

# ORANGE COAST COLLEGE

Academic Senate Meeting | 09/07/21 | 11:30 am - 12:30 pm | Zoom Meeting

## Academic Senator Attendance

Jessica A. Alabi, <i>at-Large</i>	Present	Lee Gordon, <i>at-Large, President</i>	Absent
Eduardo Arismendi-Pardi, <i>at-Large</i>	Absent	Marilyn Kennedy, <i>Lit &amp; Lang, PDI Chair, Secretary</i>	Present
Jason Ball, <i>Part-Time Faculty</i>	Absent	Jodie Legaspi, <i>Athletics &amp; Kinesiology</i>	Present
Carol Barnes, <i>Counseling</i>	Present	Doug Lloyd, <i>at-Large</i>	Absent
Tyler Boogar, <i>Math &amp; Sciences</i>	Present	Leland Means, <i>Visual &amp; Performing Arts</i>	Present
Nina Calabretta, <i>Part-Time Faculty</i>	Present	Jeanne Neil, <i>Business &amp; Computing</i>	Absent
Sean Connor, <i>at-Large</i>	Present	Charles Otwell, <i>Curriculum Chair</i>	Present
Eric Cuellar, <i>at-Large</i>	Present	Max Pena, <i>at-Large</i>	Present
Jodi Della Marna, <i>Library</i>	Present	Clyde Phillips, <i>at-Large</i>	Present
Matt Denney, <i>Technology</i>	Present	Loren Sachs, <i>at-Large, Immediate Past President</i>	Present
Tina De Shano, <i>Consumer &amp; Health Sciences</i>	Present	Jordan Stanton, <i>Social &amp; Behavioral Sciences</i>	Present
Rendell Drew, <i>at-Large, Vice-President</i>	Present	Katherine Smith, <i>ASOCC Student Representative</i>	Present
Cyndee Ely, <i>Part-Time Faculty</i>	Present		

**Guests (Optional & Voluntary Sign-In):** Anna Hanlon, Kate McCarroll, Jaki Kamphuis, Sheri Sterner, Melissa Archibald, Steve Tamanaha, Rebecca Morgan, Renee DeLong, and Michelle Grimes-Hillman.

## 1. Preliminary Matters

- A. **Call to Order: Vice-President Rendell Drew** called the meeting to order at 11:30 A.M.
- B. **Opportunity for Public Comment:** None.
- C. **For the Good of the Order:**

**Senator Sachs:** Stated that there are opposing messages regarding the budget and faculty hiring faculty are hearing: one message is that there will be a financial cliff and the other is that there will be the financial means to hire more faculty. The Senate needs clarification.

**Senator Kennedy:** Stated that concerns raised last semester by an OCC senator about an international student and academic freedom, other colleges and universities across the nation are facing now. She has reports and those will be discussed with the Academic Freedom committee.

## 2. Consent Agenda

**Motion 1: Senator Kennedy moved to** approve Christina Montano and David Giordano as new Faculty Flex Committee members; motion seconded; motion approved unanimously.

### 3. Officer, Senator, & Committee Reports

**A. Vice-President's Report – Rendell Drew:** Vice-President Drew stated that he is committed to the Senate moving forward in being respectful and collegial during meetings and in communications. He also reminded the Senate of President Gordon's prioritizations: faculty hiring and the COVID-19 situation. There are other recommendations such as the Transparency Committee and Guided Pathways reporting, etc. President Gordon is working with President Suarez to set-up a meeting to discuss COVID-19 and the budget along with VP Drew, CFE President Schneiderman, and CFE Executive Director Bob Fey; the tentative date is September 22. VP Drew stated that if any of the senators have any items to be prioritized this semester, they should talk to the E-board so those may be placed on the agenda. After last week's discussion about having a guest speaker, Senator Alabi reached out to ASCCC to have someone come to the Senate and talk about the 10+1, shared governance, etc.

**B. Guided Pathways Reports –**

**GP Onboarding Coordinator Alabi** apologized for reporting in the past (at the state level) where Charles Otwell should have been reporting. Charles will present the information in the future and Coordinator Alabi will present when Onboarding has a report.

**Faculty Starfish Coordinator Kate McCarroll** reported that the Starfish Implementation Team had their first open lab last Friday, September 2. There were some faculty from social sciences whose questions were answered at the lab. The labs take place every Friday at 9 am. She thanked the Senate for putting the information out.

