7%	-0.2%
60-69	18.2%	31.6%	25.0%	40.0%	35.0%	47.4%	27.6%	23.3%	18.5%	24.1%	29.6%	11.4%
Over 70	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%	3.4%	3.3%	3.7%	0.0%	0.0%	0.0%
Total Headcount	**22**	**19**	**20**	**20**	**20**	**19**	**29**	**30**	**27**	**29**	**27**	**5**

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

Hyperlinks

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

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

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

CCCCO Scorecard Data
https://datamart.cccco.edu/Outcomes/Skills_Builder_Scorecard.aspx

CSU Community College Transfer Information
https://www.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx

OCC Student Equity Plan Final report
https://orangecoastcollege.edu/services-support/student-equity/docs/2022-2025-equity-plan-executive-summary.pdf

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

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

Acknowledgments and Contact Information

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

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For more information about Orange Coast College and the Office of Institutional Effectiveness, please visit our public webpage at Office of Institutional Effectiveness Public Webpage or our internal portal site (college employees only) at Office of Institutional Effectiveness Portal Page .