ORANGE COAST COLLEGE

Educational Master Plan 2021 - 2027

Endorsements:

- College Council - 9/7/2021
- Academic Senate - 9/28/2021
- Administrative Leadership Team – 9/17/2021
- Classified Senate - 9/22/2021
- Student Senate – 9/24/2021
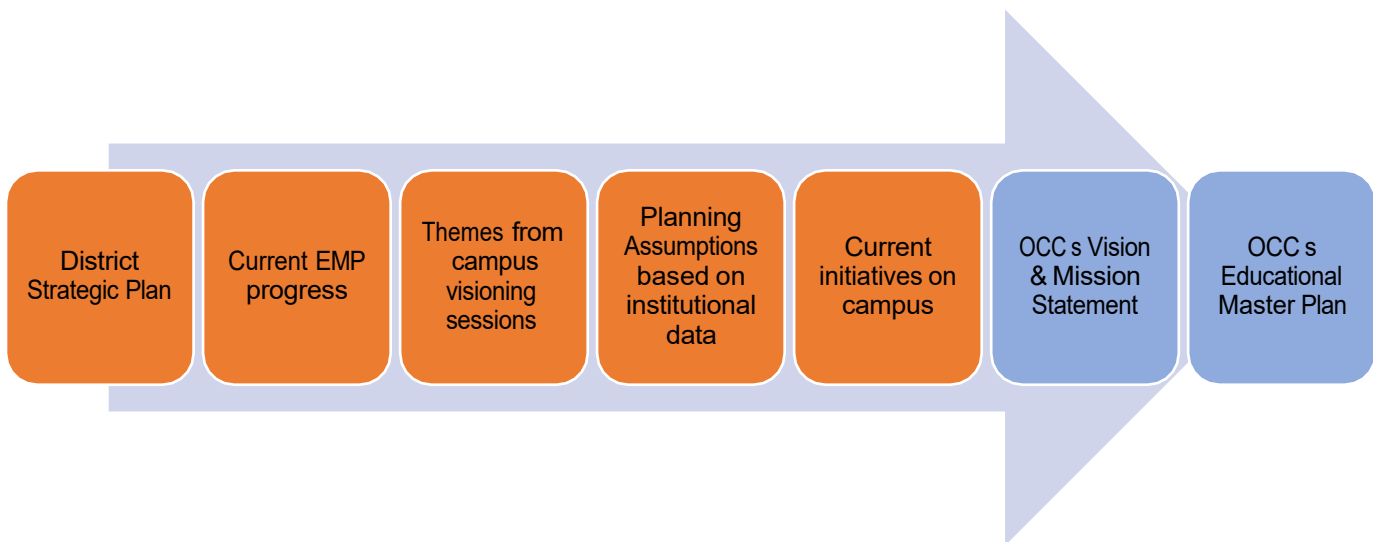- CCCD Board of Trustees – 11/3/2021

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Overview of the Process

The Educational Master Plan (2016-2021) ended in spring 2021. To create the new Educational Master Plan (EMP), the college engaged in a master plan "refresh" due to the major overhaul in 2015-2016. The refresh focused on content changes to the college's value names, goal statements, and objectives. Starting with spring 2021 Flex Day, EMP visioning sessions were conducted with constituent groups (e.g., students, faculty, management, and classified professionals) and the general campus. In sum, a total of 16 sessions were conducted between February 2021 and March 2021. A broad group of members from the campus community participated in sessions. Planning themes from the campus sessions are presented in Appendix A and B.