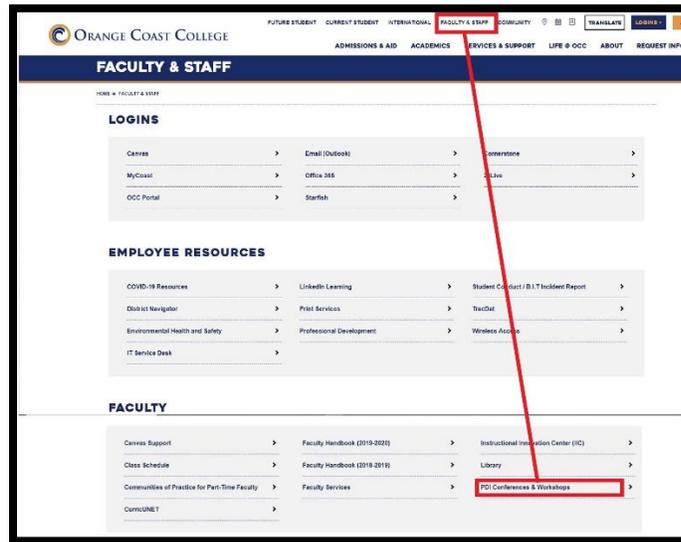
**C. Union Bargaining Unit Report – CFE President Rob Schneiderman** reported that CFE is having their negotiations sessions this Thursday and Friday to discuss issues related to the return in the spring and for tenure-track evaluations—improving the forms, the process, and including diversity, equity, and inclusion training. They also want to explore the idea of allowing faculty to teach a percentage of their schedule virtually at anytime as long as the proper addendums are in place and they would like the Senate to discuss this flexibility issue, as well.

**D. Budget Update Report – Senator Ely** reported that the OCC Budget Committee meets tomorrow. While there is a lot of one-time money coming, the college needs to be careful and be good stewards with that money. Senator Ely will state an estimated cost of salary and benefits for each faculty member at the meeting next week.

**E. Diversity, Equity, and Inclusiveness Initiatives Report – DVP Drew and Dr. Sterner** reported that there will be faculty focus groups this fall: general faculty, people of color, women, disability, and LGBTQIA+. The dates vary from September 16 to September 23. The focus groups will be held via Zoom. A recruitment email will be going out. There were two Flex sessions on the HEDS survey in the Spring 2021. They were conducted by Dr. Sterner and Maricela Sandoval.

**F. Board Policies and Administrative Procedures Report - Senator Kennedy** reported that at the first meeting this fall was mostly an orientation, but that two policies are being reviewed because it has been six years since they were last looked at: **BP 7260 Classified Managers** and **BP 7230 Classified Employees**. There are no changes other than some minor grammatical changes.

- G. Professional Development Institute (PDI) Report — PDI Chair Kennedy** thanked technology and the administration for placing the link to the PDI Conferences application on the OCC Home page, allowing for quicker, easier access for OCC faculty. To access from the OCC Home Page, click on “Faculty and Staff,” scroll down to “Faculty,” and then tap the link for “PDI Conferences and Workshops” that goes directly to the application page in the OCC Portal.



#### 4. New Business

- A. Educational Master Plan (EMP) – Dr. Sheri Sterner** provided an update on the Educational Master Plan process [see full draft in the appendix at the end of these minutes].

On behalf of the College Council, she came to the Senate last academic year and shared the EMP process and timeline. She also conducted a special session with the Senate to get feedback on possible changes. Dr. Sterner presented the inputs and outputs. During Spring 2021 Flex Day, they solicited feedback from campus visioning sessions. Other visioning sessions were also conducted across campus. They received a lot of participation. College Council looked at the District's Strategic Plan, as well. The Institutional Effectiveness (IE) committee did a great job gathering internal and external data trends seeing what is likely to affect the institution in the future and coming up with those recommendations. They looked at all current initiatives on campus.

Currently, College Council is making some revisions on the values, goals, and objectives for OCC. They also looked at the vision and mission statements. The IE Office hopes to get final feedback and endorsement from across campus after the recommendations have been updated. The recommendations were reviewed in May 2021, worked on during the summer (July and finalized then) and in August and September they would like to receive endorsement and in October have the EMP go to the Board for approval.

The college values, goals, and objectives are integrated into Program Review which is tentatively scheduled for October 11. The updated EMP includes an overview of the process much more expanded, the draft mission statement, and the details on the college values, goals, and objectives, plus the addition of equitable outcomes. They also included a glossary of terms as it was a recommendation that came from College Council.

As the Academic Senate reviews the document, it is important to keep in mind that this is the combination on the campus feedback and dialogue across the different constituent groups and it is near the end of the process, so they are looking for tweaking and of course, any issues the Senate has concerns about. IE will work with the Marketing team to proofread and polish the document without changing the content. This is the end of the process for checks and balances. Dr. Sterner pointed out the changes or updates to the mission statement, goal statements, objectives and values.

The refreshed summary is on the portal along with other details about the process. The next steps include review, feedback, and endorsement from the body by the end of September, College Council Finalization and the integration of mission, values, goals, and objectives into Comprehensive Program Review (Fall 2021) and Planning (Spring 2022).

Senator Kennedy said she had not had a chance to get feedback from her constituents since the senators received the newly updated document on Monday morning, but that she would take it back to them for review. She also reviewed the document for grammatical and inconsistency issues and will share those with Dr. Sterner via an email.

**B. Revisions to Comprehensive Program Review – Institutional Effectiveness Co-Coordinator**

**Anna Hanlon** informed the Senate that the Comprehensive Program Review falls under the 10+1. The recommendations started back in 2016 and 2017. Those were brought forward, then they received additional feedback in 2020-2021 through a campus wide survey, and via faculty through the Delphi Method. They received a lot of qualitative data. They also met with the Guided Pathways Design TEAM members to get their input in terms of what a program review might look like to support a Guided Pathways framework.

