ORANGE COAST COLLEGE

STRATEGIC ENROLLMENT MANAGEMENT PLAN

(SEMP)

ENDORSED BY COLLEGE COUNCIL NOVEMBER 2024

ORANGE COAST COLLEGE

TABLE OF CONTENTS

MESSAGE FROM THE PRESIDENT

Dear Colleagues,

I am pleased to share Orange Coast College's Strategic Enrollment Management Plan—an outcome of intentional collaboration and a collective commitment to student success.

Rooted in our Culture of Care, this plan reflects broad campus engagement and cross-Wing dialogue. The Student Success & Enrollment Committee led the development process, drawing on feedback and contributions from across the college community. Essential guidance from the Institutional Effectiveness Committee and key insights from the Enrollment Management Academy further informed the plan's development.

Aligned with our core institutional priorities—including the Educational Master Plan, DEIA Plan, Student Equity Plan, Guided Pathways, and Program Review—this plan is grounded in equity, mission alignment, and a culture of evidence.

Thank you to all who contributed to this important work. I look forward to continuing this journey together in support of our students.

Angelica L. Suarez, Ph.D.
President, Orange Coast College

STUDENT SUCCESS & ENROLLMENT COMMITTEE

Below are members who have contributed to this Strategic Enrollment Management Plan (SEMP). OCC is grateful for the work collaborative work among members in the creation of the plan.

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INTRODUCTION

Orange Coast College (OCC) was founded in 1947 with the mission to serve the educational needs of its diverse local and global community. OCC's vision, mission, and values reflects a commitment to educational excellence through exemplary instruction and just-in-time, high touch services supported by an culture of care and inclusivity.

Vision Statement: To be the standard of excellence in transforming lives through education.

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

The College's **C-L-A-S-S values and goals** (Community, Learning, Access & Equity, Stewardship, and Student & Employee Engagement) are the framework upon which the Strategic Enrollment Management Plan was built upon. Each strategic goal and objective in this an extension of the college values and goals, as outlined in the Educational Master Plan, allowing an enrollment management lens to be applied to achieving them.

SEMP BACKGROUND

In spring 2022, the College applied for and received a State Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) grant to expand strategic enrollment management awareness, expand use of enrollment management dashboards/analytics, and develop a Strategic Enrollment Management Plan (SEMP). Although the College had a previous Strategic Enrollment Management Plan, the decision was made to develop a new plan rather than update the previous plan. This effort resulted in substantive and focused dialogue across constituent groups leading to the development of the SEMP. To kick start planning efforts, a cross-functional and cross-constituent team of practitioners was sent to the Enrollment Management Academy (EMA) at University of California, San Diego. Utilizing institutional data and cross-constituent dialogue, a comprehensive set of strategic planning themes were developed. EMA planning themes were further developed into the SEMP by the Student Success & Enrollment Committee (SSEC) fall 2022 to fall 2023. Campus-wide review of the SEMP will occur in spring 2024 with suggested additions and revisions evaluated by SSEC for incorporation. The SEMP was fully endorsed by the campus in the fall of 2024.

SEMP STRATEGIC PLANNING APPROACH

Campus planning, data, critical analysis, and cross-wing dialogue are the underpinnings of this plan. Each of these aspects are described below.

Campus Planning: As part of the SEMP development, institutional plans were reviewed for enrollment management concepts and linkages to support or align to. These plans included the Educational Master Plan (EMP), DEIA Plan, Student Equity Plan, Guided Pathways Plan/Pillars (SOAA), and themes from the last Comprehensive Program Review.

Data: Planning assumptions developed by the Institutional Effectiveness Committee from a broad range of internal OCC (e.g., student demographics, student achievement) and external community
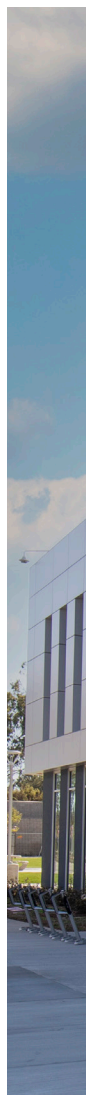
(e.g., high school, work force) data were part of the initial analysis of needs. Additional information used were comprehensive program review responses, enrollment trends, and student survey results (e.g., basic needs, engagement).