Parallel to this process, the Institutional Effectiveness Committee reviewed an extensive set of internal and external data to create thirty-three planning assumptions to be considered in the refresh process. The data reviewed included: (1) Employee and Student Surveys; (2) External Scan; (3) Internal Scan; (4) Equity; (5) College Indicators; and (5) Strategic Enrollment Management Predictive Models. The President's Cabinet considered national, state, and district-wide trends and developed an additional fourteen planning assumptions.
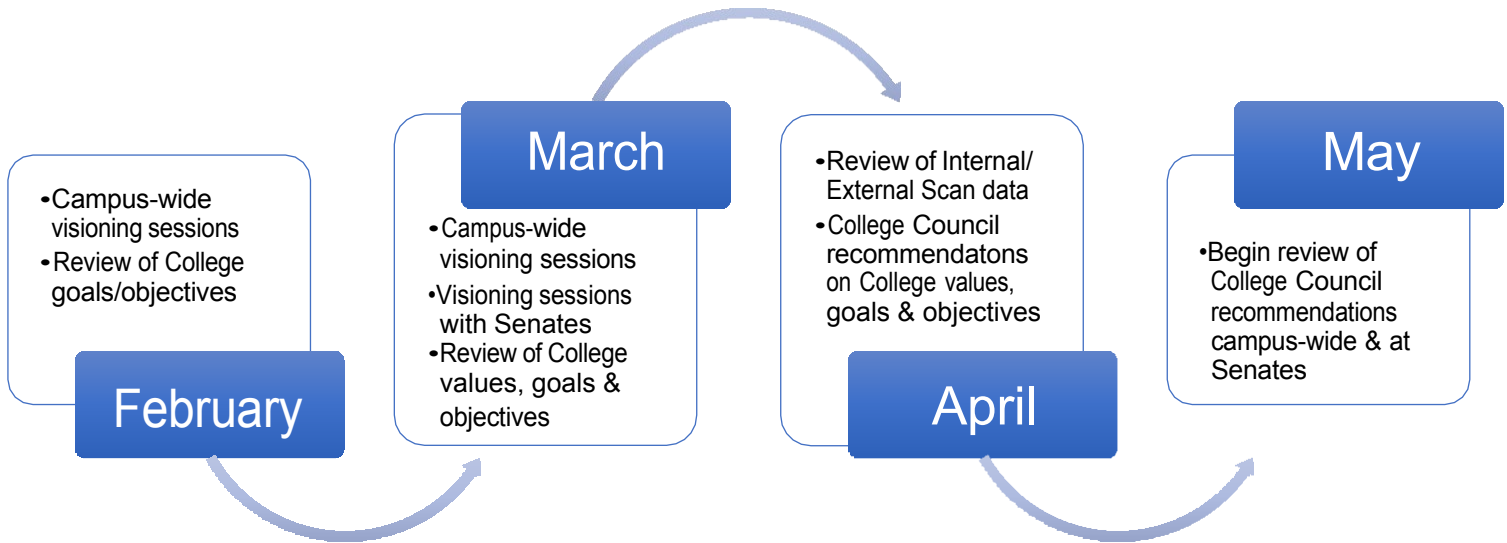
The graphic below details the inputs considered for the EMP Refresh by the College Council, who worked to integrate this information into recommended changes for campus discussion in May 2021.

District Strategic Plan	Current EMP progress	Themes from campus visioning sessions	Planning Assumptions based on institutional data	Current initiatives on campus	OCC s Vision & Mission Statement	OCC s Educational Master Plan