The recommendations were brought to the Senate and endorsed March 23, 2021. During the summer, the IE Coordinators and the IE team analyzed the feedback and came up with a way to incorporate the feedback and provide a revision to the Comprehensive Program Review which is what is being presented today for feedback.

Coordinator Hanlon reviewed the recommendations: Align program review with guided pathway structure, incorporate student voice, remove barriers, establish equity in a more prominent way, focus on closing performance gaps (e.g., equity, program set standards), provide faculty with ideas for program improvement/closing gaps, solidify linkage to planning strategies, increase access to interactive dashboards, improve the TracDat interface, and flow & reporting.

For the revisions of Program Review they want to spend more time in dialogue with colleagues across and within departments about the data and the story that it tells. They want to move the focus from the department view to the student view using the Guided Pathways lens of the students' journeys.

Coordinator Hanlon showed a visual mapping of the comparison of program review from 2015-2016 to 2021-2022. She also displayed the timeline, showing the start in October and orientation in late September and early October. The majority of the work will be done in the fall and completed in spring 2022. She encouraged senators to read over the grids that were created during the summer.

**C. Faculty Handbook** – This item has been postponed.

**D. Diversity, Equity and Inclusion HEDS Survey** – This item has been postponed.

- E. Full Time Faculty Hiring Prioritization Resolution – First Reading - Vice President Drew** presented the Dowling-Maurer-Hoffman Resolution and read the “be it resolved” paragraphs out loud. The resolution proposes to expand the Faculty Hiring Prioritization Subcommittee membership to a total of 4 new faculty voting members.

**FULL-TIME FACULTY HIRING PRIORITIZATION SUBCOMMITTEE:  
DOWLING-MAURER-HOFFMAN RESOLUTION<sup>1</sup> #F-2021-1**

**Moved by AS President Emeritus and Sen. Dr. Eduardo Jesús Arismendi-Pardi  
Second by AS Vice-President and Sen. Dr. Rendell Drew**

Whereas, collegial consultation is a mechanism that honors the spirit of shared governance under Title 5 as the collegial mechanism for inclusive and collective problem solving in addressing how to best serve students;

Whereas, collegial consultation allows for diversity of views and opinion to address complex educational challenges in the search for optimal solutions that rest on the collegial principles of equity and broad inclusivity;

Whereas, previous Academic Senate Leaders have made numerous attempts in the past;

Whereas, OCC seeks to create an atmosphere of transparency and inclusivity under our new college leadership (September 2021) and with the vision of the Office of Instruction;

Be it Resolved that the Chief Instructional Officer (CIO) shall be an Ex Officio Member of the Full Faculty Hiring Prioritization Subcommittee;

Be it Further Resolved that the Full-Time Faculty Hiring Prioritization Subcommittee expand its membership be broadened and inclusive of the voting members of the Academic Senate Executive Board or other members of the faculty as designated by the Academic Senate for a sum total of four (4) new voting members of the Subcommittee.

<sup>1</sup>Footnote: Sen. Dr. Ernest Maurer, Emeritus Professor of Aviation and Space and Sen. Thomas Dowling, Emeritus Professor of Art contributed much effort and dedicated their time to serve students and the institution never surrendering to their goal that one day OCC will have a Subcommittee that truly honors and respects the Spirit of Shared Governance. Due to the contributions of these two former esteemed members of the Senate this resolution should be referred to as the Dowling-Maurer Resolution in honor to their commitment to serve the institution and students whom they serve. Glynis Hoffman, Professor of English, was instrumental in working with former Senators Dr. Maurer and Dowling in trying to change the decision making process to be more collegial and inclusive of faculty input and to be much more transparent. Prof. Hoffman is currently an active member of the faculty in the Department of English at OCC.

## **5. Adjournment of the Regular Meeting**

**Vice-President Drew** adjourned the meeting at 12:33 p.m.

## **6. Approval of the Minutes: September 14, 2021**

**MINUTES:** First draft written by Beatriz Rodriguez, Administrative Assistant to the Senates. Revision of first draft and Senate-approved drafts written by Senate Secretary, Marilyn Kennedy, who also distributes the final Senate-approved version to the Chancellor, Board of Trustees members and secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College President and faculty as per OCC Senate bylaws.