Critical Analysis: The cross-functional and cross-constituent team attending the Enrollment Management Academy developed a set of guiding principles and themes to guide the development of the SEMP. The guiding principles encompassed a focus on the vision and mission of the college, our identity as a caring campus, a strong DEIA lens, utilizing a culture of evidence, and strong alignment and integration/alignment with the college's institutional plans. Seven critical planning themes were developed that created the framework for the SEMP.

Cross-Wing Dialogue: Members of the Enrollment Management Academy and the Student Success and Enrollment Committee represent a broad range of constituents across employee groups (e.g., faculty, classified professionals) and wing (e.g., Instruction, Student Services). Collaborative and open dialogue between these groups was foundational to the development of this plan.

SEMP IMPACT GOALS – SEPTEMBER 2024

SEMP impact goals were developed to support the College's mission and focus on the College's Educational Master Plan (EMP) as well as supporting plans (e.g., DEIA, Guided Pathways, Student Equity Plan). Each goal is accompanied by a specific objective to which it is linked, key actions plans, and leads. The leads are meant to identify those who will take charge of each key action and involve all necessary parties.

GOAL 1:

Increase community engagement by re-envisioning outreach and recruitment approaches and target populations.

Linkages:
- *OCC Educational Master Plan, Community Goal, Objective 3*
- *OCC Educational Master Plan, Community Goal, Objective 4*
- *DEIA Plan, Student Centered Scheduling/Support Services/Programs, Objective 3*

OBJECTIVE 1.1: Identify and outreach to critical prospective student populations based on community, demographic, and workforce changes using population specific approaches.

	KEY ACTIONS:	LEAD:
1.	Utilize census and geospatial data to identify new prospective student populations and identify ways to engage them to enroll.	Office of Institutional Effectiveness, Student Success and Support Program
2.	Increase applications and provide focused support to African American/Black students to address disproportionate impact (e.g., Student Equity Plan).	Vice President of Student Services
3.	Develop methods and plans to increase engagement with non-traditional aged and re-entry students in the community.	Adult Education, Office of Instruction
4.	Continue to expand the reach of the College to out-of-state and international students, including establishing new markets for student recruitment.	On-boarding, Outreach, Global Engagement Center

OBJECTIVE 1.2: Strategically identify, develop, and expand higher education, K-12, and industry partners to foster an inclusive culture and successful career pathways for students.

	KEY ACTIONS:	LEAD:
1.	Intentionally expand partnerships with external organizations, developing a partnership inventory, to further expand services to reach underserved student populations.	President's Office
2.	Expand established partnerships with overseas secondary schools and intensive English language programs.	Global Engagement
3.	Develop industry and educational partnerships to support the expansion of fee-based continuing education (e.g., CEU's for professional growth).	Office of Instruction

OBJECTIVE 1.3: Expand instructional and support programs and services that services that encourage and uplift underserved and disenfranchised populations within our community.

	KEY ACTIONS:	LEAD:
1.	Investigate and plan for increasing noncredit options across all divisions and departments.	Office of Instruction, Curriculum Committee
2.	Examine the feasibility of establishing working adult and older adult programming and support.	Office of Instruction
3.	Build the infrastructure for early outreach programs (K-8), including developing and creating student supporter-centric programming (e.g., parents, guardians).	Dual Enrollment, CTE

Maximize apportionment through scheduling efficiencies and processes.

Linkages:
- *OCC Educational Master Plan, Stewardship Goal, Objective 2*
- *OCC Educational Master Plan, Stewardship Goal, Objective 5*
- *DEIA Plan, Student Centered Scheduling/Support Services/Programs, Objectives 1 & 2*

OBJECTIVE 2.1: Develop an integrated annual process for schedule development, budget development, and scheduling targets.