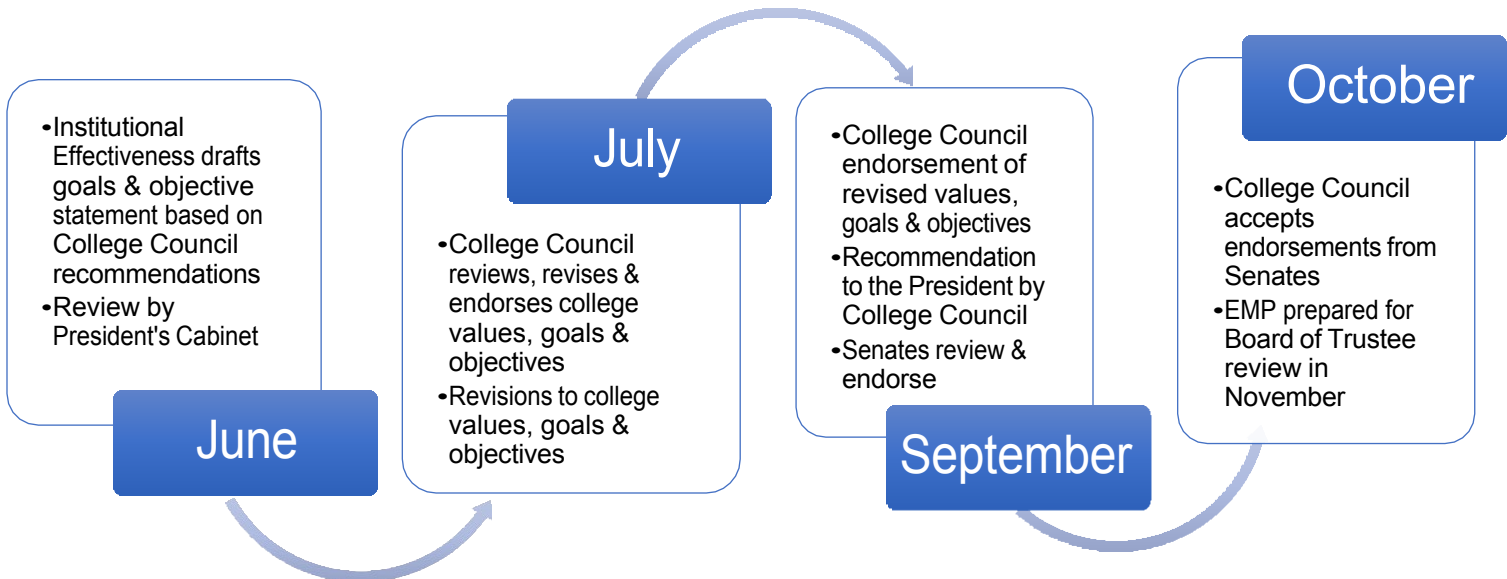The recommended changes to the College's mission, goals and objectives were shared with the college in September 2021. As part of the college's governance processes, constituent-based groups were asked to review and provide an endorsement status for the refreshed EMP. The Academic Senate, Classified Senate, Student Senate, and Administrative Leadership Team discussed and endorsed the EMP as presented.

The graphic below details the spring and fall 2021 timeline for the Educational Master Plan (2021-2027) refresh.

Spring 2021

February
- Campus-wide visioning sessions
- Review of College goals/objectives

March
- Campus-wide visioning sessions
- Visioning sessions with Senates
- Review of College values, goals & objectives

April
- Review of Internal/External Scan data
- College Council recommendatons on College values, goals & objectives

May
- Begin review of College Council recommendations campus-wide & at Senates

Summer 2021 - Fall 2021

June
- Institutional Effectiveness drafts goals & objective statement based on College Council recommendations
- Review by President's Cabinet

July
- College Council reviews, revises & endorses college values, goals & objectives
- Revisions to college values, goals & objectives

September
- College Council endorsement of revised values, goals & objectives
- Recommendation to the President by College Council
- Senates review & endorse

October
- College Council accepts endorsements from Senates
- EMP prepared for Board of Trustee review in November

Summary of Recommendations

The recommended changes to the Educational Master Plan were in response to the major themes from the campus visioning sessions and internal/external scan data recommendations. The overarching recommendations were:

- A more intentional focus on infusing equity, diversity, and inclusion efforts across the college
- Strong commitment to closing equity and performance gaps
- Ensuring high quality, culturally responsive, and innovative programs remain at the forefront
- Enhancing and expanding the College's focus on fostering a Culture of Care, including student basic needs
- Strengthening student engagement, employee engagement and participatory governance
- A more intentional focus on the College's commitment to environmental sustainability

Alignment with the Coast Community College District Strategic Plan

The Coast Community College District's Strategic Plan was an intentional component in the development process. The alignment of the College's values, goals, and objectives to the district's plan is detailed below. The College values and goals are noted by the acronym C-L-A-S-S, which stands for Community, Learning, Access and Equity, Stewardship, and Student and Employee Engagement.

