



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.

informed the Senate

presented the Dowling-Maurer-

Aye Absent	Alabi, Jessica A.: Senator-at-Large (2020-2023)

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	No change recommended
	<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>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>Implement a comprehensive approaches that Streamline and integrate processes within and across for the development of integrated academic and support services to holistically address the needs of students—reduce institutional barriers, particularly among historically underserved groups experiencing educational equity gaps.</p>	<ul style="list-style-type: none"> • Connect to guide pathways • Needs to reduce barriers • Streamline processes help students to understand the processes connect the processes to students • Language to address the special populations or affinity groups <p>Objective approved by College Council 7/20.</p>
<p>Strengthen the scheduling processes for program/discipline pathways and learning practices to increase student goal completion by implementing student-centered, completion-focused, and equity-minded practices.</p>	<ul style="list-style-type: none"> • Guided pathways • Make sure that it addresses student-centered scheduling • Recommend that scheduling be done with an equity lens. • Intentionally consider the needs of Guided Pathways in scheduling <p>Objective approved by College Council 7/20.</p>
<p>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"> • Creating safe spaces for affinity groups See engagement goal 5, objective 3 • Campus culture is all inclusive • Supports culture of care • Pedagogy and Teaching Practices (e.g., culturally responsiveness, equity-mindedness) • Better integration of culturally diverse pedagogy • Dialogue about culturally responsive pedagogy • Equitable practices in *all* classrooms • Train the faculty to teach today's students. Not subject matter but how to teach in a more equitable, forward thinking approaches. <p>Objective approved by College Council 7/20.</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.


	No change recommended
	Revise statement to <ul style="list-style-type: none">• Add equity or equitable• Add environmental to reinvigorate the focus on environmental sustainability• Add intentionality Goal statement approved by College Council 7/20.

Further discussion if to include
concept of inclusion and care in

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

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)

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)



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



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