# Voting Tallies Chart

Motion 1 Consent Agenda	Senate Membership
Aye	Alabi, Jessica A.: Senator-at-Large (2020-2023)
Absent	Arismendi-Pardi, Eduardo: Senator-at-Large (2021-2024)
Absent	Ball, Jason: Part-Time Senator (2021-2022)
Aye	Barnes, Carol: Counseling Senator (2021-2024)
Aye	Boogar, Tyler: Math and Sciences Senator (2020-2023)
Aye	Calabretta, Nina (Part-Time Senator (2021-2022)
Aye	Connor, Sean: Senator-at-Large (2020-2023)
Aye	Cuellar, Eric: Senator-at-Large (2021-2024)
Aye	Della Marna, Jodi: Library & Learning Support Senator (2020-2023)
Aye	Denney, Matt: Technology Senator (2020-2023)
Aye	De Shano, Tina: Consumer Health Sciences Senator (2020-2023)
Aye	Drew, Rendell: Senator-at-Large (2020-2023)
Aye	Ely, Cyndee: Part-Time Senator (2021-2022)
Absent	Gordon, Lee: Vice President, Senator-at-Large (2019-2022)
Aye	Kennedy, Marilyn: Secretary, Literature and Languages Senator (2019-2022)
Aye	Legaspi, Jodie: Athletics and Kinesiology Senator (2020-2023)
Absent	Lloyd, Doug: Senator-at-Large (2020-2023)
Aye	Means, Leland: Visual and Performing Arts Senator (2021-2024)
Absent	Neil, Jeanne: Business and Computing Senator (2019-2022)
--	Otwell, Charles: Curriculum Chair (Non-Voting) (Open)
Aye	Pena, Max: Senator-at-Large (2019-2022)
Aye	Phillips, Clyde: Senator-at-Large (2021-2024)
Aye	Sachs, Loren: President, Senator-at-Large (2019-2022)
Aye	Stanton, Jordan: Social and Behavioral Sciences Senator (2019-2022)

# Appendix to Senate Minutes

## Educational Master Plan Refresh College Council Endorsed Value, Goal & Objective Statements for Campus Review Summer 2021

PREPARED BY: **OCC Office of Institutional Effectiveness**

PUBLICATION DATE: **07-20-2021**

EMAIL: [OCCresearch@occ.cccd.edu](mailto:OCCresearch@occ.cccd.edu)

### Table of Contents

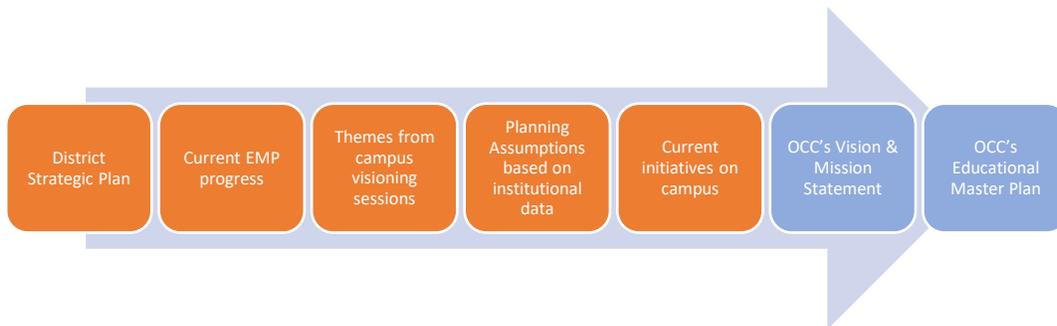
<a href="#">Overview of the Process</a> .....	8
<a href="#">Mission Statement</a> .....	10
<a href="#">College Value/Goal: Community</a> .....	11
<a href="#">College Value/Goal: Learning</a> .....	12
<a href="#">College Value/Goal: Access</a> .....	13
<a href="#">College Value/Goal: Stewardship</a> .....	14
<a href="#">College Value/Goal: Student &amp; Employee Engagement</a> .....	16
<a href="#">Glossary of Terms</a> .....	17
<a href="#">Appendix A</a> .....	20
<a href="#">Appendix B</a> .....	22

## Overview of the Process

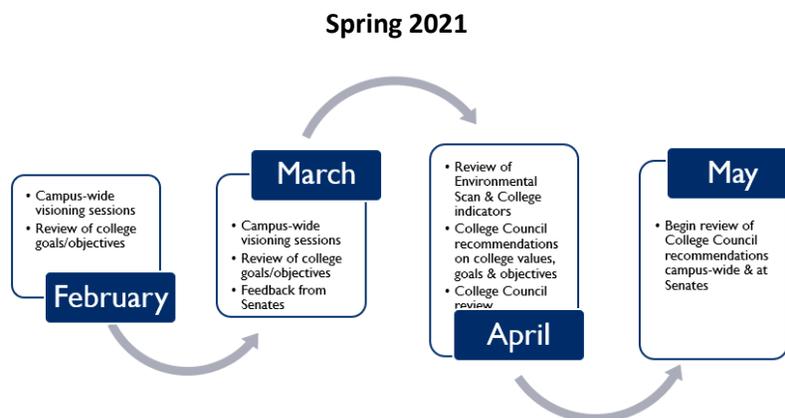
The current Educational Master Plan (2016-2021) sunset in spring 2021. To create the new EMP, the college engaged in a master plan “refresh” due to the major overhaul in 2015-2016. The refresh focused on content changes to the college’s value names, goal statements, and objectives. Starting with spring 2021 Flex Day, Educational Master Plan progress review and visioning sessions were conducted with constituent groups (e.g., students, faculty, management, and classified professionals) and in general campus sessions. 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. The 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 data to create 33 planning assumptions to be considered in the process. The data 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 to contribute an additional 14 planning assumptions.