District Goal Area 1 Student Learning & Achievement					
	OCC Goals				
District Objectives (Obj.)	C	L	A	S	S
Increase academic success of students enrolled in		Obj. 1, Obj. 2			
Reduce achievement gaps		Obj. 1, Obj. 2 Obj. 4, Obj. 5			
Increase student engagement in college activities					Obj. 1, Obj. 2

District Goal Area 2 Stewardship of Resources					
	OCC Goals				
District Objectives (Obj.)	C	L	A	S	S
Maintain fiscal integrity				Obj. 4	
Increase alternative sources of revenue				Obj. 4	
Stabilize enrollments	Obj. 4		Obj. 1, Obj. 3		
Leverage technology to facilitate student learning and operational efficiency		Obj. 3		Obj. 5	Obj. 3

District Goal Area 3 Community Engagement & Partnerships					
	OCC Goals				
District Objectives (Obj.)	C	L	A	S	S
Expand and improve Adult Education/Noncredit	Obj. 1, Obj. 4		Obj. 2		
Enhance community engagement	Obj. 3, Obj. 4				

District Goal Area 4 Workplace Engagement & Satisfaction and Effectiveness of District wide Participatory					
	OCC Goals				
District Objectives (Obj.)	C	L	A	S	S
Improve employee satisfaction				Obj. 4	Obj. 2, Obj. 4
Increase effectiveness of district-wide participatory governance structure				Obj. 3	

Vision and Mission Statements

As part of the Educational Master Plan Refresh, the College's mission statement was revised to better align and support the changes in the college's values, goals, and objectives. The Vision Statement was not changed.

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 goals by providing high quality, culturally responsive, and innovative programs and services through pathways leading to degrees, transfers, certificates, foundational skills, workforce development, and lifelong learning.

The College promotes student development, learning, and equitable outcomes by fostering a respectful, inclusive, caring, and participatory campus climate of student engagement and academic inquiry.

College Values, Goals and Objectives

The vision, mission, values, goals, and objectives serve as the strategic foundation for the College's planning and decision-making processes. The chart below illustrates the College's planning terminology and basic structure.
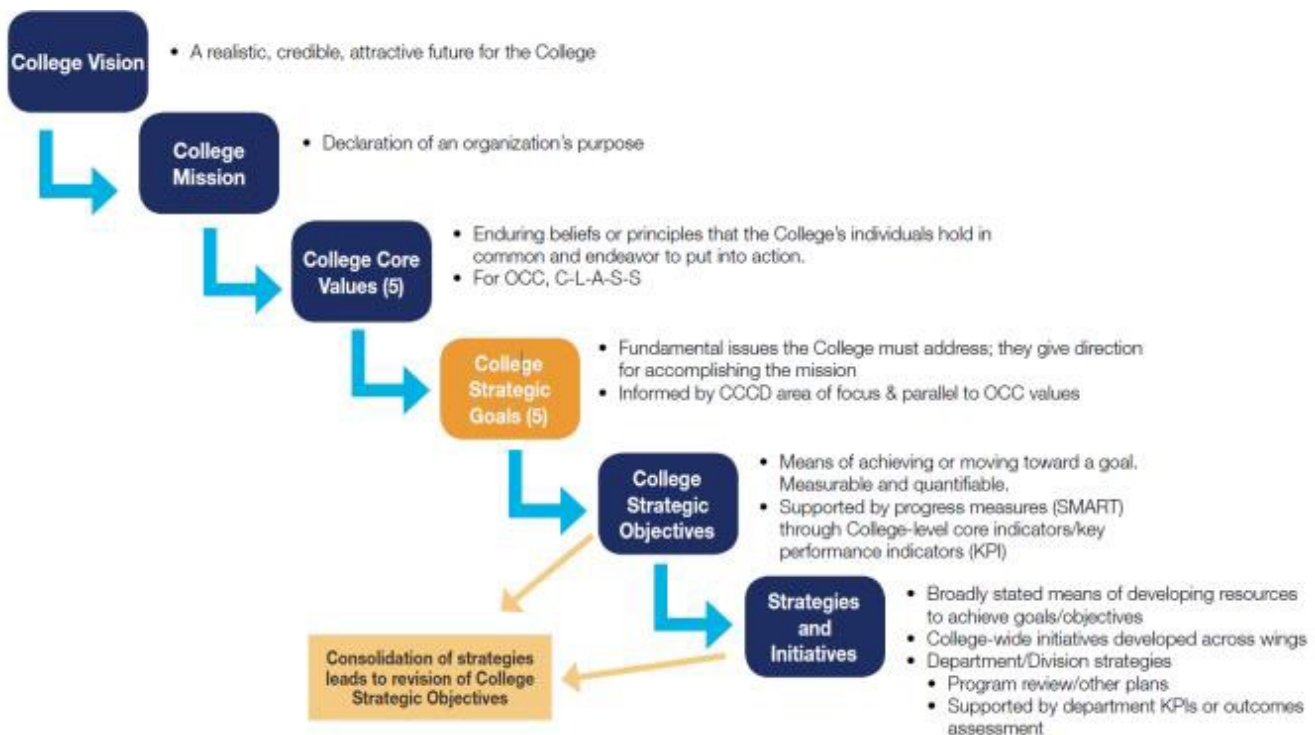
College Vision - A realistic credible, attractive future for the College