	KEY ACTIONS:	LEAD:
1.	Develop an annual process to investigate how scheduled LHE is allocated and if a plan for implementing changes is warranted taking into consideration a balance of large and smaller courses and programs.	Deans, Office of Institutional Effectiveness
2.	Improve the efficiency of course scheduling to reduce day/time conflicts.	Deans
3.	Consider strategies to maximize primetime offerings and completion of general education patterns.	Deans, Counseling
4.	Redevelop annual budget process to include projection of instructional costs, FTES targets, and current/prospective student demand/needs.	Vice President of Instruction, Vice President of Administrative Services, Deans
5.	Create, implement, and refine a budget calculator to estimate the cost and revenue of instruction including LHE and FTES.	Office of Institutional Effectiveness, Deans

OBJECTIVE 2.2: Investigate curriculum re-design and development processes to maximize resources and respond to legislative changes.

	KEY ACTIONS:	LEAD:
1.	Evaluate current curriculum review process to ensure regular review of curriculum (i.e. reviewing a designated percentage of curriculum annually). Consider if curriculum review should transition to a stand-alone process or remain incorporated into Program Review.	Curriculum Committee/ IE Coordinators, Accreditation Coordination Committee
2.	Investigate the impact of accreditation, legislative and regulatory changes on curriculum across the District (e.g. a common GE pattern (AB928) on articulation, transfer, and local degrees, common course numbering (AB1111, credit for prior learning).	Curriculum Committee, Accreditation Coordinating Committee

OBJECTIVE 2.3: Develop an integrated scheduling process form scheduling development to student registration.

	KEY ACTIONS:	LEAD:
1.	Investigate technological solutions to support integrated scheduling and registration processes. Ensure technology solution provides robust predictive and routine reporting pulling from existing data sources where available (e.g., DegreeWorks).	Schedulers, Deans, Office of Instruction

GOAL 3:

Strengthens student-centered scheduling support services, and programs focused on completion.

Linkages:
- *OCC Educational Master Plan, Learning, Objective 2*
- *OCC Educational Master Plan, Learning, Objective 3*
- *DEIA Plan, Student Centered Scheduling/Support Services/Programs, Objectives 1 & 2*

OBJECTIVE 3.1: Streamline processes and integrate programming across academic and support services to reduce institutional barriers in the enrollment process.

	KEY ACTIONS:	LEAD:
1.	Cross-training of fundamental principles of key academic and support services (e.g., outreach, counseling, assessment, and admissions) to facilitate student "hand-off" among services and ensure consistent communication to students (e.g., semester cross-department training in student services and instruction).	Vice President of Student Services, Vice President of Instruction
2.	Identify and explore both instructional and support services programming opportunities for students who enroll or start classes after the start of the term.	Schedulers, Deans, Dean of Counseling
3.	Explore faculty and subject matter expert involvement in on-boarding experiences (e.g., outreach events, CRM contact campaigns).	Vice President of Student Services, Vice President of Instruction
4.	Explore and streamline instructional and student services' processes when considering external coursework and credit for prior learning (e.g., prerequisite clearances and challenges, Academic Petitions).	Vice President of Student Services, Vice President of Instruction
5.	Assess institutional capacity for discipline or pathway-specific orientation activities.	Guided Pathways, On-boarding
6.	Investigate alternative ways to clear students for repeating currently enrolled classes in which they are not likely to pass in an effort to reduce barriers to class access and retention.	Vice President of Student Services, Vice President of Instruction

OBJECTIVE 3.2: Strategically schedule courses to maximize program completion and ensure equitable outcomes.