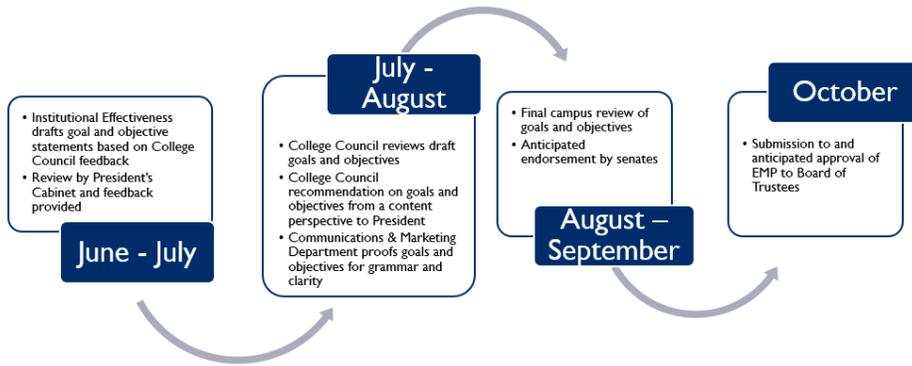
The graphic below details the inputs considered for the Educational Master Plan refresh by the College Council, whom worked to integrate this information into recommended changes for campus discussion in May 2021. The recommendations are pending based on campus-wide feedback. It is anticipated they will finalize revisions a special meeting held on June 20, 2021.



The graphic below details the updated spring 2021 timeline for the Educational Master Plan refresh.



Summer 2021 - Fall 2021



Summary of Recommendations

	<b>Value Name</b>	<b>Goal Statement</b>	<b>Objectives</b>	<b>Gaps to Explore</b>
<b><u>Community</u></b>	No Change	Revise to include intentional focus on equity, diversity, inclusion, race, and culture.	<ul style="list-style-type: none"> <li>• Augment objectives 1, 2 &amp; 3</li> <li>• Add new objective (i.e., community education/program needs &amp; partnership integration)</li> </ul>	<ul style="list-style-type: none"> <li>• New recommended objective address gaps</li> </ul>
<b><u>Learning</u></b>	No Change	Revise to broaden to all student journeys and encompass intentional commitment to equity and inclusion in education.	<ul style="list-style-type: none"> <li>• Augment objectives 1, 2, 3 &amp; 4</li> <li>• Add two new objectives (i.e., pedagogy, innovative programs)</li> </ul>	<ul style="list-style-type: none"> <li>• Two new recommended objective address gaps</li> <li>• Training for faculty to teach in equitable, forward thinking approaches</li> </ul>
<b><u>Access</u></b>	Access & Equity	Minor revision to add “programs” to statement.	<ul style="list-style-type: none"> <li>• Refocus objective 1</li> <li>• Augment objectives 2 &amp; 3</li> <li>• Add new objective (i.e., student basic needs)</li> </ul>	<ul style="list-style-type: none"> <li>• New recommended objective address one gap</li> </ul>
<b><u>Stewardship</u></b>	No Change	Revise to include equity, environmental sustainability, and intentionality.	<ul style="list-style-type: none"> <li>• Refocus objective 1</li> <li>• Augment objectives 2, 3, 4 &amp; 5</li> </ul>	<ul style="list-style-type: none"> <li>• Culture of care</li> <li>• Participatory governance</li> </ul>
<b><u>Student &amp; Employee Engagement</u></b>	No Change	Revise to include culture of care, supportive & inclusive spaces & measurable action.	<ul style="list-style-type: none"> <li>• Augment objectives 1, 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>• Technology focus (new, existing &amp; upgrades)</li> <li>• Campus Processes</li> <li>• Employee Accountability</li> <li>• District Integration (structurally &amp; relationally)</li> </ul>

The College Council is recommending changes to the existing Educational Master Plan that spans from augmenting the name of one of our values to adding additional objectives. Most gaps identified have been addressed by refocusing, augmenting or adding new objectives. However, a few gaps still remain that the council will address in the final changes to the Educational Master Plan based on college

feedback and further discussion. The table below provides a brief summary of the recommended changes by college goal. Details of the changes are documented by college goal in subsequent sections of this report. A glossary is presented after the goals to clarify the meaning of commonly used terms in the Educational Master Plan.

## 1. Mission Statement

As part of the refresh process, the College Council reviewed the recommended revisions to the college goals and objectives and reflected on the mission statement at their 7/20/2021 meeting. Council members were asked to provide additional feedback on the mission statement prior to the end of that week. Below is a preliminary view of the mission statement with initial revisions. The mission statement will be further reviewed at the first College Council of the fall term, September 7, 2021.

Orange Coast College serves the educational needs of our diverse local and global community. The college empowers students to achieve their ~~educational~~ goals by providing high quality, culturally responsive, and innovative programs and services through pathways leading to ~~academic~~ degrees, ~~college~~ transfers, certificates ~~in career and technical education~~, basic-foundational skills, ~~and~~ workforce development and to enable lifelong learning.

The college promotes student development, learning and equitable outcomes, ~~student learning and development~~ through fostering a respectful, inclusive, caring, supportive, and participatory, ~~and equitable~~ campus climate of student engagement and academic inquiry.