College Mission – Declaration of an organization's purpose

College Core Values (5)
- Enduring beliefs or principles that the College's individuals hold in common and endeavor to put into action.
- For OCC, C-L-A-S-S

College Strategic Goals (5)
- Fundamental issues the College must address; they give direction for accomplishing the missions
- Informed by CCCD area of focus & parallel to OCC values

College Strategic
- Means of achieving or moving toward a goal. Measurable and quantifiable
- Supported by progress measures (SMART) through College-level core indicators/key performance indicators (KPI)

Strategies and Initiatives
- Broadly stated means of developing resources to achieve goals/objectives
- College-wide initiatives developed across wings
- Department/Division strategies
  - Program review/other plans
  - Supported by department KPI's or outcomes assessment

Consolidation of Strategies leads to revision of College Strategic Objectives

College Value/Goal: Community

Goal Statement: Foster an inclusive, diverse, race-conscious, and equitable culture through growing partnerships with local and global communities.

Objective 1: Promote intercultural understanding to enable students and employees to work in a diverse, culturally rich environment by infusing creativity, innovation, and cultural awareness across the college.

Objective 2: Develop opportunities that allow employees and students to broaden intellectual, global, and multicultural understanding by learning from people possessing diverse experiences across communities and cultures.

Objective 3: Strategically identify, develop, and expand higher education, K-12, and industry partners to foster an inclusive culture and successful career pathways for students.

Objective 4: Expand instructional and support programs and services that encourage and uplift underserved and disenfranchised populations within the community.

College Value/Goal: Learning

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

Objective 1: Increase completion rates to allow learners to reach their full potential with particular attention to minimizing educational equity gaps while preserving access and enhancing quality of instruction.

Objective 2: Streamline and integrate processes within and across academic and support services to reduce institutional barriers, particularly among historically underserved groups experiencing educational equity gaps.

Objective 3: Strengthen the scheduling processes for program/discipline pathways by implementing student-centered, completion-focused, and equity-minded practices.

Objective 4: Provide culturally responsive education through adaptable, inclusive, and innovative learning environments that support individual and group differences and result in equitable outcomes.

Objective 5: Develop guided pathways that innovate, streamline and strengthen the student recruitment to completion pipeline regardless of educational goal, and assure equitable outcomes across all groups.

College Value/Goal: Access and Equity

Goal Statement: Create equitable access through effective and innovative pathways, programs, and services that result in increased student success.