	KEY ACTIONS:	LEAD:
1.	Evaluate effectiveness of instructional modalities (e.g., online, short-term, evening, and weekend class offerings) to support equitable and timely student completion.	Office of Institutional Effectiveness
2.	Schedule classes in alignment with student need and program pathways, include student demand, enrollment trends, drop data, success, retention, course and completion data.	Deans, Schedulers
3.	Consider time to completion and program pathways to identify existing barriers (e.g., waitlists and bottleneck courses) to make recommendations that reduce and/or eliminate these barriers.	Vice President of Instruction, Instructional Deans
4.	Conduct SWIRL studies to investigate students who take courses at other community colleges and identify the factors why they make that choice.	Office of Institutional Effectiveness, Vice President of Instruction

OBJECTIVE 3.3: Improve scheduling related policies, processes and procedures that impede student progression.

	KEY ACTIONS:	LEAD:
1.	Identify principles to assist decision making regarding low enrolled sections that balance cost with timely student goal completion (namely, capstone courses).	Office of Instruction, Deans
2.	Review and develop a schedule that meets the needs of students not starting college on a traditional cycle (e.g., registering after start of term, first-time students enrolling in spring, etc).	Deans, Schedulers
3.	Create an effective, long-term schedule development tool (i.e. template course rotation pattern tool for divisions to ensure that we are regularly offering courses that students need to complete their education goal in the appropriate instructional modalities).	Office of Instruction,
4.	Explore different mechanisms to capture student voice to better understand the demand for class offerings, scheduling, and availability of support services balancing both learning needs and preferences. Specifically, explore feedback mechanisms beyond surveys.	Office of Institutional Effectiveness
5.	Develop sustainable system to track, monitor, and report progress towards timely completion of student education goals considering program pathways.	Office of Institutional Effectiveness, Deans
6.	Augment department websites to include a standard set of scheduling information, such as course rotations and pathways.	Vice President of Instruction, Instructional Deans
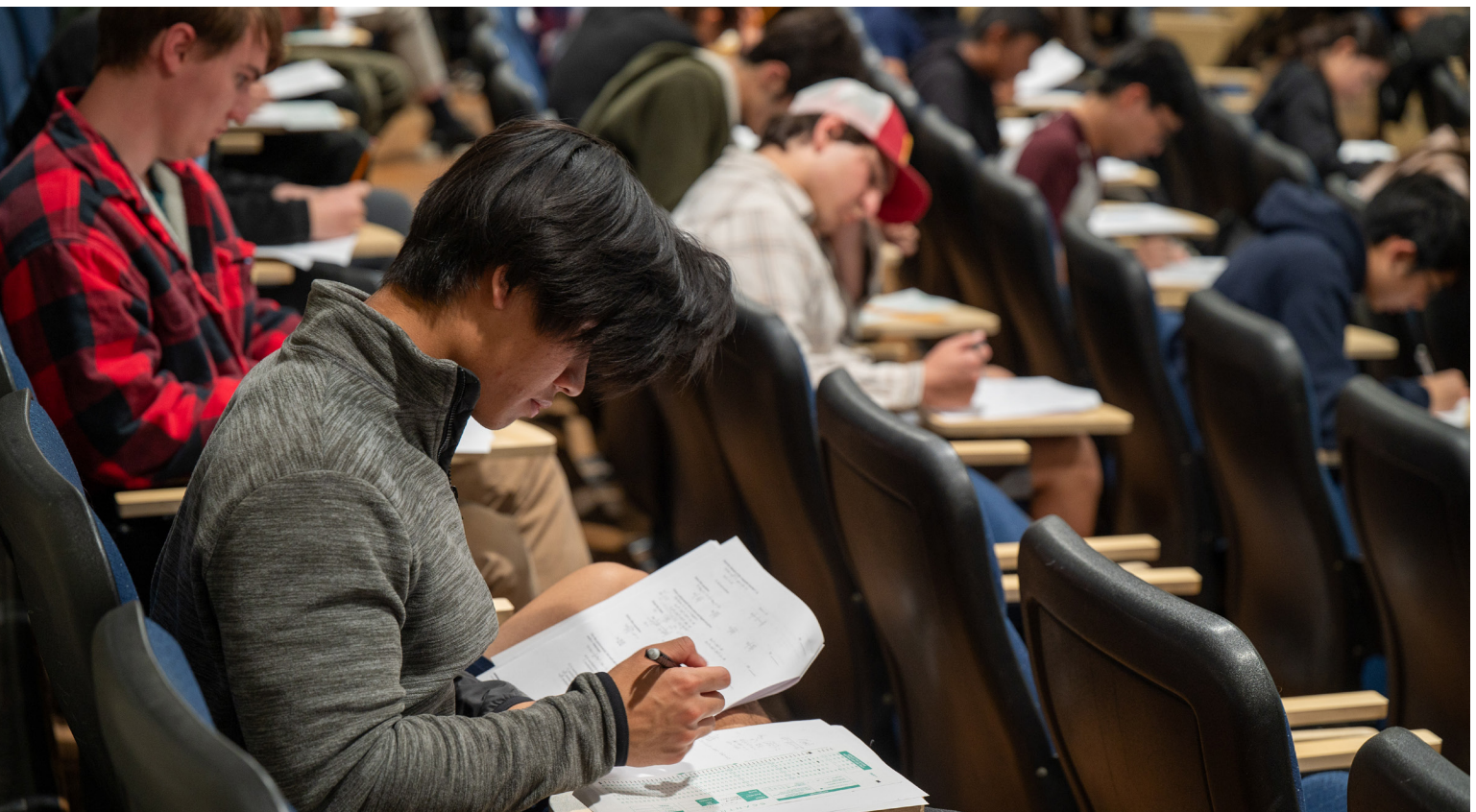
GOAL 4:

Increase student retention and persistence by reducing barriers and streamlining processes along the student pipeline.

Linkages:
- *OCC Educational Master Plan, Learning, Objective 3*
- *OCC Educational Master Plan, Student Access & Equity, Objective 1*
- *DEIA Plan, Robust Data Informed Culture to Close Equity Gaps, Objective 1*

OBJECTIVE 4.1: Using data, identify and rectify barriers affecting students completion, particularly among historically underserved groups experiencing educational equity gaps.

	KEY ACTIONS:	LEAD:
1.	Expand basic needs support based on usage of services and findings from Real College Survey and other data.	Vice President of Student Services
2.	Evaluate the effectiveness of existing student relations technology (e.g. Slate CRM, OCC app, Starfish, intervention tools) and explore new technology.	Vice President of Student Services
3.	Work with K-12 and community partners to offer dual enrollment and other introductory college courses on HS campuses to increase future successful outcomes.	Dual Enrollment
4.	Establish work-group to explore relevant quantitative and qualitative data to identify critical barriers and equity gaps in retention and persistence.	Office of Institutional Effectiveness, Vice President of Instruction, Vice President of Student Services

OBJECTIVE 4.2: Increased access to front-end and on-boarding services.

	KEY ACTIONS:	LEAD:
1.	Revamp website to make it mobile-friendly, more accessible, and to include pathways, majors and program maps. Evaluate department access and ability to add or revise information.	Guided Pathways, Marketing Department
2.	Offer in-person orientation activities and bridges that include opportunities that connect students with other members of the campus community.	On-boarding, Outreach, Guided Pathways, Deans

OBJECTIVE 4.3: Investigate and plan for expansion of learning community-based models to complement guided pathways work.

	KEY ACTIONS:	LEAD:
1.	Explore pairing key courses, services and faculty along with necessary resources (e.g., First Year Experience, MESA, etc.).	Counseling, Deans, Discipline Faculty, MESA Director
2.	Explore affinity group learning communities and program of study (e.g., Career Ed/themed 100's) learning communities.	Vice President of Student Services, Vice President of Instruction

Increase student completion by reducing barriers and implementing equity-centered practices.