## 2. College Value/Goal: Community

	College Council Notes
<b>VALUE NAME:</b> <i>Community</i>	No change recommended
<b>Suggested Goal Statement:</b> <i>Foster an inclusive, diverse, race-conscious, and equitable culture that serves, engages and connects the campus to the through the means of growing partnerships with local and global communities.</i>	Statement needs to be revised to include an intentional focus on diversity, equity, inclusion, race, and culture.  Goal statement approved by College Council 7/20. Council discussed possibility of changing race-conscious to identity-conscious based on campus feedback.
<b>Objective 1:</b> <del>Promote an inclusive college environment and</del> <b>Promote</b> intercultural understanding to enable a <del>stable society and the ability of</del> students and employees to work in a diverse, culturally rich environment <b>by infusing creativity, innovation and cultural awareness across the college.</b>	Augment objective to <ul style="list-style-type: none"> <li>• Add a stronger focus for soft skills, creativity, arts, innovation, and forward-visioning.</li> <li>• Add a focus on avenues in quantity and diversity to engage students in multiculturalism.</li> <li>• Add equity and resources to the objective.</li> </ul> Objective approved by College Council 7/20.
<b>Objective 2:</b> <del>Develop</del> <b>opportunities that allow</b> <del>faculty, staff, management employees and</del> students to broaden intellectual, global, and multicultural understanding <b>by learning from people possessing diverse experiences across communities and cultures engagement in global and international experiences, and facilitate a means to bring those experiences back to campus.</b>	Augment objective to <ul style="list-style-type: none"> <li>• Reference multicultural experiences, clearer descriptions on how the engagement happens.</li> <li>• Ensure the types of experiences and where they take place is broadened to address equity considerations.</li> </ul> Objective approved by College Council 7/20.
<b>Objective 3:</b> <b>Strategically identify, develop, and</b> <del>expand and institutionalize</del> higher education, K-12, and industry partners <del>community and industry connections.</del> <b>to foster an inclusive culture and successful career pathways for students.</b>	Augment objective to <ul style="list-style-type: none"> <li>• Add focus on strategic partnerships in anticipation of future needs (i.e. aging population, declining K-12 population, industry career trends)</li> </ul> Objective approved by College Council 7/20.
<b>Objective 4: NEW</b>  <b>Expand instructional and support programs and services that encourage and uplift underserved and disenfranchised populations within the community.</b>	New objective will address <ul style="list-style-type: none"> <li>• Expanding non-credit courses to serve the community on campus and out into the community resources – as the community defines the needs (concept of student centered)</li> <li>• Promote a reciprocal partnership with city administration and NGO's to reduce duplication/competition for providing services to the greater community.</li> </ul> Objective approved by College Council 7/20.

## 4. College Value/Goal: Learning

	College Council Notes
<b>VALUE NAME:</b> Learning	No change recommended
<p><b>Goal Statement:</b> <del>Ensure students receive a quality education to become self-directed and successful lifelong learners</del></p> <p><i>Equitably engage all students in an inclusive, high quality education geared towards maximizing the knowledge and lived experiences they bring and facilitating the completion of their goals.</i></p>	<p>Statement needs to be revised to broaden to include all student populations and journeys and encompass intentional commitment to equity and inclusion in education. Best approach may be to start from scratch.</p> <p>Suggested statement: Provide our entire community of learners a quality education for their needs and goals. Add in language that we ensure understanding of an equitable and inclusive in education.</p> <p>Objective approved by College Council 7/20.</p>
<p><b>Objective 1:</b> Increase completion rates to allow learners to reach their full potential with particular attention to minimizing educational equity gaps for a wide range of students from a wide range of backgrounds while preserving access and enhancing quality.</p>	<p>Change from a broad view of completion rates for everyone to target learners who are not completing and ensure that they get what they need to be successful. Include intentional equity language.</p> <p>*Consider adding in language about alternative ways for awarding credit (e.g., Credit for Prior Learning)</p> <p>Objective approved by College Council 7/20.</p>
<p><b>Objective 2:</b> <del>Implement a comprehensive approaches that</del> Streamline and integrate processes within and across for the development of integrated academic and support services to <del>holistically address the needs of students</del> reduce institutional barriers, particularly among historically underserved groups experiencing educational equity gaps.</p>	<ul style="list-style-type: none"> <li>• Connect to guide pathways</li> <li>• Needs to reduce barriers</li> <li>• Streamline processes – help students to understand the processes – connect the processes to students</li> <li>• Language to address the special populations or affinity groups</li> </ul> <p>Objective approved by College Council 7/20.</p>
<p><b>Objective 3:</b> Strengthen the scheduling processes for program/discipline pathways <del>and learning practices to increase student goal completion</del> by implementing student-centered, completion-focused, and equity-minded practices.</p>	<ul style="list-style-type: none"> <li>• Guided pathways</li> <li>• Make sure that it addresses student-centered scheduling</li> <li>• Recommend that scheduling be done with an equity lens.</li> <li>• Intentionally consider the needs of Guided Pathways in scheduling</li> </ul> <p>Objective approved by College Council 7/20.</p>
<p><b>Objective 4:</b> Provide culturally responsive education through adaptable, inclusive and innovative learning environments that support individual and group differences and result in equitable outcomes.</p>	<ul style="list-style-type: none"> <li>• Creating safe spaces for affinity groups – See engagement goal 5, objective 3</li> <li>• Campus culture is all inclusive</li> <li>• Supports culture of care</li> <li>• Pedagogy and Teaching Practices (e.g., culturally responsiveness, equity-mindedness)</li> <li>• Better integration of culturally diverse pedagogy</li> <li>• Dialogue about culturally responsive pedagogy</li> <li>• Equitable practices in *all* classrooms</li> <li>• Train the faculty to teach today's students. Not subject matter but how to teach in a more equitable, forward thinking approaches.</li> </ul> <p>Objective approved by College Council 7/20.</p>
<p><b>Objective 5: NEW</b></p> <p>Develop guided pathways that innovate, streamline and strengthen the student recruitment to completion pipeline regardless of educational goal, and assures equitable outcomes across all groups.</p>	<p>New objective will address</p> <ul style="list-style-type: none"> <li>• A strategic plan for the additional of innovative and new programs that supports the needs of the community, such as dual enrollment, transfer pipeline, contract enrollment, increasing non-credit, prior learning, adult education, and future new teaching modalities</li> </ul> <p>Objective approved by College Council 7/20.</p>