Objective 1: Adapt curriculum and support processes in foundational areas to increase progression through momentum point courses to accelerate college-level preparedness.

Objective 2: Embed equity in the implementation of pathways from student entry to goal achievement with an intentional focus on inclusion of underserved students in STEAM fields and non-traditional programs (i.e., adult education, credit for prior learning, noncredit).

Objective 3: Increase completion rates for students by implementing institutional practices, such as culturally responsive pedagogy, accessibility, student centered scheduling, and program review.

Objective 4: Provide equitable access by meeting students' basic needs.

College Value/Goal: Stewardship

Goal Statement: Create, Sustain, and improve programs, physical and human resources, infrastructure, and processes that ensure accountability, long-term viability, continuous improvement, equity, and environmental sustainability.

Objective 1: Model and embed environmental sustainability practices campus-wide.

Objective 2: Maximize financial resources through equitable and accessible processes and practices to benefit students and programs.

Objective 3: Cultivate human potential through professional development, participatory governance, and equitable recruitment, selection, and retention practices that advance our mission and allow employees to flourish.

Objective 4: Promote an inclusive, collaborative, and supportive environment with rigor, transparency, and continuous improvement, focused on maximizing and celebrating the achievements of students and employees.

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

College Value/Goal: Student and Employee Engagement

Goal Statement: Foster a culture of care leading to meaningful connections, collaborative participation, and supportive spaces among people, places, and ideas within the College.

Objective 1: Increase structured and intentional opportunities for student engagement within and across instructional programs and courses, co-curricular activities, and support services.

Objective 2: Intentionally develop and expand opportunities to promote interaction among and between students, faculty, classified professionals, and management to support a culture of care and increase engagement.

Objective 3: Support the development of students and employees aimed at fostering dialogue, increasing engagement, and awareness of diversity, equity, inclusion, social justice, and restorative practices through the use of virtual and physical spaces.

Objective 4: Foster and build upon relationships within the college and across the district to improve processes, communication, collaboration, and accountability.

Glossary of Terms

The purpose of this glossary is to act as a guide to terms or their variation thereof in the Educational Master Plan. They provide meaning and understanding of critical concepts and terms to advance the College's goals and objectives. The definitions for the terms in this glossary come from two main sources: The first and primary source is the California Community College Chancellor's Office Diversity, Equity, and Inclusion Glossary of Terms (CCCCO DEI)[1]. The second source is the White House, Executive Order on Diversity, Equity, Inclusion and Accessibility in the Federal Workforce (WH DEI)[2].

Accessibility: The design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them. Accessibility includes the provision of accommodations and modifications to ensure equal access to employment and participation in activities for people with disabilities, the reduction or elimination of physical and attitudinal barriers to equitable opportunities, a commitment to ensuring that people with disabilities can independently access every outward-facing and internal activity or electronic space, and the pursuit of best practices such as universal design. (WH DEIA)

Culture: Is the values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that distinguishes members of one group from another group. Culture is not static and can change over time. (CCCCO DEI)

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences. (CCCCO DEI)

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage. (CCCCO DEI)

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people. (CCCCO DEI)

Educational Equity Gap: The condition where there is a significant and persistent disparity in educational attainment between different groups of students. (CCCCO DEI)

Equity-Minded: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness

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[1] CCCCO DEI (https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf?la=en&hash=21FCA99EAE353E6F481025115DC98272EAA36BA9)
[2] WH DEIA (https://www.whitehouse.gov/briefing-room/presidential-actions/2021/06/25/executive-order-on-diversity-equity-inclusion-and-accessibility-in-the-federal-workforce/)

encompasses being (I) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented. (CCCCO DEI)

Ethnicity: Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions. (CCCCO DEI)

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. (CCCCO DEI)

Marginalized/Marginalization: The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive. Marginalized (groups) have restricted access to resources like education and healthcare for achieving their aims. (CCCCO DEI)

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity. (CCCCO DEI)

Student Centered: a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.[3]