Linkages:
- *OCC Educational Master Plan, Learning Goal, Objective 5*
- *OCC Educational Master Plan, Access & Equity Goal, Objective 3*
- *DEIA Plan, Robust Data Informed Culture to Close Equity Gaps, Objective 1*

OBJECTIVE 5.1: Using data, identify and rectify barriers affecting students completion, particularly among historically underserved groups experiencing educational equity gaps.

	KEY ACTIONS:	LEAD:
1.	Identify students who transferred but did not receive a degree or certificate or those who did not complete to conduct qualitative research to understand their perspectives and potential barriers they experienced.	Office of Institutional Effectiveness
2.	Develop strategic communication campaigns (e.g., texting, email) for students identified as close to degree or certificate completion and to promote to transfer students to apply and receive a degree or certificate prior to transfer.	Counseling, Marketing, Student Success & Enrollment Committee
3.	Develop a strategic communication campaign for that would encourage student enrollment that responds to the Student Centered Funding Formula (SCFF).	CTE Deans
4.	Establish work-group to explore relevant quantitative and qualitative data to identify critical barriers and equity gaps in completion.	Office of Institutional Effectiveness, Vice President of Instruction, Vice President of Student Services

OBJECTIVE 5.2: Develop and evaluate guided pathways that innovate, streamline and strengthen the student recruitment to completion pipeline regardless of educational goal, and assure equitable outcomes across all groups.

	KEY ACTIONS:	LEAD:
1.	Outreach to community-based organizations and partners to integrate them into noncredit program (e.g. Military Taps prog, OCC Swap Meet for outreach, adult schools, non-profit orgs).	Vice President of Instruction, Adult Education
2.	Establish industry partnerships for updating worker skills in noncredit. Expand educational partnerships that include K-12, international partners, and prepare them for/provide a defined academic journey.	CTE advisory committees, Success Teams, Dual Enrollment, Adult Education, Global Engagement
3.	Explore program and services tailored to supporting adult and returning college students.	Vice President of Student Services, Dean of Counseling

OBJECTIVE 5.3: Create infrastructure that supports students who may struggle with college (both academic and navigation) through their educational journey to help them identify and complete their educational journey to help them identify and complete their goals.

KEY ACTIONS:		LEAD:
1.	Reexamine existing intervention support services (e.g., CRM, Caring Campus, Hub, Starfish, AIM program) to ensure tailored support services to increase student success.	Vice President of Student Services, Office of Institutional Effectiveness
2.	Identify resources and develop support for student mental health concerns as well as other basic needs that pose a barrier to completion. Communicate resources available to campus community.	Student Health Center, Vice President of Student Services
3.	Explore and evaluate how students access counseling services (e.g., appointment, drop in) based on data and input from students. Explore how students access counseling services and the impact of those services based on student and counselor feedback.	Counseling

Implement and enhance existing systems to support completion.

Linkages:
- *OCC Educational Master Plan, Stewardship Goal, Objective 5*
- *OCC Educational Master Plan, Access and Equity Goal, Objective 3*
- *OCC Educational Master Plan, Student and Employee Engagement Goal, Objectives 1 & 4*
- *DEIA Plan, Robust Data Informed Culture to Close Equity Gaps, Objectives 1 & 3*

OBJECTIVE 6.1: Implement solutions for identified processes and systems that create barriers to on-boarding, retention, and/or persistence.

	KEY ACTIONS:	LEAD:
1.	Implement and configure Slate CRM to provide better follow-up and nudges throughout student on-boarding process and ensure stronger outcomes.	On-boarding, Guided Pathways
2.	Identify and assess barriers to the application process through off-site high school application sessions and feedback from counselors and students.	Dual Enrollment, Outreach, Admissions
3.	Assess staff capacity and training needs for Admissions and Outreach staff supporting MyCoast/OKTA credentialing process.	Enrollment Services
4.	Review of the Starfish platform to determine its effectiveness, including impact to students and reasons for faculty utilization.	Vice President of Instruction/Vice President of Student Services
5.	Enhance and expand Dual Enrollment and summer bridge programming for students to take pre-pathway courses.	Dual Enrollment
6.	Use predictive analytics in student retention systems, when available, to identify under prepared students to ensure more preparation and success.	Office of Institutional Effectiveness
7.	Evaluate the procedures, capacity, and time frames of processing transcripts.	Vice President of Student Services, Dean of Enrollment Services