## 5. College Value/Goal: Access

	College Council Notes
<b>VALUE NAME:</b> Access & Equity	<p>Revise to "Access &amp; Equity". The change maintains commitment to CLASS and prominently prioritizes commitment to equity.</p> <p>Value statement approved by College Council 7/20.</p>
<b>Goal Statement:</b> Create equitable access through effective and innovative pathways, <del>and</del> programs and services that result in increased student success.	<p>Minor recommended change to: <i>Create equitable access through effective and innovative pathways, <del>and</del> programs and services</i> that result in increased student success.</p> <p>Goal statement approved by College Council 7/20.</p>
<b>Objective 1:</b> Adapt curriculum and support processes in foundational areas to increase progression through momentum point courses to accelerate college-level preparedness. <del>basic skills instruction and support processes to increase skill development, and accelerate college level preparedness.</del>	<p>Revise objective to</p> <ul style="list-style-type: none"> <li>A statement like "College will work to improve and provide more equitable and student-centered scheduling." <i>See new objective under LEARNING</i></li> <li>Add revised basic skills language to include momentum point courses (foundational, etc.)</li> </ul> <p>Objective approved by College Council 7/20.</p>
<b>Objective 2:</b> <del>Assist students by creating a coordinated K-12, OCC and four-year academic seamless pathway to degree and job attainment.</del>  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).	<p>Revise objective to</p> <ul style="list-style-type: none"> <li>A statement like "Embed equity as we create pathways from K-12, OCC, and four-year college/university, and employment; and representation of underrepresented student groups in STEAM."</li> </ul> <p>Objective approved by College Council 7/20. Objective revised to include College Council suggested statement be broadened beyond STEAM to include other non-traditional fields and change pathway language away from specific sectors (e.g., K-12, four-year) to entry to goal achievement.</p>
<b>Objective 3:</b> Increase completion rates for students by implementing institutional practices, such as culturally responsive pedagogy, accessibility, student centered scheduling, and program review, geared towards promoting intentional equitable outcomes.	<p>Revise objective to</p> <ul style="list-style-type: none"> <li>A statement like "Incorporate language that addresses not only equitable outcomes but the approach to achieve equitable outcomes (e.g., Program Review, culturally responsive pedagogy, student centered scheduling)."</li> </ul> <p>Added accessibility based on College Council member feedback post 7/20.</p> <p>Objective approved by College Council 7/20.</p>
<b>Objective 4:</b> Provide equitable access by meeting students' basic needs.	<p>A new objective will address</p> <ul style="list-style-type: none"> <li>Providing equitable access to OCC through meeting students' basic needs.</li> </ul> <p>Objective approved by College Council 7/20.</p>