Underserved communities: Populations sharing a particular characteristic, as well as geographic communities, who have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life. In the context of the Federal workforce, this term includes individuals who belong to communities of color, such as Black and African American, Hispanic and Latino, Native American, Alaska Native and Indigenous, Asian American, Native Hawaiian and Pacific Islander, Middle Eastern, and North African persons. It also includes individuals who belong to communities that face discrimination based on sex, sexual orientation, and gender identity (including lesbian, gay, bisexual, transgender, queer, gender non-conforming, and non-binary (LGBTQ+) persons); persons who face discrimination based on pregnancy or pregnancy-related conditions; parents; and caregivers. It also includes individuals who belong to communities that face discrimination based on their religion or disability; first-generation professionals or first-generation college students; individuals with limited English proficiency; immigrants; individuals who belong to communities that may face employment barriers based on older age or former incarceration; persons who live in rural areas; veterans and military spouses; and persons otherwise adversely affected by persistent poverty, discrimination, or inequality. (WH DEI)

Underserved Students: Are students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students. (CCCCO DEI)

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[3] Edglossary (https://www.edglossary.org/student-centered-learning/)

Appendix A

Campus-wide themes for commendations & maximizing opportunities

Commendation Themes
Breadth of Academic & Instructional Programs
Career Education
Community Relations & Outreach
Comprehensive Support Services Programs & Resources
Culture of Care & Collaboration
Diversity & Equity
Facilities & Grounds
Innovative & Forward Thinking
Outstanding Employees
Pandemic Response
Participatory Governance / Opportunities for employees to have a voice, to be included, to participate, and/or be represented
Planning Processes
Professional Development
Student-Centered
Technology
Transfer Outcomes

Opportunities/Maximizing
Allocation & Funding
Campus Processes
Community Embracement/Engagement & Student Outreach
Hiring Processes & Practices (e.g., diversity, consider student population)
Comprehensive Support Services Programs & Resources to Support Onboarding, Retention, Success
Support, resources, and programs for students related to different affinity groups or special populations
Pedagogy (e.g., culturally responsive curriculum, equity-mindedness)
Data Usage & Integration
District Integration, Structurally & Relationally
Employee Accountability
Employee Relations, Communication, and Collaboration
Environmental Sustainability
Intentional Focus and Commitment to Diversity, Equity, Inclusion, and Race
Institutional Culture of Care
Innovative & Forward Visioning
General work culture and employee engagement
More personnel (e.g., staffing)
Next steps & actions after conversations
Participatory Governance / Opportunities for employees to have a voice, to be included, to participate, and/or be represented
Part-Time Faculty Support
Professional Development/Training/Mentorship, with focus on diversity, equity, inclusion, and anti-racism
Safe space for students/employees
Student Housing
Student Outcomes (e.g., disproportionate impact, closing achievement gaps)
Student-Centered Scheduling & Academic/Instructional Programs
Technology Infrastructure, Resources, and/or Integration to Support Students/Employees

Appendix B

Campus-wide themes for the future

Future Themes
Accessible Campus and Universally Designed Course Content
Bachelor-Granting / 4-year Institution
Career Partnerships, Focus, & Outcomes
Collaboration Internally within Campus and Between Campus/District
COVID Response
Diverse, Equitable, and Inclusive Environment for Students & Employees
Enrollment, Recruitment, & Outreach
Environmental Sustainability
Expanded and/or Successful Academic/Instructional Programs
Expanded and/or Successful Support Services Programs
Expanded and/or Successful Support Services Programs, particularly for Affinity Programs or Special Populations
Hiring Processes & Practices (e.g., diversity, consider student population
Instructional Modality
K-12 and Transfer Pathways
Pedagogy and Teaching Practices (e.g., culturally responsiveness, equity-mindedness)
Professional Development/Mentorship
Student-Centered, Directed, & Ethical Employees and Employee Culture
Student Housing
Student Outcomes (e.g., closing achievement and equity gaps)
Technology & Infrastructure