OBJECTIVE 6.2: Improve the stability and functionality of enrollment systems

	KEY ACTIONS:	LEAD:
1.	Assess labels and functionality of "Registration Tools" section of MyCoast for student-friendly, intuitive language and accessibility.	Enrollment Services
2.	Assess DegreeWorks errors and develop internal processes to escalate/address/report issues and monitor accuracy of system (in support of Guided Pathways, Pillar 3).	Counseling
3.	Conduct regular reviews of Online Orientation content and functionality. Monitor deployment and usage.	Vice President of Student Services
4.	Assess and advocate for improvements of pre-enrollment Action Item Processing activities in MyCoast registration process flow.	Enrollment Services
5.	Assess the accessibility and usability of DegreeWorks to improve usage and accuracy of our degree audit/planning tool.	Counseling, Office of Institutional Effectiveness
6.	Identify and assess common application-to-registration-to-payment technology-related transition issues. Develop interventions or advocate for systemic changes to address.	Dean of Enrollment Services

OBJECTIVE 6.3 (WAS 6.4): Enhance student access to, and usage of, Pathway resources in on-boarding and enrollment processes.

	KEY ACTIONS:	LEAD:
1.	Marketing and website update of meta-majors to help students on-board with clear objectives and goals for better retention and persistence.	Guided Pathways, Marketing and Publications, On-boarding, Outreach
2.	Develop website and tools to identify, track and support undecided students and helps them understand and support all students in identifying their pathway.	Guided Pathways
3.	Provide professional development on guided pathways and maps to ensure employees understand pathways to integrate into their areas of expertise.	Guided Pathways Task Force
4.	Improve integration of Guided Pathways into Online Orientation and other orientation/on-boarding activities. Monitor deployment and usage.	Guided Pathways, On-boarding

Intentionally develop and expand opportunities for all members of the campus community to connect with and support enrollment management efforts.

Linkages:
- *OCC Educational Master Plan, Stewardship Goal, Objective 3*
- *OCC Educational Master Plan, Student & Employee Engagement, Objective 3*
- *DEIA Plan, Robust Data Informed Culture to Close Equity Gaps, Objective 3*

OBJECTIVE 7.1: Develop an awareness of enrollment management across the campus.

KEY ACTIONS:		LEAD:
1.	Develop a set of enrollment management indicators to monitor progress, including disaggregation by equity groups.	Office of Institutional Effectiveness/ Student Success and Enrollment Committee
2.	Implement enrollment management professional development activities for all campus constituents, including efforts at the department/division level.	Vice President of Instruction, Instructional Deans
3.	Initiate an SEM internal marketing campaign, with a slogan, college-wide.	Marketing and Publications, Guided Pathways

OBJECTIVE 7.2: Identify and strategically develop leadership for enrollment management campus-wide

KEY ACTIONS:		LEAD:
1.	Identify key leaders and/or initiatives in each constituency group to champion enrollment management on campus.	Student Success & Enrollment Committee
2.	Promote and expand "Caring Campus" initiative.	Caring Campus

OBJECTIVE 7.3: Expand campus culture to intentionally use date to identify, develop, and support student-centered practices in enrollment management.

KEY ACTIONS:		LEAD:
1.	Implement an equity-focused, enrollment management focused data coaching program across all campus constituents.	Office of Institutional Effectiveness
2.	Identify common enrollment management definitions, language and data sources.	Student Success & Enrollment Committee
3.	Evaluate current program review and planning processes to ensure an intentional equity-focused, enrollment management approach.	Office of Institutional Effectiveness, IE Coordinators

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OFFICE OF RESEARCH, PLANNING AND INSTITUTIONAL EFFECTIVENESS

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