## 6. College Value/Goal: Stewardship

	College Council Notes
<b>VALUE NAME:</b> <i>Stewardship</i>	No change recommended
<b>Goal Statement:</b> <i>Sustain, improve and create programs, physical and human resources, and infrastructure through processes that ensure accountability, long-term viability, continuous improvement, equity, and environmental sustainability.</i>	<p>Revise statement to</p> <ul style="list-style-type: none"> <li>• Add equity or equitable</li> <li>• Add environmental to reinvigorate the focus on environmental sustainability</li> <li>• Add intentionality</li> </ul> <p>Goal statement approved by College Council 7/20.</p>
<b>Objective 1:</b> Model and embed environmental sustainability practices campus-wide. <del>within College instruction and programs.</del>	<p>Revise objective to</p> <ul style="list-style-type: none"> <li>• Focus on campus-wide sustainability and not only instruction and programs.</li> <li>• Consider "Model and embed environmental sustainability practices campus-wide <del>within College instruction and programs.</del>"</li> </ul> <p>*List the examples of Recycling Center, Recovery Kitchen, Bike Path and other programs.</p> <p>Objective approved by College Council 7/20.</p>
<b>Objective 2:</b> <del>Develop and</del> Maximize financial resources <b>through equitable and accessible processes and practices</b> to benefit students and programs.	<p>Augment objective to</p> <ul style="list-style-type: none"> <li>• Include language about allocating financial resources equitably</li> <li>• Include accessibility</li> <li>• Include intentionality</li> </ul> <p>Objective approved by College Council 7/20.</p>
<b>Objective 3:</b> Cultivate human potential <b>through professional development, participatory governance, and equitable recruitment, selection, and retention practices</b> that advance our mission and <del>enhance</del> <b>allow</b> the quality of the lives of our employees <b>to flourish.</b>	<p>Augment objective to</p> <ul style="list-style-type: none"> <li>• Include professional development</li> </ul> <p>Objective approved by College Council 7/20. College Council discussed adding the concept the objective also supporting/expanding employees existing potential. Language added in statement about "retention" to address the various activities that would support this.</p>
<b>Objective 4:</b> Promote an <del>open</del> <b>inclusive, collaborative, and supportive</b> environment with rigor, transparency, <b>and</b> continuous improvement, <b>focused on</b> <del>recognition of collaboration and individual achievement.</del> <b>maximizing and celebrating the achievements of students and employees.</b>	<p>Augment objective to</p> <ul style="list-style-type: none"> <li>• Include language about open, safe, and inclusive environment</li> <li>• Consider altering the word "individual" to capture students and employees.</li> </ul> <p>Objective approved by College Council 7/20.</p>
<b>Objective 5:</b> Enhance <b>infrastructure</b> , services and instruction through the use of self-directed, <b>accessible</b> , intuitive online technology.	<p>Augment objective to</p> <ul style="list-style-type: none"> <li>• Include infrastructure</li> </ul> <p>Added accessible based on College Council member feedback post 7/20.</p> <p>Objective approved by College Council 7/20.</p>



## 7. College Value/Goal: Student & Employee Engagement

	College Council Notes
<b>VALUE NAME:</b> <i>Student and Employee Engagement</i>	Further discussion if to include concept of inclusion and care in value name or if better to augment goal statement & objectives.
<b>Goal Statement:</b> <del>Promote active and collaborative participation</del> <i>Foster a culture of care leading to meaningful connections, collaborative participation, and supportive spaces among people, places and ideas within the College.</i>	Augment goal statement to include <ul style="list-style-type: none"> <li>• Positive measurable action</li> <li>• Culture of Care</li> <li>• Create Safe Spaces (e.g., affinity groups) – language changed to supportive spaces as it is more inclusive in goals/objectives.</li> </ul> Goal statement approved by College Council 7/20.
<b>Objective 1:</b> <del>Increase Create</del> <i>structured and intentional opportunities for student engagement within and across instructional programs and courses curriculum, co-curricular activities, and service-learning support services.</i>	Augment objective to <ul style="list-style-type: none"> <li>• Include instructional programs</li> <li>• Provide additional opportunities for existing campus resources (e.g., Multicultural Center)</li> <li>• Include pedagogy (e.g., focus on diversity, culturally competency and multicultural pedagogy) <i>See Learning objectives</i></li> </ul> Objective approved by College Council 7/20.
<b>Objective 2:</b> <del>Intentionally develop and expand opportunities programs to promote student interaction among and between faculty, classified professionals, and management and student interaction, along with team and community building that advances the mission of the College.</del> <i>to support a culture of care and increase engagement.</i>	Augment objective to <ul style="list-style-type: none"> <li>• Expand OCC – student relationship statement to between ASOCC and OCC employees, not only faculty</li> <li>• Provide additional opportunities for existing campus resources (e.g., Multicultural Center)</li> </ul> Objective approved by College Council 7/20.
<b>Objective 3:</b> <del>Support the development of students and employees as individuals, and as community members.</del> <i>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.</i>	Augment objective to <ul style="list-style-type: none"> <li>• Include participate in diversity, equity &amp; inclusion with technology (training &amp; access), allocation &amp; funding <i>See also Stewardship objectives</i></li> </ul> Objective approved by College Council 7/20. College Council discussed adding restorative practices.
<b>Objective 4: NEW</b> <i>Foster and build upon relationships within the college and across the district to improve processes, communication, collaboration, and accountability.</i>	<b>NOTE - Suggesting new objective to address employee accountability &amp; district integration as these were identified gap areas.</b>  Objective approved by College Council 7/20.

## 8. Glossary of Terms

The purpose of this glossary is to act as a guide of terms or their variation thereof in the Educational Master Plan. They provide a shared meaning and understanding of critical concepts and terms to advance the college's goals and objectives. The definitions for the terms in this glossary were accessed 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)<sup>1</sup>. The second source is the White House, Executive Order on Diversity, Equity, Inclusion and Accessibility in the Federal Workforce (WH DEI)<sup>2</sup>.

**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)

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<sup>1</sup> CCCC DEI (<https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf?la=en&hash=21FCA99EAE353E6F481025115DC98272EAA36BA9>)

<sup>2</sup> 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/>)

**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 encompasses being (1) 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.<sup>3</sup>

**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

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<sup>3</sup> Edglossary (<https://www.edglossary.org/student-centered-learning/>)

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)

## 9. Appendix A

### Campus-wide themes for commendations & maximizing opportunities

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#### 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 Embrace/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